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## SUMMARY

Combating gender-based violence is a key area of the EU Gender Equality Strategy 2020-2025, which states that the EU needs 'comprehensive, updated and comparable data for policies ... to be effective', and that 'the data should be disaggregated by relevant intersectional aspects and indicators such as age, disability status, migrant status and rural-urban residence'. Both these needs are reflected in UniSAFE which delivers data on gender-based violence (GBV) in universities and research organisations in a gender+ perspective.

The objective of this report is to establish a European baseline of policies in place to combat GBV at the legal, policy level and the level of research funding organisations (RFO), as a fixed point of reference for future comparisons, by assessing existing laws and policies at the national and RFO levels in 27 countries in the EU. This is accompanied by analyses of four Associated Countries (Iceland, Serbia, Turkey, UK) and two Third Countries (Canada, USA) that were selected for comparison and as examples of existing practices. The analysis focuses specifically on **dedicated legal and policy frameworks focused specifically on universities and research organisations**, in order to map the **special efforts** made by national and regional authorities and RFOs to combat GBV at these specific institutions beyond generic anti-discrimination legislation and labour law protections.

Building on the 7P theoretical model (Mergaert et al. 2016) adopted in UniSAFE, the analysis applies the constructivist approach to policy analysis that was developed by Carol Lee Bacchi (2008), who concentrates on the construction of policy problems, their representations, and the further implications of these constructions. This approach allows us to consider how a policy issue (in this specific case, GBV) is defined and what is left out – what the silences are in the policy documents (including laws and policies). Moreover, we borrow from Wroblewski's good practice criteria for policy-making (2018, 31), which was developed to analyse gender equality policies specifically in Research and Innovation (R&I) in the European Research Area. In UniSAFE, these criteria have been adapted to fit the 7P theoretical framework's comprehensive approach to policy analysis (Strid et al. 2021).

The mapping covered the period of the last six years, between 2015 and May 2021, and the policies and laws had to be in force for at least a portion of that period. The mapping was conducted with the support of national researchers who were contracted to perform the task by the project coordinator (European Science Foundation), and it focused on: national and regional laws and national or regional policies adopted by national or regional authorities; policies adopted by RFOs; and other types of initiatives adopted by national authorities and other entities such as umbrella organisations or non-profit non-governmental organisations.

The analysis shows there are insufficient policies on GBV in universities and research organisations in the EU, with very few countries having a comprehensive policy mix in place or in development. The results of the mapping of laws, policies, policies adopted by RFOs, and other actions taken by the national authorities or other entities in the EU reveal that



there is a marked difference between, on the one hand, the older EU-14<sup>3</sup> Member States and Third Countries (USA and Canada) and, on the other hand, the new EU-13<sup>4</sup> Member States and some of the Associated Countries. This applies not only to laws and policies but also to other types of more informal actions. This suggests that other types of actions do not occur in the place of policies to make up for this lack, but rather that the policies in place may encourage and facilitate the development of additional types of actions outside the boundaries of policy. This finding also applies to the coverage of the 7Ps.

Specifically, in the EU-13, if policies are in place, the policies give the issue a brief treatment and do not include a comprehensive framework. The policies are most comprehensive where they are dedicated specifically to combatting GBV in the higher education sector (such as the bill of the law in Spain, France, and Ireland). EU RFOs do not have policies in place to address GBV, although preliminary discussions have taken place in recent years (e.g., in the FORGEN Community of Practice funded by the Horizon 2020 project ACT).

As regards the terminology used, GBV as a term is used very infrequently and is found in only three EU countries. In terms of the **forms of GBV**, all four types of regulations – laws, national policies, RFO policies, and other actions by national authorities – most commonly address sexual harassment, while other forms of GBV are addressed to a much lesser extent. Two other forms of GBV that are addressed more frequently are sexual violence and gender harassment, and online violence in the case of policies.

The mapped laws and policies in the EU relatively infrequently address **intersectionality**; when they do, it is gender identity and sexual orientation that are addressed the most, followed by race. Other inequalities are addressed less frequently – religion, age, health and disability, class, and im/migration. This maps onto the vulnerable groups mentioned in the laws and strategies, where non-binary staff and students, ethnic minorities, and staff with disabilities are the ones that are mentioned more frequently – but still by only three national or regional laws in the EU-27.

It is interesting to note that the dedicated laws and policies do not address mobility, **internationalisation**, or early career stages as specifically vulnerable situations that require policy attention. Given the importance of international academic mobility, particularly in the early career stages (doctoral and postdoctoral), which are also more exposed to hierarchical inequality and hence where there is greater vulnerability (Acker & Webber, 2017; Caretta et al., 2018; Linková & Červinková, 2013; Loveday, 2018; Mula et al., 2021; Vohlídalová, 2013), this omission in the laws and policies is striking for EU policy-making.

In terms of the **7Ps to combat GBV**, Third Countries show more coverage than the EU-14, and this disparity is particularly striking in relation to the laws in place to combat GBV. Among the policies in place in the EU, more attention is given to prevention, and the most comprehensive coverage of the 7Ps is observed in France, Ireland, and Spain. In terms of

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<sup>3</sup> The EU-14 are the EU Member States that joined the EU before 2004, without the UK, which left the EU in 2020, and now has the status of a Third Country associated to Horizon Europe: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, and Sweden.

<sup>4</sup> The EU-13 are the countries that joined the EU after 2004: Bulgaria, Croatia, Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia and Slovenia.

the other actions by national authorities taken outside the frame of law or policy, they, too, most frequently focus on prevention (26 out of 30 such other actions).

Given the importance of data, statistics, and indicators as a basis for evidence-based policy-making, there is very little with which to determine the **prevalence** of GBV. Furthermore, the laws and policies in the EU only marginally provide for **monitoring and evaluation** and do not establish many evaluation indicators (Sweden's stands out in this respect).

In terms of the other activities by other entities, three countries in particular report the important role of **umbrella organisations** in taking action against GBV (Belgium, Lithuania, and United Kingdom), where these activities at the level of umbrella organisations may be more important than national law or policy – this is especially the case of Belgium, and also of Ireland, where a comprehensive policy framework, including reporting from HEIs to a Higher Education Agency, and the wide stakeholder negotiation of the policy may have resulted in a greater uptake of policy.

Given the time period covered in the analysis, it was of interest to examine whether the **#MeToo movement** and the discussions surrounding **the Istanbul Convention** (which have created major cleavages in some EU countries in recent years) had an effect on universities and research organisations. This was based on the assumption that the student body might mobilise around #MeToo and initiate changes in universities. We also wanted to see whether the polarisation and hate speech directed at gender studies as a field and the attacks against 'genderism' negatively affected universities where gender studies are taught. Neither of these was found to play a significant role in the university and research sectors. However, the #MeToo movement was reflected by the media (with a generally positive sentiment) and in individual cases sparked a public debate on the topic and increased awareness, including in higher education. Overall, the Istanbul Convention and the debates surrounding it have not affected universities and research organisations, as the issue is generally seen as external to the sector.



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## ABBREVIATIONS

AC	Associated Countries
EC	European Commission
EU	European Union
FI	Feminist Institutionalism
GBV	Gender-Based Violence
GEP	Gender Equality Plan
HEI	Higher Education Institution
MS	Member States
NGO	Non-profit non-governmental organisation
NR	National Researchers
RFO	Research Funding Organisation
R&I	Research and Innovation
RPO	Research Performing Organisation
UK	United Kingdom
USA	United States of America
WP	Work Package



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## INTRODUCTION

Combating gender-based violence (GBV) is a key area of the EU Gender Equality Strategy 2020-2025, which states that the EU needs ‘comprehensive, updated and comparable data for policies ... to be effective’, and that ‘the data should be disaggregated by relevant intersectional aspects and indicators such as age, disability status, migrant status and rural-urban residence’.

UniSAFE reflects both these needs by delivering data on GBV in universities and research organisations (RFOs) in a gender+ perspective. UniSAFE is a Horizon 2020 project (contract number 101006261) funded under the call topic *SwafS-25-2020: Gender-based violence including sexual harassment in research organisations and universities*. It has a dual objective: (1) to produce robust knowledge on gender-based violence including sexual harassment in universities and research organisations and (2) to translate the knowledge into operational tools and recommendations for universities, research organisations, and policy-makers to reduce gender-based violence and sexual harassment (GBV).

In analysing the mechanisms of GBV and its social determinants, antecedents, and consequences, UniSAFE is centred on three research pillars that are combined in a holistic research model.

1. The first one, at the micro level, is the study of the **prevalence and impacts of GBV** at 48 institutions.
2. The second one, at the meso level, is a study of **organisational responses and infrastructure** that will be studied through in-depth case studies, interviews, and a strategic mapping of research organisations in 15 EU countries.
3. The third one, at the macro level, is an analysis of **legal and policy frameworks** that is focused specifically on GBV in universities and research organisations, carried out in cooperation with national experts in 27 EU member states, four Associated Countries,<sup>5</sup> and two Third Countries.<sup>6</sup>

This deliverable report presents the third, the macro level analysis of the legal and national policy frameworks as well as policies adopted by Research Funding Organisations (RFOs) and the indicators developed to establish a European baseline for these policy and legal frameworks.

## OBJECTIVES OF THIS REPORT

The central objective of this report is to establish a European baseline of policies in place to combat GBV at the national legal, policy, and RFO levels that can serve as a fixed point

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<sup>5</sup> The latest information on which countries are associated or in the process of association with Horizon Europe can be found here: [https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/list-3rd-country-participation\\_horizon-euratom\\_en.pdf](https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/common/guidance/list-3rd-country-participation_horizon-euratom_en.pdf)

<sup>6</sup> A country that is not a member of the European Union or a country or territory whose citizens do not enjoy the European Union right to free movement, as defined in Art. 2(5) of the Regulation (EU) 2016/399 (SchengenBordersCode)“. Source: [https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network/glossary\\_search/third-country\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/glossary_search/third-country_en).



of reference for future comparisons and to do so by assessing existing laws and policies at the national and RFO level in 27 countries in the EU. This is accompanied by analyses of four Associated Countries (Iceland, Serbia, Turkey, UK) and two Third Countries (Canada, USA) selected for comparison and as examples of existing practice. Specifically, the report's objectives are to:

- map and assess the role of responsible national authorities and RFOs in relation to GBV in academia in the selected countries;
- map and assess the effect of the #MeToo movement and the ratification of the Istanbul Convention in the selected countries;
- establish a European baseline for policy and legal frameworks.

It should be noted that the analysis covers specifically **dedicated legal and policy frameworks focused on universities and research organisations** in order to map **special efforts** taken by national and regional authorities and RFOs to combat GBV at these specific institutions, beyond generic anti-discrimination legislation and labour law protections.

## RELATIONSHIP OF THIS DELIVERABLE REPORT TO OTHER TASKS AND WORK PACKAGES

This report builds on the theoretical framework developed in Task 3.1 and described in Deliverable Report 3.1 and in particular on the theorisation of the 7P model.<sup>7</sup> It is closely linked to two Work Packages (WPs): WP 5, which presents the qualitative study of GBV at the institutional level, and WP 6, which delivers a synthesised and comparative analysis across different levels and data sets. The report establishes the baseline in terms of the extent to which national policy and legal frameworks address the 7Ps, and hence complements the data collection at the micro and meso levels (WP 4 and WP 5). It is one of the data sets that will feed the multi-level analysis (micro/meso/macro) conducted in WP 6 of the 7Ps in relation to the determinants and consequences of GBV; it will make it possible to analyse whether and how national legal and/or policy frameworks may affect institutional policies and whether having national laws or policies in place may or may not correspond with more comprehensive policies put in place at the institutional level and the impacts of GBV at the individual level.

## DRAFTING PROCESS AND INTERNAL QUALITY CHECK

This report has been drafted by ISAS with contributions from ORU, JU, and YW. Specifically, ORU contributed an analysis of the policies in place at RFOs, whereas JU and YW contributed an analysis of the legal frameworks and ISAS an analysis of the policy frameworks.

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<sup>7</sup> The ambitious and holistic 7P model covering prevalence, prevention, protection, prosecution, provision of services, partnerships, and policies was developed by Mergaert et al. (2016). For more detail see UniSAFE Deliverable Report 3.1.



In line with the project's internal procedures the deliverable report passed an internal quality check.

## STRUCTURE OF THE REPORT

The report is structured as follows: First, the theoretical framework is outlined, which encompasses the 7P model, Bacchi's 'What's the Problem' approach, and Wroblewski's adapted criteria of good practice. This is followed by a methods section that provides details about the fieldwork, methods of data collection, data clearing, and methodological limitations. Third, the overall analytical results are outlined, followed by a detailed analysis of a) legal documents, b) policy documents, c) policies adopted by RFOs, and d) other initiatives taken either by relevant national authorities or other entities such as umbrella organisations or NGOs. Each of these sections contains a summary of findings. The report ends with conclusions, bringing together the analytical findings from the previous sections. The annexes provide a list of national researchers and the data collection instruments.

## THEORETICAL BACKGROUND

UniSAFE Deliverable report D3.1 Theoretical and conceptual framework defines **gender-based violence** (GBV) as 'all forms of gender-based violence, violations and abuse, including but not limited to, **physical violence, psychological violence, economic and financial violence, sexual violence, sexual harassment, gender harassment, stalking, organisational or environmental harassment** – in both **online** and **offline** contexts, including emerging forms of violence, that are experienced as violence, violations and abuse not yet necessarily named or recognised as violence'. The project takes a victim/survivor-centred approach, while paying attention to the role of **bystanders** and **perpetrators**.

The comprehensive approach adopted in UniSAFE lies in the **7P model of prevalence, prevention, protection, prosecution, provision of services, partnerships, and policies** (Mergaert et al. 2016), which is detailed in UniSAFE Deliverable Report D3.1 (Strid et al. 2021).

In addition to this theoretical framework, we build on the constructivist approach to policy analysis developed by Carol Lee Bacchi (2008), who concentrates on the construction of policy problems, their representations, and the further implications of these constructions. This approach allows us to consider how a policy issue (in this specific case, GBV) is defined and what is left out, or what the silences are in the policy documents.

The constructivist approach locates this analysis in 'knowledge about public policy' rather than the more traditional perspective of 'knowledge for public policy' (Vesely, 2007: 38). An understanding of policy studies as 'knowledge about public policy' is primarily the domain of post-empiricist methods of policy analysis (Fischer, 2003), such as conceptual analysis (e.g., Carstensen & Pedersen, 2008), frame analysis (e.g., Verloo & Lombardo, 2007), or the analysis of policy problem construction (e.g., Bacchi 2000; Bacchi, 2008). This theoretical approach views policies as one of the environments in which political concepts



and problems and their solutions are constructed. Various conceptualisations of public issues articulated by various actors are contested and negotiated in an effort to gain political dominance. According to Bacchi (2004; 2008), one of the ways in which to understand the competition of these discourses is to identify what is (presented as) a problem, and what the (competing) constructions of problems and their starting points and implications are. This kind of exploration makes it possible to expose the assumptions on which various representations are built, what effects they have, what other representations actors mobilise in constructing issues, how they themselves and others are constructed in policies, and what their duties, responsibilities, etc., are. This approach also makes it possible to bring into focus what remains unaddressed, and what aspects of an issue are marginalised, neglected, or completely omitted (Bacchi, 2000).

Specifically, in terms of policy content we therefore focus the analysis of the mapping on how policies define the issue in terms of the different forms of GBV, the 7P model, whether and how the target audiences of the policies are defined, who and what is supposed to change, and whether and what procedures are in place to effectuate change.

We borrow also from Wroblewski's good practice criteria for policy-making (2019). Wroblewski developed these criteria to analyse gender equality policies specifically in Research and Innovation (R&I) in the European Research Area. In UniSAFE, we have adapted the criteria to fit the 7P theoretical framework. In this adapted framework, the good practice policy on GBV:

- is based on an empirical baseline assessment
- explicitly aims to contribute to the 7Ps
- formulates concrete targets and target groups
- is based on a theory of change/programme theory (a formulated set of assumptions why and how the policy should reach its targets and target groups)
- involves relevant stakeholders in the development of the policy/measure
- is provided with sufficient and sustainable funding
- produces results which are sustainable and significant (in terms of coverage, resources, timeframes, etc.)
- develops a dissemination/communication strategy (what has been done, what has been achieved, what worked, what did not work); and
- monitored or evaluated on a regular basis with regard to its implementation status and impact.

These criteria have been reflected in the design of the mapping instruments for collecting information about laws, policies, and strategies.

Lastly, our analysis of policy design and implementation is informed by Feminist Institutionalism (FI). The mapping of the policies focused on the design and what Mazur and Engeli (2018) call the 'first implementation battle', which revolves around defining clear policy goals at the time they are being adopted. We should stress that we are not analysing how the policies were implemented post-adoption, which would fall under the 'second implementation battle', involving evaluation and how goal implementation should be measured.

To categorise the documents adopted, we use a classification developed by Ingram and Schneider (1990), who distinguish between:





- Authority instruments (typically constitutional/legal prohibitions)
- Incentive instruments (positive or negative, e.g., extra budget allocation vs sanctions)
- Capacity and learning instruments (resources, knowledge, and skills for policy actors)
- Symbolic and hortatory instruments (information campaigns about good vs bad aspects related to policy)

## INTERSECTIONALITY

It has long been recognised that gender inequality does not operate on its own but that it intersects with other unequal social relations, inequality grounds, or identities. This recognition has come to be gradually reflected in EU equality policy, most recently in the EU Gender Equality Strategy 2020-2025 (COM/2020/152 final),<sup>8</sup> where intersectionality is defined as ‘the combination of gender with other personal characteristics or identities, and how these intersections contribute to unique experiences of discrimination’; the document considers intersectionality a ‘cross-cutting principle’. Also, in the European Research Area, gender equality is now defined as *inclusive*, where inclusiveness is defined by three aspects. One of these, relevant to this context, is intersectionality as defined; the other two are geographical inequalities and the private-public interface with innovation and entrepreneurship, which are two areas of structural gender inequality specifically relevant for research and innovation.<sup>9</sup>

This shift to intersectionality in EU policy-making is a result of an evolution of how multiple inequality has been conceptualised. In the EU, we can see a gradual shift at the turn of the millennium related to the adoption of the Treaty of Amsterdam in 1997,<sup>10</sup> from unitary approaches where policy focused on a single dimension of inequality to multi-dimensional approaches. However, the different inequality grounds are treated as parallel phenomena (Hancock, 2007). The multi-dimensional approach has therefore been rightly criticised from feminist positions for being static and essentialising and for treating the different grounds as if they mattered equally and always in the same predefined manner, and operated in isolation and different contexts (Kantola & Nousiainen, 2009: 468; Walby et al., 2012).

As a way of overcoming the shortcomings of this multi-dimensional approach, intersectionality is a theoretical and political principle that emphasises ‘the complexity of power structures and mutual interdependencies of structures of inequality’ (Kolářová, 2018: 13). With Kimberlé Crenshaw coining the term ‘intersectionality’, a historical genealogy of the term is located in the history of black feminist thought and critical race studies (Hill Collins and Bilge, 2016; May, 2015; Hearn et al. 2016).

Over the last two decades the intersectionality perspective has become a sign or even a condition of the ‘best feminist practice’ (Signs, 2000) and proper feminist research

<sup>8</sup> Available at <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:52020DC0152&from=EN>.

<sup>9</sup> Geographical inequality addresses the differences in gender equality policy as well as, for example, in the number of institutions with gender equality plans in the EU-13 and EU-14; private industrial research, innovation, and entrepreneurship address the severe under-representation of women across the EU in the Business Enterprise Sector where very little has been seen over the years.

<sup>10</sup> The Treaty of Amsterdam defined discrimination on the grounds of gender, race and ethnicity, religion and belief, age, disability, and sexual orientation.

(Kolářová, 2018:16). Kolářová also draws attention to the more critical voices that caution against the depoliticisation of intersectionality in connection with its institutionalisation and shift from the politics of redress to the politics of 'seeming inclusivity which does not disturb the status quo but is well compatible with politics of neoliberalism' (2018: 19). This danger of depoliticisation rests in the fact that the axes of inequality are not regarded as differences embedded in unequal power structures but as a form of benign representation of various differences (Mohanty, 2013). Similarly, Strid and Verloo warn of the danger of degendering in GBV policy, as it 'prevents an overall framing of GBV as inequality' (2019: 84) and leads to violence being decoupled from structural gender inequality.

Intersectionality is crucial for the study of GBV, where the issues of gender and race have received relatively more attention compared to other aspects of social relations such as class, gender identity and sexuality, disability, or age. However, as Strid and Verloo argue (2019: 91-92), groups at the intersection of gender and race become hyper-visible and through processes of Othering are constructed as a problematic group, while the privileged groups are excluded from the problem formulation.

Taking the perspective of structural intersectionality (Crenshaw, 1991), GBV plays out differently between different groups – here specifically across students, academic and non-academic staff, and others interacting with universities; across different disciplines; across different academic ranks, etc. Further concerns are marginalised groups' access to reporting and complaint procedures; how the notions of the ideal survivor play out in the services provided; how privilege and oppression play out in the ability to intervene as a bystander etc. (Colpitts, 2020).

In conclusion, with respect to intersectionality in the UniSAFE legal and policy mapping, we aim to analyse whether, to what extent, and in what ways intersectionality is addressed in different countries; this will – in later analyses – incorporate a detailed look at how different sets of unequal social relations are addressed in the law and policy and whether we can indeed see a shift from unitary to multi-dimensional approaches, and whether in some EU countries we can see a full-fledged shift to addressing unequal social relations as intersectional. In this connection, the objective will also be to examine whether and to what extent the policies that do address intersectional concerns do so in line with the criteria for good intersectionality, as defined by Lombardo and Rolandsen (2012). These criteria are as follows:

- 'explicitness and visibility of certain inequalities as well as inclusiveness of a wide range of inequality categories;
- extent of articulation of intersectionality;
- gendering of policy issues and intersecting inequalities; transformative approach to intersectionality;
- structural understanding of inequality; awareness/challenging of privileges of more advantaged groups;
- avoiding the stigmatization of specific groups; and
- consultation of civil society in the policy-making process' (ibid.: 488-491).

## CONCEPTUALISING THE BASELINE

Being able to evaluate and assess the impact of legislation and policy is a crucial component of the policy-making cycle and starts with establishing a baseline against which future policy options are compared as a point of departure.

This analysis is a first step in the establishment of a European baseline on GBV in universities and research organisations. It establishes the extent to which existing dedicated laws and policies are comprehensive in terms of their 7P coverage, conceptualisation of types of GBV, determination of the existence of data on GBV (prevalence and incidence) and monitoring systems, and their inclusion of the types of indicators used in the national contexts.

This legal and policy analysis will be combined with data on prevalence identified in WP 4 and findings on institutional policies and cultures in WP 5, which will be synthesised in WP 6 to identify examples of promising practices and solutions, and as a benchmark for prospective policy impact assessments in the future.

## METHODS

In this section, we outline the process of generating the data for the analysis and the analytical procedures and methods.

Four types of data were collected, and their analysis was divided among four project partners who contributed the analytical parts for the Results section below:

- National and regional laws (JU, YW)
- National or regional policies adopted by national authorities (ISAS)
- Policies adopted by RFOs (ORU)
- Other types of actions and measures adopted by national authorities (ISAS)

The mapping was conducted in the EU-27, four Associated Countries (Iceland, Serbia, Turkey, UK), and two Third Countries (Canada, USA). The period covered by the mapping was the past six years, between 2015 and May 2021, and the policies and laws had to have been in force for at least a portion of that period and, focused on dedicated efforts pertaining to universities and research organisations. The mapping was conducted with the support of national researchers (NR) who were contracted to perform the task by the coordinator. For some countries, especially those represented in the consortium (Belgium, Canada, the Czech Republic, Lithuania, and Luxembourg) the mapping was conducted by researchers working on the project.

## RECRUITMENT OF NATIONAL RESEARCHERS

At the proposal stage, preliminary Letters of Intent were secured from 18 prospective NRs. At the beginning of the project, the work was confirmed with these experts. To cover the remaining countries, researchers were contacted based on the professional network of the consortium. Contracts with the NRs were signed by the coordinator by 17 March 2021. It



was anticipated that the NRs would contribute approximately five working days, with a remuneration of EUR 2,000 in line with the grant agreement, and with an initial deadline of 7 May 2021. An extension was granted to a few researchers for various individual reasons.

## DATA COLLECTION

The period of data collection was between 17 March - 7 May 2021. The NRs were asked to complete online desk-based research by accessing public, online resources in their national language and/or, if available, in English. If online information was insufficient to provide a comprehensive picture of national/regional legal and policy frameworks, and policies adopted by RFOs on GBV in universities and research organisations, NRs were advised to contact organisations' first-level contact points.

To facilitate their work, the WP leader (ISAS) drafted guidelines, a report template, a survey, and a grid template reflecting the theoretical framework presented in the previous chapter. To ensure that the data collected were of good quality, an online briefing was organised at the outset of the national mapping where the project, the theoretical framework and the mapping tools were presented and discussed. In total, three briefing sessions were conducted with a maximum of 11 NRs at a time to allow space for questions and remarks and to make sure everyone was able to attend a briefing. The briefing sessions were organised on three days between 17 and 19 March 2021. The NRs who could not attend were given a PowerPoint presentation and private calls to summarise the information.

In order to ensure the consistency of research outputs across the network, quality assurance calls were carried out with the NRs to discuss the work in progress on their deliverables, to answer any questions, and to clarify issues connected with the classification of the mapped actions. The quality assurance calls occurred between 14 and 22 April 2021.

## MAPPING TOOLS

To facilitate the online desk-based research, NRs were given a set of tools to work with and a set of documents to deliver. Each NR was given access to their own secure national folder on the WP leader's Soudrive cloud platform where guidelines and templates of the deliverables were accessible and where the NRs were requested to upload their work.

The expected deliverables were the following: a completed survey, completed reporting grids, and a national fieldwork report.

### Survey of laws, policies and other initiatives to combat GBV

The WP leader created a survey on the open-sourced platform LimeSurvey, which contained 20 main questions and additional sub-entries. The purpose of the survey was to capture the existence or non-existence of national/regional laws and policies or policies adopted by RFOs regarding GBV in universities and research organisations as well as softer types of actions (campaigns, seminars, letters from national authorities and RFOs, or from other relevant entities, such as umbrella organisations, or NGOs) in order to obtain a detailed picture of all the relevant types of activities or processes following the 7P model, while also collecting summary information on national/regional laws and policies or policies



adopted by RFOs – for example, reflecting the impact of the #MeToo movement or other related movements and the process of ratification of Istanbul Convention. The Annex 3 provides the overview of individual items.

#### National reporting grid

The grid was created as a reporting template to obtain harmonised and detailed information about, specifically, laws, policies, strategies, action plans, or similar documents on GBV in place in universities and research organisations, or about documents that at least mention GBV in universities and research organisations, or have a section dedicated to GBV in universities and research organisations following the theoretical framework described above. The template grid also served to obtain information on the relevant documents adopted by RFOs. The template could be found in Annex 4.

#### National fieldwork report

The national fieldwork report was intended to be a summary of all the information gathered and it was supposed to be published on UniSAFE's website. The NRs were requested to submit a report of max. 3,000 words, summarising the legal, policy, and other initiatives that address GBV in universities and research organisations in each country. NRs identified the key actors (public bodies) responsible for implementing these initiatives and their role in the process. Country sheets also included concise information on initiatives promoted by RFOs and on any public discussion related to the #MeToo movement (or other similar/related movement if relevant) and the ratification of the Istanbul Convention. The national reports are available in the References. The Annex 2 provides the template.

## DATA CLEARING

Before running the analyses, data clearing was processed. Here we report the key steps of the data clearing in relation to each of the mapping tools.

**Grids:** A total of 63 grids were submitted by the NRs. The following criteria were used to verify the relevance of the grids for the analysis:

- A **legal document** or **policy document** that explicitly mentions GBV in universities and research organisations, employment laws that explicitly mention GBV in universities and research organisations, equality and/or anti-discrimination laws that explicitly mention universities and research organisations. In general, any law (such as education legislation) was included in the analysis that could be applied specifically in connection with efforts to deal with GBV in universities and research organisations. This means that broader Equality or Employment Acts that apply to society or the labour market as a whole and to all employers were not considered (e.g., Belgian, Icelandic, Finnish, UK Acts as opposed to Austrian, Greek, and Swedish acts because the latter explicitly mention RPOs). The rationale behind this conceptualisation at the outset of this task was that all EU-27 have broad labour market protections and anti-discrimination legislation in place; at stake in the mapping was to ascertain ***whether there is specific legislation dedicated to higher education*** and/or research that would also potentially cover students.



- Documents adopted by **national or regional authorities**, such as governments and ministries, legislative authorities (such as parliaments, national assemblies, senates, congresses), government advisory bodies (such as government councils), national public research funding organisations, or ombudspersons. Some grids were filled in for policies made by other actors such as national associations or conferences of rectors/deans, or gender equality representatives, by NGOs, or by umbrella organisations. These were not considered to be policies by national/regional authorities. The information about these initiatives was retained and analysed in the context of actions and measures taken by **other entities**.
- **Adopted at the national or regional level.** Some grids were filled in for the institutional level, giving examples of university policies. This lies outside the scope of this deliverable and was not included in the analysis.
- As for RFOs, given the objective of mapping actions taken by RFOs with a view to influencing the research ecosystem and setting conditions, the adopted policies had to apply to applicants. This means that internal codes of conduct, for example, covering RFO employees were not considered relevant for the analysis.

After the assessment of the grids against these criteria, a total of 43 were retained for analysis, including four that the WP leader asked the researchers to add. A total of 20 grids were removed for failing to fulfil the defined criteria or being outside the scope of this mapping. Two out of the 43 grids are planned policies and contain no concrete information as yet. A **total of 41** grids were therefore included in the analysis.

**The survey:** The survey responses were reviewed by the WP leader and in some instances the NRs were asked to make changes regarding actions, measures, incentives, and partnerships made by the national or regional authorities if the institution taking the initiative did not fall into the category of national/regional authority.

**National reports:** The national reports were reviewed by the WP leader from the point of comprehensiveness and the complementarity of the information provided throughout all mapping tools.

*Table 1: An overview of the data sources included in the analysis*

Data sources	National reports	Surveys submitted	Grids - national/regional laws	Grids - national/regional policies and strategies	Grids - RFO level
No.	33	33	18*	19	4

\* The number includes the Spanish draft of the Organic Law for the Integral Guarantee of Sexual Freedom which, as a draft, is not included in the analysis and three Austrian acts which were analysed as one legal framework.

## DATA ANALYSIS: STATISTICAL AND QUALITATIVE METHODS

Qualitative and quantitative methods were used to analyse the data received from the NRs, and the WP leader drafted a code book to facilitate the analysis of the collected data. The categories of analysis were created based on the theoretical framework (e.g., categories for framing the documents, different GBV forms, intersectionality and especially for particular Ps). The code book was expanded during the data analysis as the 7P code families were filled with individual codes for types of actions.

Previous studies have shown that there is a continued difference between EU-13 and EU-14 countries, sometimes referred to as the widening gap or geographical inequalities. Given the body of analyses that exist on gender equality policies in the European Research Area, most of which were produced by the European Commission and the Standing Working Group on Gender in Research and Innovation (Lipinsky, 2014; Standing Working Group on Gender in Research and Innovation, 2018, 2020), the analysis was carried out separately for EU-13 and EU-14 countries in order to see whether GBV policies reflect a similar divide in GBV policy adoption.

To create empirical descriptives, IBM SPSS Statistics 27 software was used.

## LIMITATIONS

**Time constraints:** The project planned and budgeted for approximately five working days to carry out the national mapping. A few NRs expressed strong concerns about the inadequacy of this effort allocation. In countries with a well-developed and/or comprehensive governance structure (for example combining regional and national governance), the allocation may have impacted the level of detail obtained.

**The complexity of the 7P theoretical model:** The theoretical model of 7Ps used in the project proved to be a complicated system for the NRs to navigate. They were provided with a briefing and guidelines, the reports and grids were reviewed as part of the quality check, but despite these measures the NRs still classified some actions in different ways. Reviewed against the defined criteria in Deliverable Report 3.1 detailing the theoretical framework, the WP leader reclassified some actions. Examples of these instances include:

- Prevalence:
  - o Broader studies, such as studies of the impact of GBV on the university environment or studies of GBV in general, were classified as prevalence by some NRs, but the WP leader reclassified them as prevention because they not measure numbers/incidence but rather the impacts and aftermath of GBV incidents.
  - o The initial understanding of 'prevalence' implied prevalence studies in the sense of the frequency of an event / behaviour in a population at a given time or a period of time. Further discussions within the consortium and the NR resulted in the concept of prevalence to be widened to include administrative data on incidence as prevalence. Thus, two separate categories have been defined and coded for prevalence.
- Prevention:



- Some NRs classified infrastructural measures such as spatial and technical conditions to create safe campuses as prevention. In line with the Theoretical Framework, these were reclassified as protection by the WP leader upon agreement with the project partners involved in the WP.
- The Theoretical Framework makes the distinction between general training about GBV and institutional protocols for staff and students, both of which belong to prevention, and specialised training for personnel responsible for designing and implementing the processes, procedures, and infrastructures for dealing with GBV and for the contact support points, all of which belong to protection. The NRs sometimes did not distinguish between the two, and the WP leader reclassified when necessary.
- Some NRs classified the publication of a complaint resolution process that explains to a student, employee, or third party how to report an allegation of harassment or discrimination as prevention; the WP leader reclassified this as protection and policies in line with the Theoretical Framework.
- Some NRs classified the availability of contact persons and support resources as prevention; the WP leader reclassified these as provision of services.
- Protection:
  - There is significant overlap between protection and provision of services on the part of NRs. In some cases, the WP leader made the decision together with partners to distinguish between actions that protect potential victims, such as campus infrastructure (well-lit campuses, safe shuttles, etc.), and the existence of complaint procedures and processes, both of which are classified as protection, and actions that support victims once an incident happened, such as access to medical and social workers to help the victim's reestablishment or relocation measures, which are classified as provision of services. To summarise, from a victim/survivor perspective, protection is used prior to an event while provision of services is used after. The NRs sometimes ranked all this information under either protection or provision of services, which the WP leader reclassified.
  - Some NRs classified the collaboration of university representatives with student unions to develop consistent campaigns as Protection. This was reclassified as Partnership by the WP leader given the fact that it is a collaboration between different institutional stakeholders.
  - All procedures relating to investigation, institutional responses, and sanctions initially classified as protection by NRs were reclassified as prosecution. Procedures for complaints and the reporting of an occurrence remain in protection.
- Prosecution: Some NRs classified support resources, mechanisms for complaint, and the training of responsible personnel as prosecution. These were reclassified as provision of services for the former and protection for the latter two, based on the Theoretical Framework.
- Provision of Services: Some NRs classified the collection of incidents, complaint procedures, or training as provision of services. Based on the Theoretical Framework and the above explanations, they were reclassified as, respectively, prevalence, protection, and prevention.

- Partnership:
  - o A discussion occurred regarding the definition of partnerships. It has been clarified that partnerships do not necessarily require the involvement of external stakeholders to be considered as such. There can be a requirement in the law/policy that students be involved in the design of institutional policies. The WP leader made the necessary changes based on this clarification.
  - o One NR classified the strategies of universities in communicating with partners and stakeholders on harassment-free culture as partnership. Based on the Theoretical Framework, communication is considered as prevention, and was reclassified as such.
- Policies: Here we distinguished between the (non)existence of a law or a policy at the national/regional level to combat GBV in universities and research organisations, and the fact that some of those laws or policies impose the need to adopt policies to combat GBV. This P was not asked for directly within the content of a national law or policy or a policy adopted by RFOs. Based on the provided information by the NRs about the content of national/regional laws or policies or policies adopted by RFOs, the WP leader coded it as included if the national/regional law or policy or the policy adopted by RFOs addressed the need to create a comprehensive policy, especially at the institutional level. A few cases that were not clear based on information provided were double-checked with the NRs.

**Comparing laws and policies in different systems:** It should be noted that making comparisons laws and policies in different legal systems is difficult. Legal provisions in particular are highly contextual and depend on the specific (legal, political, societal and cultural) characteristics of the country in which a given law was passed. Without in-depth knowledge of these factors and a good orientation in the legal context of an act, it is impossible to conduct a comprehensive comparative analysis. Therefore, the reader of this report should be aware that it is not exhaustive and only outlines some trends resulting from the analysis of the limited legal material collected for the study. This limitation is also valid for national and regional policies.

## RESULTS

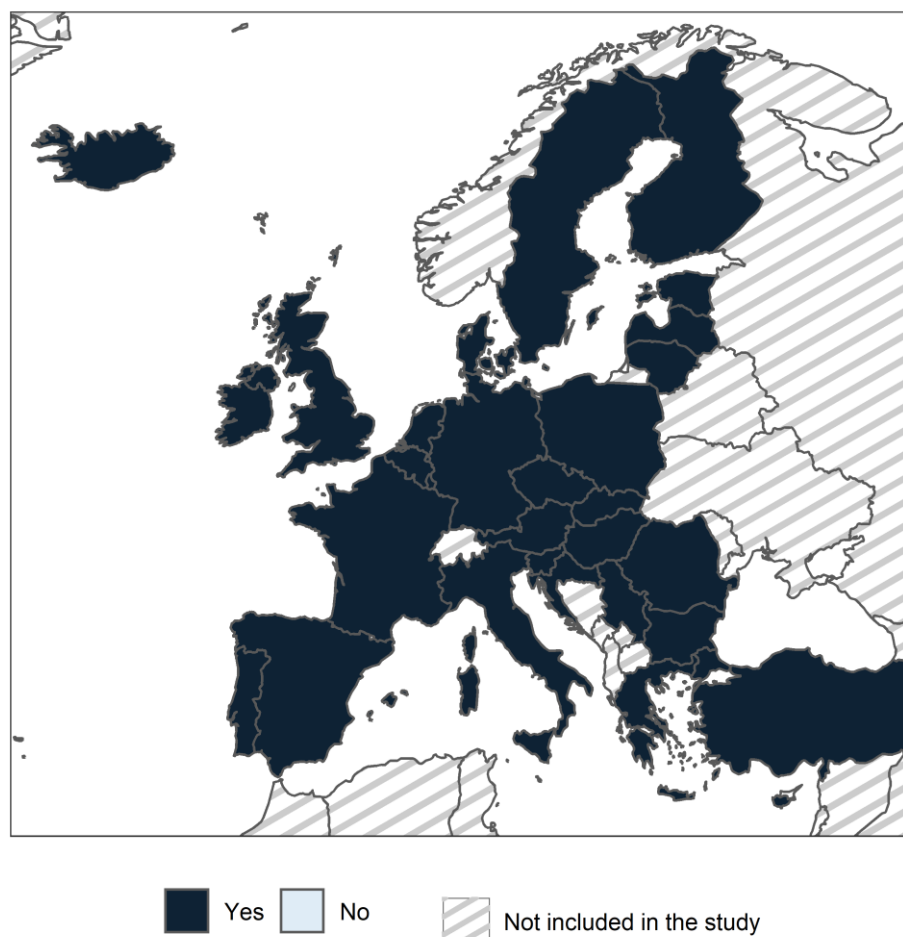
The results section is divided into four separate parts that describe details<sup>11</sup> about the mapped frameworks: laws, policies, policies adopted by RFOs, and other activities by national authorities and other relevant entities.

Before presenting results about existing national/regional laws and policies and policies adopted by RFOs that specifically target universities and research organisations, it is

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<sup>11</sup> The results section cites information that was provided by NRs in the grids and survey as examples or illustrations of the analysed topics. These cited parts are written in italics and presented in quotation marks.

important to stress that the NRs report that all the countries included in the mapping have laws to tackle GBV as a general phenomenon (see Figure 1 below). GBV is usually regulated by laws on equal treatment/anti-discrimination and/or labour law as well as criminal law. Some countries regulate GBV through specific GBV-related provisions in labour law, while others have more general provisions which are then interpreted in the light of the anti-discrimination law. The documents analysed below go beyond this 'general' scope of regulation and specifically focus on GBV in the environment of universities and research organisations.



*Figure 1: Laws on GBV in the context of the labour market, penal code, or equality across the EU-27 and mapped Associated Countries*

The following tables depict the situation in the mapped countries in relation to laws and policies issued by national authorities and RFOs to combat GBV specifically in the context of universities and research organisations. Other activities, such as campaigns, seminars, declarations, etc., by national authorities, and similar activities by relevant other entities, such as umbrella organisations, associations, or NGOs, are tracked.

Eight countries have laws addressing GBV in universities and research organisations and 10 countries have a policy (identified just as a policy or specifically as a strategy or action plan by NRs) issued by national authorities addressing GBV in universities and research organisations. It is evident that there is a huge discrepancy between EU-14 and EU-13

countries. Only one EU-13 country (Lithuania) has a law dealing with GBV that also specifically targets universities and research organisations compared to five countries among EU-14, and the number of policies identified in the EU-13 is half that identified in the EU-14. The same pattern applies to the other activities that national authorities and other entities engage in. Moreover, the mapping did not identify any RFO policy dealing with this issue in relation to applicants that was adopted by any EU-27 countries.

Table 2 shows the number of countries in which documents and activities were identified according to the country classification. Table 3 presents the same information in more detail for each of the countries mapped.

Table 2: An overview of the number of countries that have the examined framework to combat GBV in RPOs by type of country

Type of Country	General law	Law	Policy	RFO policy	Other activities by national authorities	Other activities by other entities
EU-14	14	5	6	0	7	11
EU-13	13	1	2	0	5	7
Associated Countries	4	0	1	1	2	4
Third Countries	2	2	1	1	2	2

Table 3: An overview of the examined frameworks by country and type of country

Country	General law	Law	Policy	RFO policy	Other activities by national authorities	Other activities by other entities
<b>EU-14</b>						
Austria	✓	✓				✓
Belgium	✓				✓	✓
Denmark	✓				✓	✓
Finland	✓		✓			✓
France	✓		✓		✓	✓
Germany	✓	✓			✓	✓
Greece	✓	✓				✓
Ireland	✓		✓		✓	✓
Italy	✓		✓		✓	✓
Luxembourg	✓					
Netherlands <sup>12</sup>	✓					✓
Portugal	✓		✓			

<sup>12</sup> A policy addressing GBV in universities and research organisations was in the planning phase / was being prepared during the mapping, no concrete information was available.

Spain	✓	✓	✓		✓	✓
Sweden	✓	✓			✓	
<b>EU-13</b>						
Bulgaria	✓				✓	
Croatia <sup>13</sup>	✓					
Cyprus	✓		✓			
Czech Republic	✓		✓		✓	✓
Estonia	✓					✓
Hungary	✓					
Latvia	✓					
Lithuania	✓	✓			✓	✓
Malta	✓					✓
Poland	✓				✓	✓
Romania	✓					✓
Slovakia	✓				✓	
Slovenia	✓				✓	✓
<b>Associated Countries</b>						
Iceland	✓					✓
Serbia	✓					✓
Turkey	✓				✓	✓
United Kingdom	✓			✓	✓	✓
<b>Third Countries</b>						
Canada	✓	✓			✓	✓
USA	✓	✓		✓	✓	✓

Figure 2 visually complements the above tables and displays in which of the EU-27 and mapped Associated Countries there are national laws and/or policies and/or RFOs policies that focus on GBV in universities and research organisations.

<sup>13</sup> A policy addressing GBV in universities and research was in the planning phase / was being prepared during the mapping, no concrete information was available.

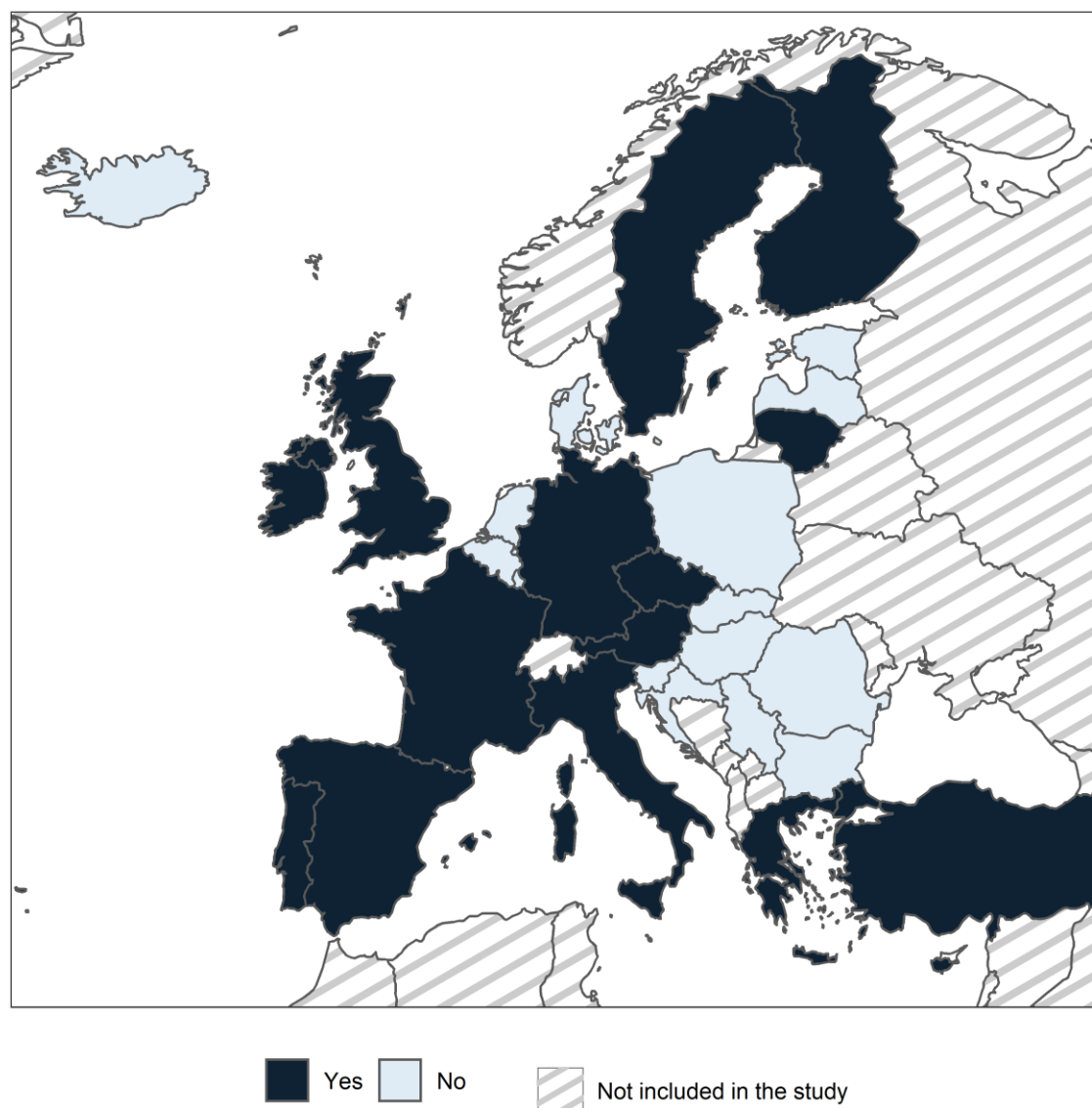


Figure 2: Overview of laws and/or policies and/or RFO policies across the EU-27 and mapped Associated Countries



## ANALYSIS OF LAWS

### INTRODUCTION

This section is based on data collected by the NRs in the national reports and grids on relevant legal acts. NRs mapped the regulations that are specific to the issue of GBV in universities and research organisations. The laws that were examined vary in scope in terms of their topics (for instance, general antidiscrimination laws or a specific law on universities), sectors (education, universities, employment, private, public, etc.), or geographical remit (mainly national or regional).

Out of the 33 countries covered in the mapping, only eight have laws that refer to GBV in the context of universities and research organisations. Six of these countries are EU Member States, five are EU-14 countries and one is an EU-13 country (see Figure 3), and the other two – hereafter called Third Countries – are both located in North America. No relevant laws were identified in any of the EU Associated Countries mapped.

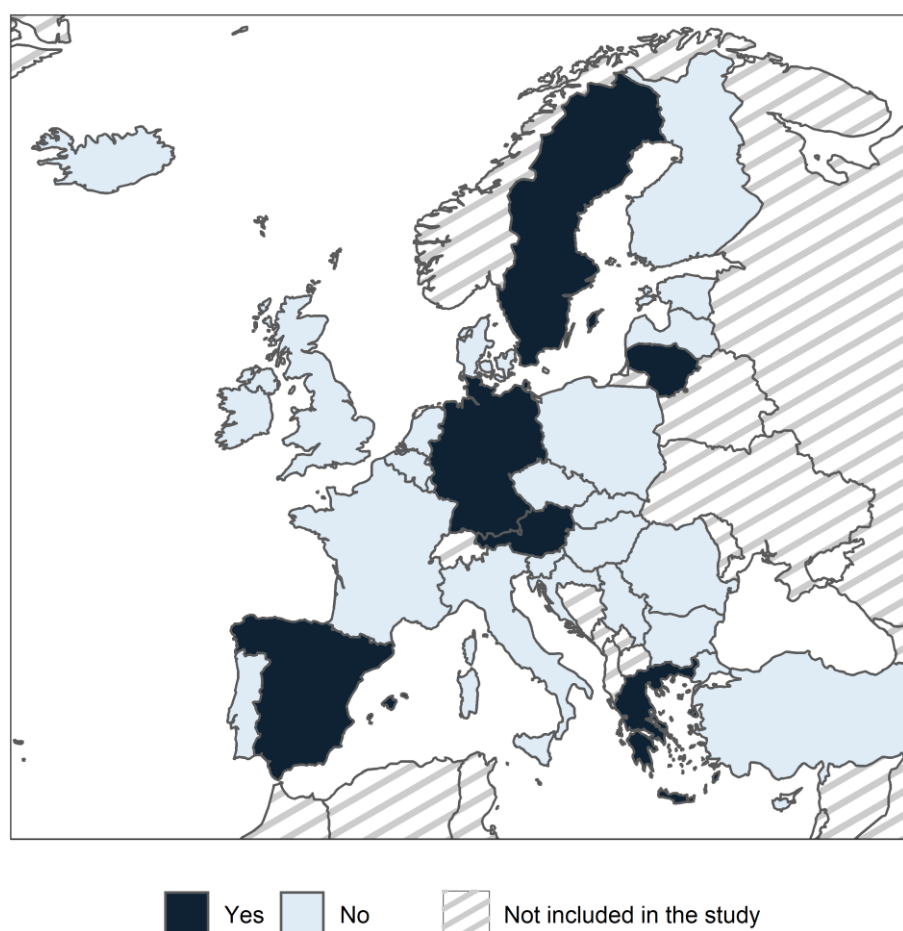


Figure 3: An overview of laws addressing GBV in RPOs across the EU-27 and mapped Associated Countries

Legal acts that are not binding have been excluded from this analysis. Nevertheless, it should be pointed out that the report refers several times to the draft of the Organic Law for the Integral Guarantee of Sexual Freedom (Anteproyecto de la Ley Orgánica de Garantía Integral de la Libertad Sexual). This proposed national-level act is currently proceeded by



the Spanish parliament. Since it has not yet come into force, this draft law was not included in the data set; nevertheless, some solutions proposed in the law are discussed in the report.

A total of 17 legal acts were included in the present analysis. Nine of them were from EU Member States and eight from Third Countries. Because the three legal acts in effect in Austria are closely interrelated and should be read together, in this report they are treated as establishing a common legal framework and constitute one unit of analysis. Therefore, the total number of the laws included in the analysis is recorded as 15, not 17 (see Table 4), and the total number of acts in effect in the EU as seven, not nine.

Eight of the examined laws were introduced at the national level – five in five European Union countries, including four in EU-14 (Austria, Greece, Spain and Sweden) and one in EU-13 (Lithuania) countries, and three in one Third Country (USA). Seven regulations – two in force in two EU-14 countries (Germany and Spain) and five in the other Third Country (Canada) – were passed at the regional level.

Out of the 15 regulations, only five are dedicated solely to GBV. All these acts were introduced in Third Countries – three in Canada (British Columbia, Prince Edward Island, and Québec) and two in the USA (Clery Act and 'SaVE Act'). The scope of the remaining 10 regulations is broader, and GBV is just one of the issues they address.

Table 4: Overview of the examined legal acts

	Legal act	Coming into force	Country	Scope		Region
				National	Regional	
EU-14						
1.	University Act (Universitätsgesetz 2002, UG)	2002	Austria	✓		
	Civil Servants (Employment) Act (Beamten-Dienstrechtsgesetz 1979, BDG)	1979				
	Equal Treatment Act (Gleichbehandlungsgesetz, GIBG)	2004				
2.	Act on the Universities of the State of North Rhine-Westphalia (Higher Education Act) of 16.09.2014 (Gesetz über die Hochschulen des Landes Nordrhein-Westfalen (Hochschulgesetz – HG) vom 16.09.2014)	2014	Germany		✓	North Rhine-Westphalia
3.	Act 4589/2019 ‘Synergies of the National and Kapodistrian University of Athens, the Agricultural University of Athens, the University of Thessaly, The Technical Universities of Thessaly and Serea Ellada, and other provisions’ (ΝΟΜΟΣ ΥΠ’ ΑΡΙΘΜ. 4589 Συνέργειες Εθνικού και Καποδιστριακού Πανεπιστημίου Αθηνών, Γεωπονικού Πανεπιστημίου Αθηνών, Πανεπιστημίου Θεσσαλίας με τα Τ.Ε.Ι. Θεσσαλίας και Στερεάς Ελλάδας, Παλλημνιακό Ταμείο και άλλες διατάξεις.)	2019	Greece	✓		

4.	Act 4604/2019 'Promoting substantive equality between the sexes and combatting gender-based violence' (ΝΟΜΟΣ ΥΠ' ΑΡΙΘΜ. 4604 Προώθηση της ουσιαστικής ισότητας των φύλων, πρόληψη και καταπολέμηση της έμφυλης βίας - Ρυθμίσεις για την απονομή Ιθαγένειας - Διατάξεις σχετικές με τις εκλογές στην Τοπική Αυτοδιοίκηση - Λοιπές διατάξεις.)	2019		✓		
5.	Act 17/2020, of December 22, amending Act Law 5/2008, on the right of women to eradicate sexist violence (Ley 17/2020, de 22 de diciembre, de modificación de la Ley 5/2008, del derecho de las mujeres a erradicar la violencia machista)	2021	Spain		✓	Catalonia
6.	Discrimination Act (Diskrimineringslag (2008:567))	2008	Sweden	✓		
<b>EU-13</b>						
7.	Act on Equal Opportunities for Women and Men in the Republic of Lithuania (Lietuvos respublikos moterų ir vyrų lygių galimybių įstatymas)	1998	Lithuania	✓		
<b>Third Countries</b>						
8.	Bill 23 Sexual Violence and Misconduct Policy Act	2017	Canada		✓	British Columbia
9.	Bill 15 The Sexual Violence Awareness and Prevention Act (Advanced Education Administration Act and Private Vocational Institutions Act Amended)	2016			✓	Manitoba
10.	Ontario Regulation 131/16: Sexual Violence at Colleges and Universities	2017			✓	Ontario
11.	Post-Secondary Institutions Sexual Violence Policies Act	2020			✓	Prince Edward Island
12.	Bill 151 An Act to Prevent and Fight Sexual Violence in Higher Education Institutions	2017			✓	Québec
13.	Title IX of the Educational Amendments to the Civil Rights Act of 1964	1972	United States of America	✓		
14.	Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)	1990		✓		
15.	The Campus Sexual Violence Elimination Act ('SaVE Act') of the Violence against Women Reauthorization Act ('VAWA')	2014		✓		

## Limitations

An important aspect to note is that the purpose of this report is not to identify all potential civil and criminal laws that can be applicable to GBV incidents taking place in universities and research organisations. NRs have provided data on laws that explicitly mention both GBV aspects (e.g., sexual harassment) and RPOs. Consequently, for example, a national law on sexual harassment in the workplace that is applicable to all employment relations, including university staff, but not specifically referring to universities, RPOs, or RFOs, is not covered in this analysis.

It has to be noted that all EU-27 are obliged to have legal provisions implementing gender equality directives<sup>14</sup>, in particular, ones covering harassment and sexual harassment as potentially discriminatory acts in employment and occupation.

In addition, as mentioned, the authors of this section based this transversal analysis on material provided by NRs and did not conduct a separate primary documentary review. Furthermore, NRs were not asked to provide an exhaustive analysis of all the different documents that have legal authority (for instance, case law was not investigated) or preparatory documents (e.g., parliamentary work that could provide the origin and reasoning behind each provision and the way individual provisions should be understood). Their work was limited to laws (bills and acts). Lastly, they were not expected to map all relevant local laws introduced by regional legislatures in countries with a federal structure of government. This limits the analysis of the content, implementation, and processual aspects, as laws are usually accompanied by other regulations that detail their execution and implementation or their interpretation in judicial cases. Moreover, contextual and environmental factors may facilitate or hinder the implementation of a certain regulation.

## CONTENT ANALYSIS

### The forms and definitions of gender-based violence

#### Forms

Table 5: An overview of forms of GBV across the examined legal acts by country

Country			Legal act	Physical violence	Psychological violence	Sexual violence	Sexual harassment	Gender harassment	Economic and financial violence	Stalking	Organisational violence	Online violence
EU-14												
1.	Austria	University Act										
		Civil Servants (Employment) Act										
		Equal Treatment Act				✓	✓	✓			✓	
2.	Germany	Act on the Universities of the State of North Rhine-Westphalia	✓	✓			✓				✓	
3.	Greece	Act 4589/2019				✓						
4.		Act 4604/2019	∞	∞	∞	∞	∞	∞	∞	∞	∞	
5.	Spain	Act 17/2020 (Catalonia)				✓	✓					
6.	Sweden	Discrimination Act				✓	✓					

<sup>14</sup> Article 2 para 1, c and d, directive 2006/54/EC of the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast).

EU-13											
7.	Lithuania	Act on Equal Opportunities for Women and Men				✓					
Third Countries											
8.	Canada	Bill 23 (British Columbia)			✓	✓			✓		
9.		Bill 15 (Manitoba)	✓	✓	✓	✓	✓				
10.		Ontario Regulation 131/16	✓	✓	✓	✓	✓				
11.		Post-Secondary Institutions Sexual Violence Policies Act (Prince Edward Island)	✓	✓	✓	✓	✓				✓
12.		Bill 151 (Québec)			✓	✓	✓				✓
13.	United States of America	Title IX			✓	✓	✓		✓		✓
14.		Clery Act			✓				✓		
15.		'SaVE Act'			✓	✓	✓		✓		
<b>Legend:</b> ∞ This symbol means that the act addresses GBV in general without naming its specific forms. ✓ This symbol means that the act addresses the specific form of GBV.											

The analysis looked for references to the various forms of GBV in the 15 regulations (see Table 5). All the laws analysed mention GBV or its forms explicitly. Only one act – the Greek national-level Act 4604/2019 – refers to GBV in general without naming any specific forms thereof. Consequently, the findings presented below encompass the remaining 14 regulations that directly name different forms of GBV. Out of these 14 laws, six were introduced in EU countries (five of them EU-14 countries and one an EU-13), and eight in Third Countries.

**In the regulations analysed, the following eight forms of GBV were identified: (1) physical violence, (2) psychological violence, (3) sexual violence, (4) sexual harassment, (5) gender harassment, (6) economic and financial violence, (7) stalking, and (8) organisational violence. Sexual harassment is the most frequently mentioned. It occurs in 12 out of 14 laws. Five of them were passed in the EU countries – four laws are in effect in four EU-14 countries and one in the only EU-13 country with a relevant regulation – Lithuania. The remaining seven acts that mention sexual harassment were passed in two Third Countries, including all five Canadian laws and two of the US laws (Title IX and 'SaVE Act').**

Sexual harassment was closely followed by two other forms of GBV – gender harassment and sexual violence that appear in 10 and eight regulations, respectively. As to **gender harassment**, it is incorporated in four laws in four EU-14 countries (Austria and Sweden and two regional ones in Spain and Germany) and six laws in Third Countries (USA and Canada). None of the examined acts in effect in the EU includes a direct mention of **sexual violence**. This form of GBV appears in all eight examined regulations in effect in Third Countries.

The other forms of GBV listed above are mentioned in the analysed regulations less frequently. Physical violence, psychological violence, and stalking are each named in four laws. **Physical violence** and **psychological violence** are mentioned in the same four regional laws – one was passed in Germany and the remaining three were introduced in Canada. **Stalking** is mentioned in only four laws that are in effect in two Third Countries. Two European regulations (Austria and Germany) refer to **organisational violence**. **Economic and financial violence** are only mentioned in the Austrian law.

It should be noted that references to online forms of GBV are rare: only three of the examined laws refer to these forms of GBV. Online violence is not mentioned in any of the European regulations. In the case of Third Countries, references to online forms of GBV appear in two Canadian laws and one US act. They focus on online sexual violence and name its forms: the non-consensual distribution of sexual images and violence through digital communication (e.g., social media).

It is worth noting that the draft of the Organic Act for the Integral Guarantee of Sexual Freedom that is being proposed at the national level in Spain is an example of a comprehensive description of online GBV. The proposed legislation states that it ‘aims to respond especially to sexual violence committed in the digital sphere, which includes the dissemination of acts of sexual violence through technological means, non-consensual pornography and sexual extortion’.

### **Definitions**

This analysis clarifies whether definitions of GBV, as well as its various forms, are present in the examined legal acts. Such descriptions are absent from three laws. These are laws that were introduced in two EU-14 countries, namely, two at the national level in Greece and one at the regional level in Germany, in North-Rhein Westphalia.

The other 12 regulations include definitions, predominantly regarding concrete forms of GBV. Four laws that include such definitions were created in the European Union. Three of them in EU-14 countries and the fourth in the only EU-13 country in the sample – Lithuania. The other eight regulations come from Third Countries, five laws were introduced at the regional level in Canada, and three at the national level in the USA.

Half of the regulations (six out of 12) that incorporate definitions were identified as focused predominantly on violence. Five of these laws – one from Spain, three from Canada (British Columbia, Prince Edward Island and Québec) and one from the USA (‘SaVE Act’) – concentrate directly on sexual and sexist violence, while the other US law in this sample (the Clery Act) regulates the obligation to disclose campus crime statistics and looks into violence understood more broadly. As to the rest of the examined laws, three of them – all from Third Countries (Canada – Manitoba and Ontario; USA – Title IX) – are focused on higher education and address various forms of GBV in this particular context. The remaining three laws, all of them in effect in EU countries, namely, Austria, Lithuania, and Sweden, are dedicated to equality. They deal with GBV in the broader framework of equal treatment and explicitly mention higher education and/or research contexts.

The majority of the examined laws do not provide a broader definition of GBV and focus on explaining its particular forms. In most cases, the examined laws include one definition. Just





five laws – three from EU countries (one each from Austria, Lithuania, and Sweden) and two from a Third Country (USA – Clery Act and ‘SaVE Act’) – define more than one form of GBV.

The most extensive definition can be found in the Spanish regional regulation in effect in Catalonia that defines ‘**sexist violence**’ (*violencia machista*) as the ‘violation of human rights through the violence that is exercised against women as a manifestation of discrimination, and the situation of inequality within the framework of a system of power relations of men over women, produced by physical, economic or psychological means, including threats, intimidation and coercion, [and] resulting in physical, sexual or psychological harm or suffering, whether it occurs in the public or private spheres’.

The remaining regulations are predominantly concentrated on the sexual dimension of GBV. Definitions of **sexual violence** are included in four regional acts passed in Canada (Manitoba, Ontario, Prince Edward Island, and Québec)<sup>15</sup>.

Four of the examined regulations – two introduced in EU-14 countries (Austria and Sweden), one in a EU-13 country (Lithuania), and one in a Third Country (USA – Title IX) – specify what they mean by the term **sexual harassment**. Even though the definitions included in these regulations vary in the level of detail, they tend to emphasise that sexual harassment refers to conduct in the sexual sphere that violates the dignity of a person (cf. Austrian and Swedish regulations).

One law in a Third Country (Canada – British Columbia) defines **sexual misconduct** by listing acts that it comprises<sup>16</sup>. The law of the other Third Country (USA – Clery Act) stipulates that under this act **sexual assault** means ‘an offence that meets the definition of rape, fondling, incest or statutory rape’.

Two laws in a Third Country (USA – Clery Act and ‘SaVE Act’) include definitions of **domestic violence**, which encompasses violent acts committed by the victim/survivor’s current or former spouse, intimate partner, cohabitant etc., **dating violence** which means violence perpetrated ‘by a person who has been in a romantic or intimate relationship with the victim’, and **stalking**, which comprises ‘a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress’.

It should be noted that three laws in effect in Austria, Lithuania, and Sweden also mention other forms of GBV. The Swedish act includes a definition of **harassment** that is ‘associated with one of the grounds of discrimination’ and names sex, transgender identity, and sexual

<sup>15</sup> It is worth noting that three Canadian laws in force in Manitoba, Ontario, and Prince Edward Island define sexual violence in the same way, as ‘any sexual act or act targeting a person’s sexuality, gender identity or gender expression — whether the act is physical or psychological in nature — that is committed, threatened or attempted against a person without the person’s consent, and includes sexual assault, sexual harassment, stalking, indecent exposure, voyeurism and sexual exploitation’. The law of Prince Edward Island completes this definition by adding the phrase ‘and the distribution of a sexually-explicit photograph or video [...] without the consent of the person in the photograph or video, that caused distress [...] to this person.’

<sup>16</sup> According to this law, sexual misconduct encompasses sexual exploitation, sexual harassment, stalking, indecent exposure, voyeurism, the distribution of sexually explicit images without consent, as well as the attempt and the threat to commit an act of sexual misconduct.

orientation among these grounds. The Austrian law defines when **discrimination on the basis of gender** has occurred and shows the link between it and sexual harassment. Similarly, Lithuanian regulation also comprises legal definitions of discrimination and harassment.

## Intersectionality and vulnerable groups

### Intersectionality

Table 6: The framing of intersectionality across the examined legal acts by country

Country	Legal act	Sexual orientation	Gender identity	Gender expression	Race (ethnic origin)	Disability	Health	Religion (belief)	Age	Class	Immigration	Social Status	Other
<b>EU-14</b>													
1.	Austria	University Act											
		Civil Servants (Employment) Act											
		Equal Treatment Act											
2.	Germany	Act on the Universities of the State of North Rhine-Westphalia	✓		✓	✓		✓	✓				
3.	Greece	Act 4589/2019											
4.		Act 4604/2019											
5.	Spain	Act 17/2020 (Catalonia)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
6.	Sweden	Discrimination Act											
<b>EU-13</b>													
7.	Lithuania	Act on Equal Opportunities for Women and Men											
<b>Third Countries</b>													
8.	Canada	Bill 23 (British Columbia)											
9.		Bill 15 (Manitoba)	✓	✓	✓								
10.		Ontario Regulation 131/16											
11.		Post-Secondary Institutions Sexual Violence Policies Act (Prince Edward Island)	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞	∞



12.		Bill 151 (Québec)	✓	✓		✓	✓							
13.	United States of America	Title IX												
14.		Clery Act												
15.		'SaVE Act'												
<u>Legend:</u> ∞ This symbol means that the intersectionality and the axes of inequalities are rather vaguely described but are still addressed. ✓ This symbol means that this act addresses the specific axis of inequality.														

Out of the 15 laws that were analysed, just five incorporate an intersectional perspective. All five are regional; two of them are in effect in two EU-14 countries and three in Canadian provinces. From a more general point of view, the regulations that include intersectionality were identified during the data analysis as ones that primarily focused either on violence (three laws – one from Spain and two from Canada) or higher education (two acts – one from Germany and one from Canada, Manitoba).

In this sample, four laws include references to various axes of inequality that can intersect with gender. Only the law passed in Prince Edward Island does not mention any specific intersectional aspect, and instead it contains a general statement that higher education institutions ought to have sexual violence policies that are 'culturally sensitive and reflect the perspectives of those most vulnerable to sexual violence'.

The most frequently mentioned axis of inequality is **gender identity**, which is found in all four of these laws. It is closely followed by three other factors that were incorporated in three regulations each, namely, **sexual orientation**, which appears in the law created in Spain and in two Canadian regulations; **race (ethnic origin)** and **disability** – both of which are mentioned in two European laws and in one Canadian regulation (Québec). Three factors – gender expression, religion (belief), and age – appear in various combinations in two laws each. Only **gender expression** was introduced in laws from both EU-14 and Third Countries – in regulations passed in Spain and Canada (Manitoba). Two factors – **religion (belief)** and **age** – appear only in both examined European laws from Germany and Spain. **Class, immigration, and health** are each considered in only one law in one of the EU-14 countries. Class and immigration are mentioned in the Spanish regulation, while health is included in the German act. None of the examined laws refers to intersections between gender and social status. Only one of them – the regional regulation passed in Spain – mentions an axis of inequality other than the ones mentioned above – namely, 'deprivation of liberty'.

The largest number of references to axes of inequality that intersect with gender (11) is in the Spanish law. This regulation attaches importance to intersectionality, emphasising that 'sexist violence causes an aggravated and differentiated impact when it concurs with other reasons of discrimination'. The German law refers to five axes of inequality intersecting with gender, and the Canadian regulations in Québec and Manitoba refer, respectively, to four and three.

## Vulnerable groups

The analysis sought to verify whether the examined acts mention any of the following eight vulnerable groups: international staff, international students, early career researchers, non-binary staff, non-binary students, staff with disabilities, students with disabilities, and ethnic minority groups.

Table 7: An overview of vulnerable groups across the examined legal acts by country

Country	Legal act	International students	International staff	Early career researchers	Non-binary staff	Non-binary students	Staff with disabilities	Students with disabilities	Ethnic minorities	Other
<b>EU-14</b>										
1.	Austria	University Act								
		Civil Servants (Employment) Act		✓			✓			
		Equal Treatment Act		✓	✓	✓			✓	
2.	Germany	Act on the Universities of the State of North Rhine-Westphalia			✓	✓	✓	✓	✓	
3.	Greece	Act 4589/2019								
4.		Act 4604/2019								
5.	Spain	Act 17/2020 (Catalonia)								
6.	Sweden	Discrimination Act			✓	✓	✓	✓	✓	✓
<b>EU-13</b>										
7.	Lithuania	Act on Equal Opportunities for Women and Men								
<b>Third Countries</b>										
8.	Canada	Bill 23 (British Columbia)								
9.		Bill 15 (Manitoba)	∞	∞	∞	∞	∞	∞	∞	∞
10.		Ontario Regulation 131/16								
11.		Post-Secondary Institutions Sexual Violence Policies Act (Prince Edward Island)	∞	∞	∞	∞	∞	∞	∞	∞
12.		Bill 151 (Québec)	✓			✓	✓	✓	✓	
13.		Title IX								

14.	United States of America	Clery Act									
15.		'SaVE Act'									
<u>Legend:</u> ∞ This symbol means that vulnerable groups are addressed by this act in a general way. ✓ This symbol means that this act addresses the specific vulnerable group.											

The majority of the regulations analysed (nine out of 15) do not refer to any specific vulnerable group. Of the remaining six laws that do, three were introduced in EU-14 countries – in Austria, Germany, and Sweden – and the other three were passed in Canada. The majority (four out of six) of the examined regulations address six (the legal framework of Austria and the law in force in Québec, Canada) or five (the Swedish and German laws) of the vulnerable groups this analysis is interested in. The two remaining Canadian laws (in Manitoba and Prince Edward Island) do not specifically name any vulnerable group and instead refer to this issue more generally by talking about 'those most vulnerable to sexual violence'.

The vulnerable groups that are mentioned most frequently in the examined laws are **non-binary staff**, **non-binary students**, **ethnic minorities**, and **staff with disabilities**. Each of these categories is included in four laws. Interestingly, all four groups are covered by the same four regulations (three from EU-14 countries and one from a Third Country), namely, the Austrian, German, Swedish and Canadian (Québec) regulations. It is worth noting that **students with disabilities** are mentioned in three of the aforementioned laws – in the German, Swedish, and Canadian (Québec) regulations. Such groups as **international staff**, **international students**, and **early career researchers** were mentioned less frequently; each of them is concerned only by one law. International staff and early career researchers appear in the Austrian national legal framework, while international students are included only in the act in effect in Québec. Additionally, the Swedish national regulation refers also to other potentially vulnerable groups by covering such possible grounds for discrimination as sex, including any person 'who intends to change or has changed [their] sex', sexual orientation, and age.

The acts we analysed do not appear to treat the **mobility of students and staff** as a factor that could influence their safety from GBV. Out of 15 examined laws, only one, the Canadian regulation passed in Québec, notes that international students are a group who are at a greater risk of experiencing sexual violence.

## 7Ps

All the 7Ps are, to varying extents, reflected in the analysed laws (see Figure 4 and Table 8). In general, policies are the ones mentioned most – they are included in 12 out of 15 regulations. This P is followed by prevention and prosecution, each of which is considered in 10 regulations. Nine legal acts include two other Ps – protection and the provision of services. The two remaining Ps – partnerships and prevalence – are referred to in eight and seven laws, respectively. A detailed overview of the reflection of the 7Ps in the examined regulations is presented below.



### Coverage of the 7Ps across countries

All the regulations analysed mention at least one of the 7Ps. Ten of them, two from EU-14 countries and eight from Third Countries, refer to 4 or more Ps (Table 8).

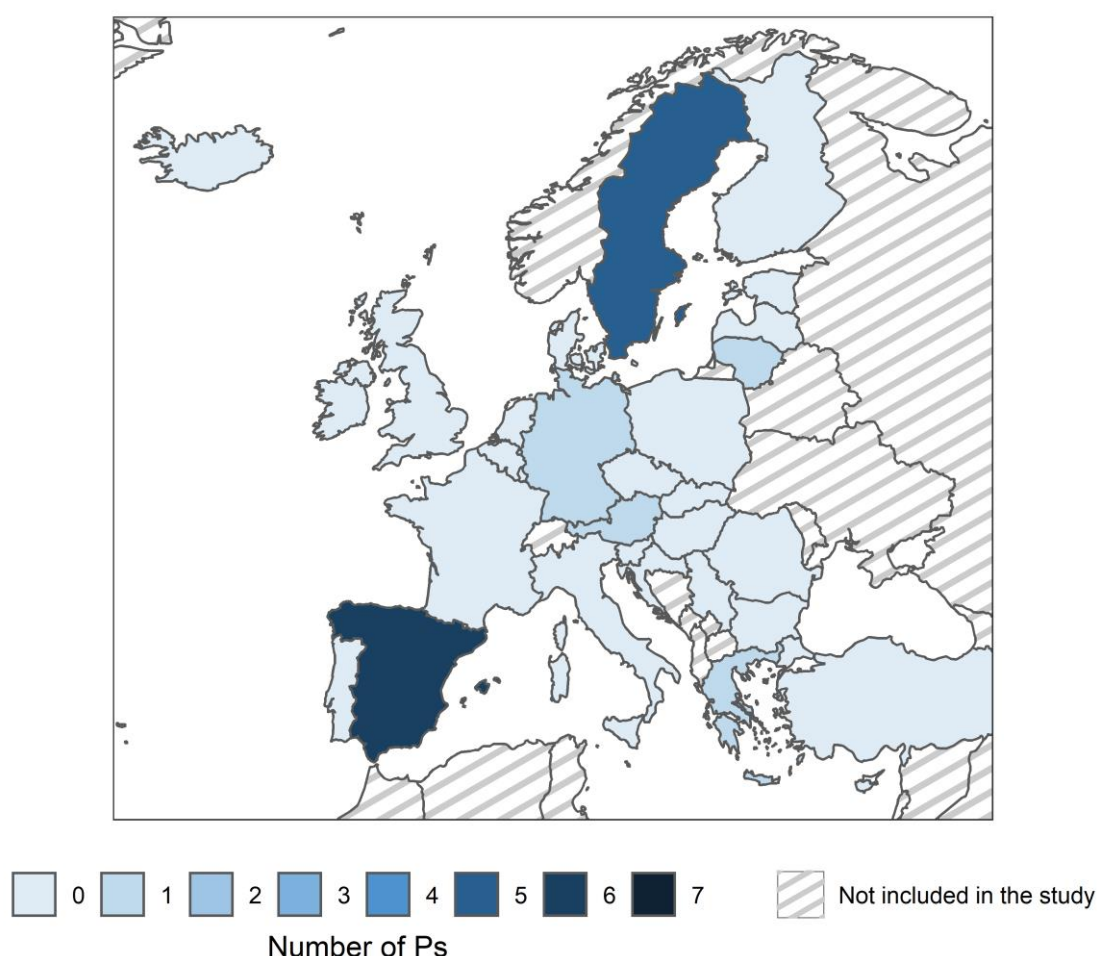


Figure 4: An overview of the number of Ps addressed in the examined laws across the EU-27 and mapped Associated Countries

Within the EU countries, the Spanish and Swedish legal acts include the largest number of Ps, mentioning six and five of them, respectively. The majority of laws passed in the European Union (five out of seven) cover only 1P. Four of these acts are in effect in EU-14 countries – one each in Germany and Austria, two in Greece. The remaining law in this category is the act introduced in an EU-13 country, namely, Lithuania. These particular laws refer to four different Ps. The German one mentions measures relating to prosecution (specifically, disciplinary procedures and sanctions as well as judicial procedure). The Austrian law considers the provision of services for GBV victims/survivors. The Lithuanian regulation refers to prevention. Both acts in effect in Greece include provisions regarding policies.

In general, 7Ps seem to be presented most comprehensively in legal regulations that are in force in Third Countries; each of them refers to at least 4Ps. Four laws – three from Canada (Ontario, Prince Edward Island and Québec) and one from the USA ('SaVE Act') – mention all of the 7Ps. Two acts cover 6Ps: the Canadian act in Manitoba (only the provision of services is lacking) and the US Clery Act (only partnerships are omitted).

Table 8: An overview of 7Ps across the examined legal acts by country

Country		Legal act	7Ps							Total number of Ps
			Prevalence	Prevention	Protection	Prosecution	Provision of services	Partnerships	Policies	
EU-14										
1.	Austria	University Act					✓			1
		Civil Servants (Employment) Act								
		Equal Treatment Act								
2.	Germany	Act on the Universities of the State of North Rhine-Westphalia				✓				1
3.	Greece	Act 4589/2019							✓	1
4.		Act 4604/2019							✓	1
5.	Spain	Act 17/2020 (Catalonia)	✓	✓	✓		✓	✓	✓	6
6.	Sweden	Discrimination Act		✓		✓	✓	✓	✓	5
EU-13										
7.	Lithuania	Act on Equal Opportunities for Women and Men		✓						1
Third Countries										
8.	Canada	Bill 23 (British Columbia)		✓	✓	✓		✓	✓	5
9.		Bill 15 (Manitoba)	✓	✓	✓	✓		✓	✓	6
10.		Ontario Regulation 131/16	✓	✓	✓	✓	✓	✓	✓	7
11.		Post-Secondary Institutions Sexual Violence Policies Act (Prince Edward Island)	✓	✓	✓	✓	✓	✓	✓	7
12.		Bill 151 (Québec)	✓	✓	✓	✓	✓	✓	✓	7
13.	United States of America	Title IX			✓	✓	✓		✓	4
14.		Clery Act	✓	✓	✓	✓	✓		✓	6
15.		‘SaVE Act’	✓	✓	✓	✓	✓	✓	✓	7

### Prevalence

Mechanisms for collecting data on the prevalence of GBV are mentioned by seven out of the 15 regulations that were analysed, and only in the form of monitoring the number of incidents. Only one of them – the Spanish regulation, which deals with collecting information on the number of GBV incidents – was introduced by an EU country (see Figures 5 and 6). The remaining six laws were passed in Third Countries – four in Canada (Manitoba, Ontario, Prince Edward Island and Québec) and two in the USA (Clery Act and 'SaVE Act').





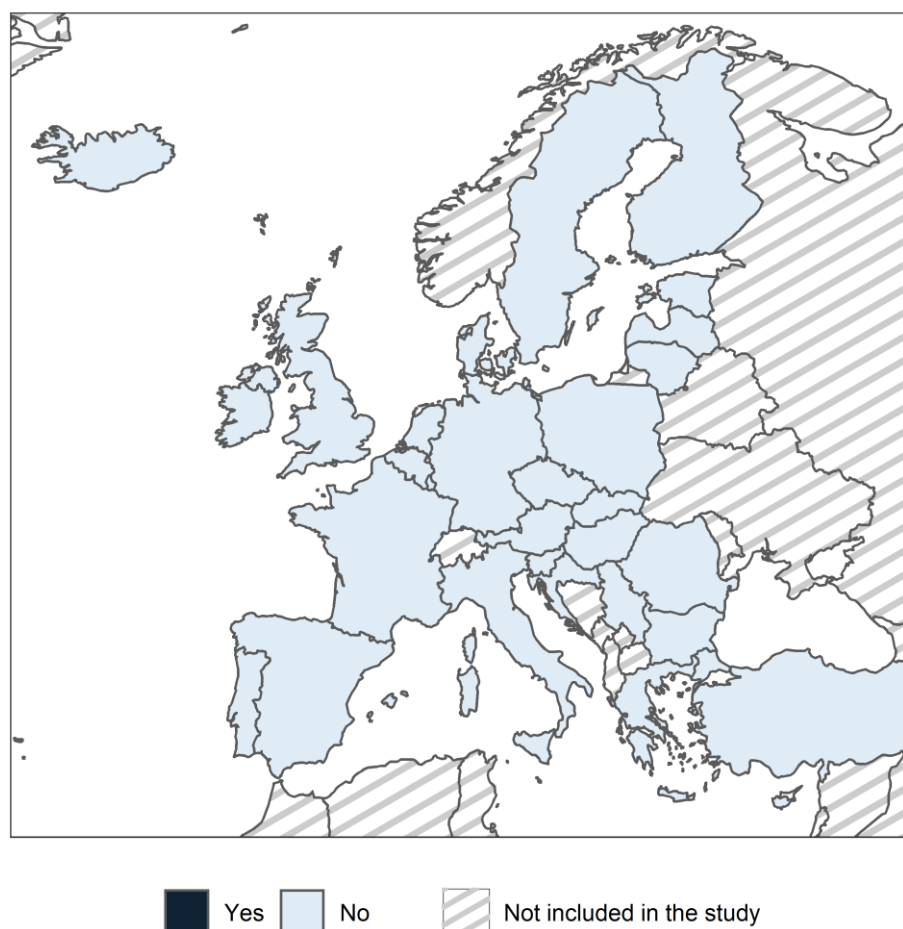


Figure 5: Laws mentioning prevalence of GBV – a survey across the EU-27 and mapped Associated Countries

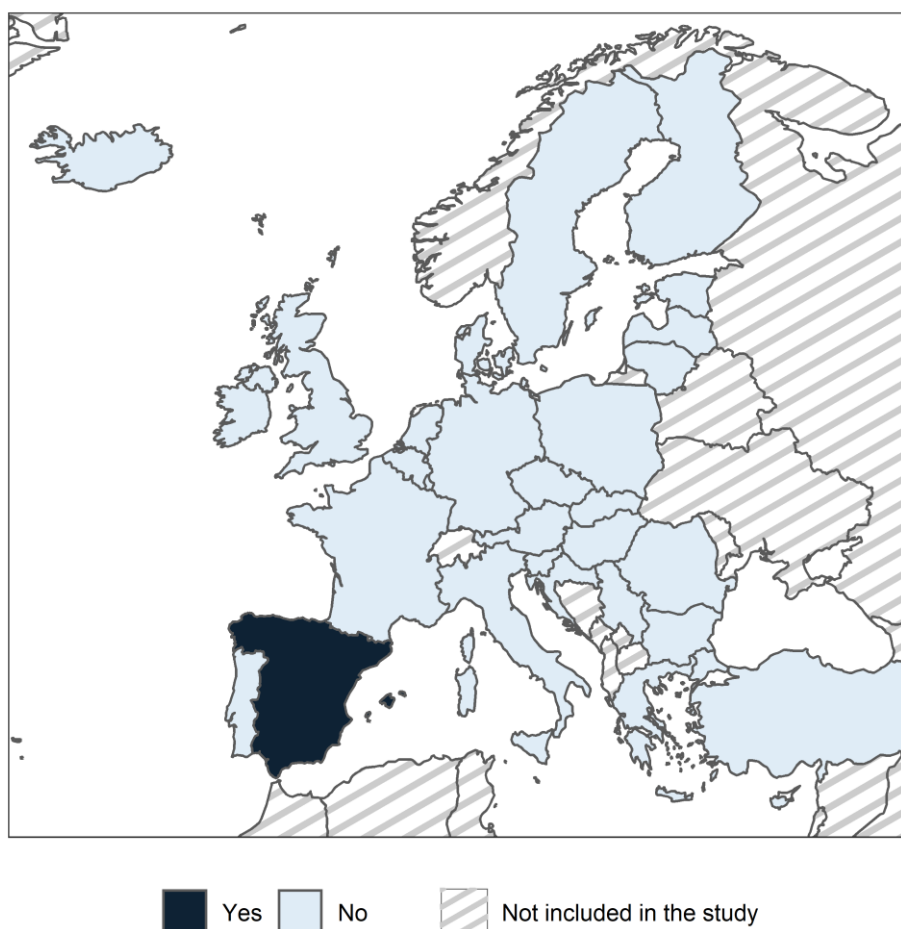


Figure 6: Laws mentioning prevalence of GBV – incidence across the EU-27 and Associated Countries

### Prevention

Preventive measures to address GBV are included in 10 of the 15 regulations analysed. Prevention is discussed by the vast majority of the laws enacted in Third Countries (seven out of eight). It is much less common in the regulations introduced in the EU-27 (three out of nine; see Figure 7).

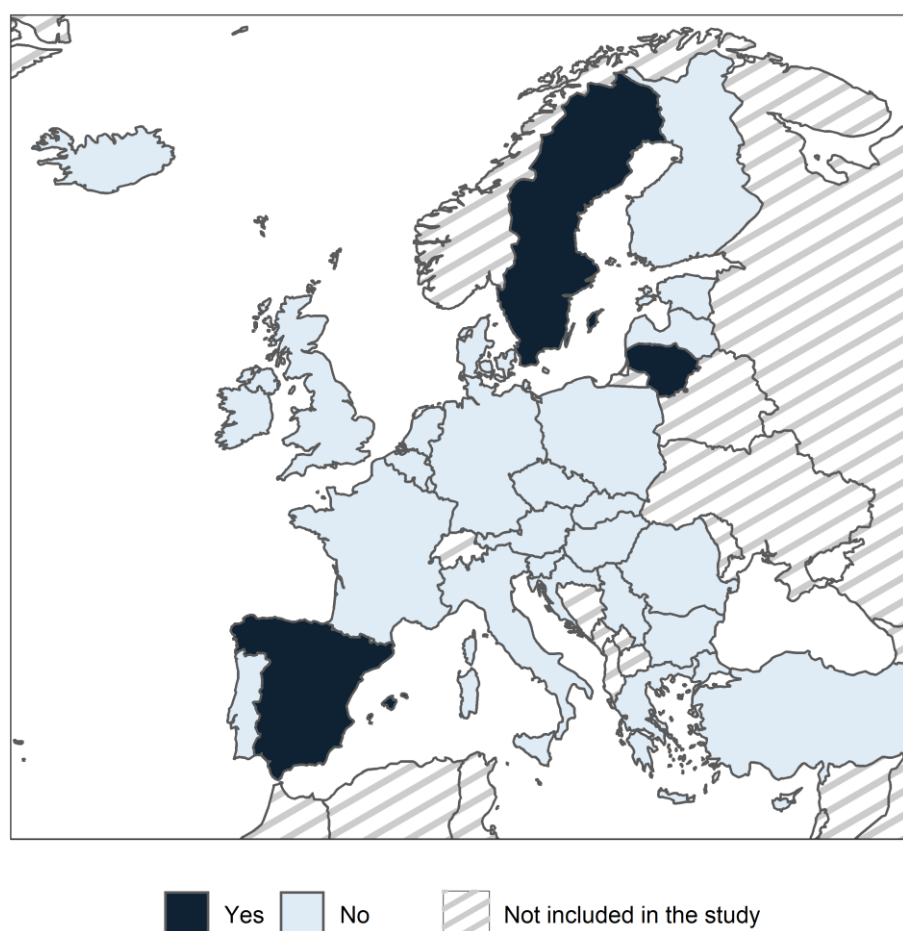


Figure 7: Laws mentioning prevention of GBV across the EU-27 and mapped Associated Countries

Three laws created in the European Union come from two EU-14 countries – Spain and Sweden – and one EU-13 country – Lithuania. The other seven regulations are ones adopted in two Third Countries: five in Canada and two in the USA (Clery Act and ‘SaVE Act’).

Three out of the 10 laws that concern prevention, namely, two regional regulations – adopted in Spain, Lithuania, and Canada (British Columbia) – include only a general provision about preventive measures to address GBV. They do not set out any concrete solutions that should be implemented.

In the seven laws that contain more detailed information about the prevention of GBV, three groups of measures can be identified: **awareness-raising** activities, **training**, and **guidelines**. The only European regulation that mentions specific measures, the Swedish law, contains only guidelines for addressing GBV. The majority of relevant laws introduced in Third Countries – five laws in total, four of them in Canada (Manitoba, Ontario, Prince Edward Island and Québec) and one in the USA (‘SaVE Act’) – contain information about two types of measures. In all these cases, awareness-raising activities and training are mentioned. The remaining regulation, in the USA (Clery Act), is the only legislation that mentions all three types of preventive initiatives.

**Awareness-raising activities and training** that address GBV are mentioned the most often in the examined laws. They are found in six acts in effect in Canada<sup>17</sup> and the USA.<sup>18</sup> The only law that does not address these two measures is the Swedish regulation.

**Guidelines** addressing the prevention of GBV are mentioned in two laws – one passed in an EU-14 country (Sweden) and the other in a Third Country (USA – Clery Act). The Swedish regulation is particularly worth noting as it not only specifies what steps ought to be taken to pursue the prevention of discrimination and the promotion of equal rights but also explicitly states that ‘education providers are to have guidelines and routines for their activities, with a view to preventing harassment and sexual harassment’ and they are obliged to ‘follow up and evaluate’ them.

## **Protection**

Protection measures are mentioned in nine out of 15 laws. Only one regulation was created in an EU-14 country – and it was at the regional level in Spain (Catalonia). The other eight regulations were adopted in Third Countries, five in Canada and three in the USA. Thus, in contrast to most of the analysed regulations that were introduced in EU countries, which do not contain information about protection measures (see Figure 8), all the Canadian and US laws do include some provisions about how to ensure the safety of GBV victims/survivors and to meet their needs.

<sup>17</sup> In the case of four Canadian regional laws (Manitoba, Ontario, Prince Edward Island, and Quebec), awareness-raising activities and training are required to be a part of the higher education institutions’ policies that combat sexual violence. In general, in all these regulations the scope of such actions focuses on sexual violence and does not address other forms of GBV. Overall, the provisions regarding activities to raise awareness are not detailed. Only two laws go beyond the narrow description and add some additional information. On the one hand, the regulation in force in Manitoba states that raising awareness of sexual violence should include ‘sexual violence through the use of social media or other forms of digital communication’. On the other, the legislation passed in Quebec provides for the inclusion of relevant legal information in implementing measures that raise awareness and prevent sexual violence. Three out of four Canadian laws (Ontario, Prince Edward Island, and Quebec) specify who should participate in training aimed at countering sexual violence. All of them stipulate training for students as well as university staff, such as administrators, faculty, other employees, contractors, representatives of personnel associations, and unions. Only one of these laws, namely the one in force in Ontario, presents some details about the scope of such training. It states that training should address the ‘process for responding to and addressing incidents and complaints of sexual violence’.

<sup>18</sup> More information about awareness-raising programmes and training can be found in two US laws – the Clery Act and the ‘SaVE Act’. The Clery Act requires that higher education institutions ‘provide to students and employees, on an introductory and ongoing basis, prevention and awareness programs’ addressing sexual violence and violence against women (including domestic violence, dating violence and stalking) and comprising ‘material on bystander intervention and risk reduction aimed at recognising the warning signs of these crimes’. The ‘SaVE Act’ demands that higher education institutions ‘offer ongoing primary prevention and awareness programs’ to new employees and new students. It is worth noting that compared to all the other examined laws, the latter regulation is remarkably detailed about the training. For instance, according to this act, the training has to define the offences related to gender-based violence in the relevant jurisdiction and explicitly state that a given institution prohibits them; explain consent; educate about bystander intervention and risk reductions; inform about institutional ‘reporting system and disciplinary proceedings’.

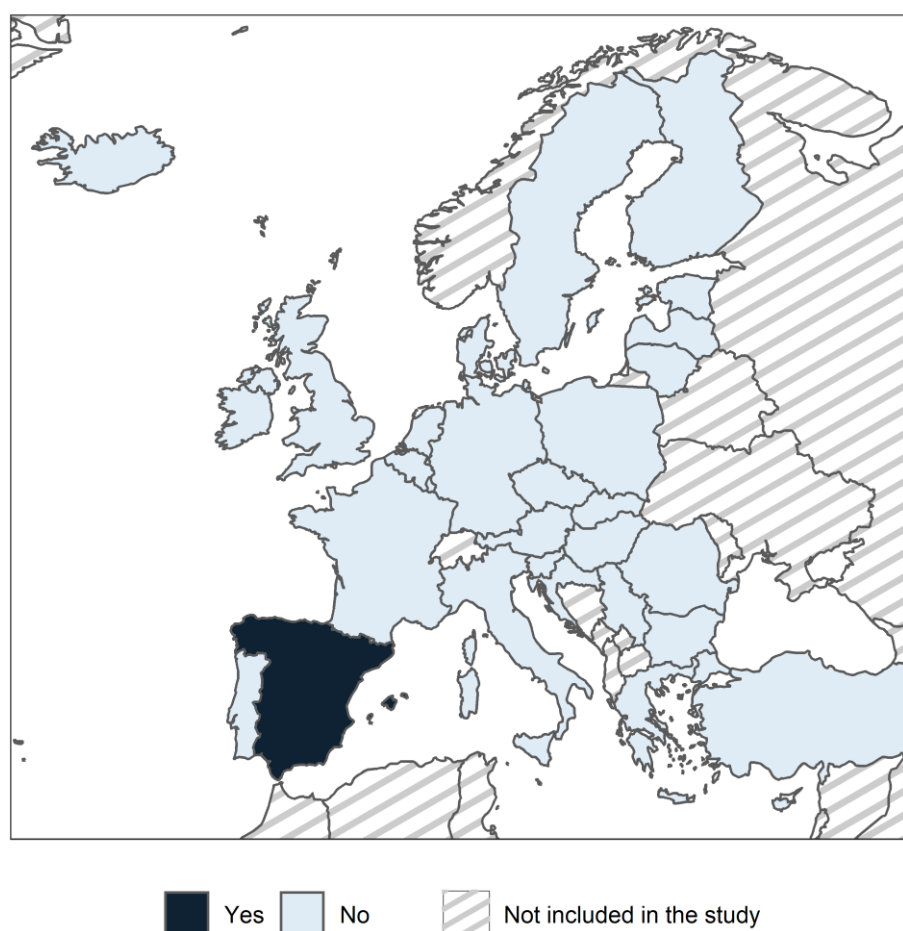


Figure 8: Laws mentioning protection across the EU-27 and mapped Associated Countries

The nine laws analysed each contain specific measures that are designed to protect victims/survivors. Four types of such measures can be identified: mechanisms for **reporting** on the occurrence of GBV; **procedures** for tackling GBV incidents and complaints; **training** in how to deal with GBV incidents; and a campus **infrastructure** that increases security. The most common measures were ones concerned with reporting mechanisms and procedures to be followed in the case of a GBV incident – both types appear in seven laws. Slightly less common were infrastructural solutions – mentioned in five regulations. As for training, this was the least-mentioned measure and is found in just two laws. Examples of the measures identified in the examined laws are presented in Table 9.

Three laws refer to all four types of measures: one of them was introduced in Spain, one in the USA ('SaVE Act'), and one in Canada (Ontario). Three types of protective mechanisms (reporting, procedure, and infrastructure) are included in one Canadian law (Québec). Two regulations – one from Canada (Prince Edward Island) and one from the USA (Title IX) – consider two measures. In both cases, they refer to reporting and to having an adequate procedure in place. The other three regulations – two laws in Canada (British Columbia and



Manitoba) and one in the USA (Clery Act) – mention only one protective measure. Each of them refers to a different mechanism: procedure, reporting, and infrastructure, respectively.

Table 9: An overview of protective measures addressing GBV among the examined legal acts

Type of measure	Examples
<b>Reporting an occurrence</b>	<ul style="list-style-type: none"> <li>An evaluation report on the occurrence of sexist violence is periodically submitted to the relevant institutional administration units (Catalonia, Spain)</li> <li>An annual report is submitted to the relevant ministry about 'the number of complaints and reports received and the time frame in which they were processed' (Québec, Canada)</li> <li>Policy comprising the 'reporting of incidents' (Manitoba and Prince Edward Island, Canada)</li> <li>'Published a complaint resolution process that explains to a student, employee or third-party how to report an allegation of harassment or discrimination' (Title IX, USA)</li> </ul>
<b>Procedures</b>	<ul style="list-style-type: none"> <li>'Protocols for the prevention, detection, attention and repair' in cases of sexual harassment, sex-based harassment, and sexual violence 'between members of the university community' (Catalonia, Spain)</li> <li>Procedures of making a complaint and making a report about sexual misconduct involving a student (British Columbia, Canada)</li> <li>'Complaint procedures and response protocols for incidents and complaints of sexual violence' (Manitoba and Prince Edward Island, Canada)</li> <li>'Procedures for reporting incidents of sexual violence to the educational institution or for filing complaints with or disclosing information to the institution in connection with such incidents, including the possibility of doing so at any time' (Québec, Canada)</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>Training for persons responsible for implementing the university's procedures for dealing with incidents of sexual harassment and sexual violence; it includes, for instance, a gender perspective and explanations of how to avoid re-victimisation (Catalonia, Spain)</li> <li>Training for institutional officials who 'investigate a complaint or conduct an administrative proceeding' addressing how to "investigate and conduct hearings in a manner that "protects the safety of victims" and "promotes accountability" ('SaVE Act', USA)</li> </ul>
<b>Infrastructure increasing security</b>	<ul style="list-style-type: none"> <li>Adequate accommodation of 'the needs of students who are affected by sexual violence' and identification of 'the specific official, office or department at the college or university that should be contacted to obtain such accommodations' (Ontario, Canada)</li> <li>'Infrastructure adjustments to secure premises" and "measures to ensure the confidentiality of the complaints, reports and information received in connection with incidents of sexual violence' (Québec, Canada)</li> <li>Institutional responsibilities regarding safeguarding the implementation of measures imposed by law enforcement, such as restraining orders ('SaVE Act', USA)           <ul style="list-style-type: none"> <li>The possibility of relocating (changing the academic and living settings of) a victim/survivor of GBV (Catalonia, Spain; Clery Act, and 'SaVE Act', USA) (for more details, see also remarks about the provision of services below)</li> </ul> </li> </ul>

## Prosecution

In general, measures aimed at prosecuting incidents of GBV are included in 10 of 15 laws. In the vast majority, these are regulations currently in force in Third Countries – all of the Canadian and US acts address prosecution mechanisms. In the EU area, only two EU-14 countries, Sweden and Germany, have regulations referring to such measures (see Figure 9).



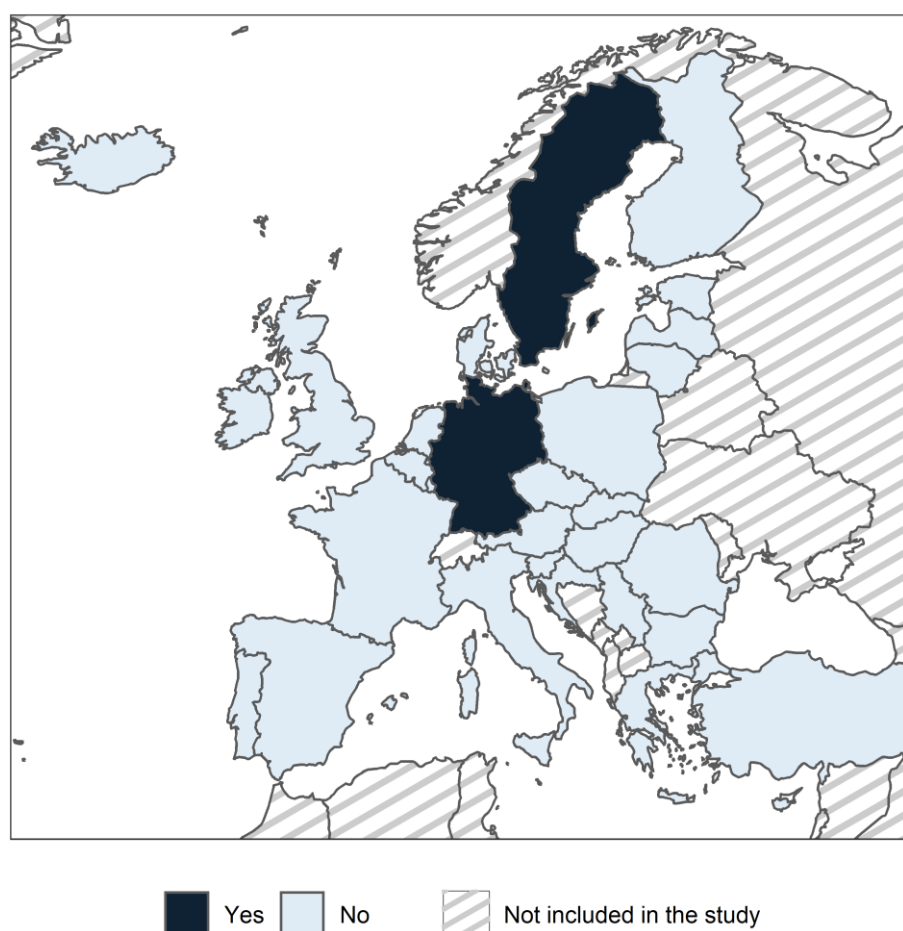


Figure 9: Laws mentioning prosecution in the form of judicial and disciplinary measures

The analysed laws much more frequently mention the **disciplinary prosecution** of GBV than **judicial** prosecution. All 10 consider disciplinary measures, while only half of them also include provisions about judicial prosecution. Both types of prosecution are mentioned in two laws introduced in EU-14 countries, in Germany and Sweden, and three laws in effect in Third Countries – two in the USA (Title IX and ‘SaVE Act’) and one in Canada (Ontario).

In terms of **disciplinary prosecution**, three types of measures were identified: procedures for investigating reported incidents of GBV, the necessary infrastructure for processing such cases, and disciplinary sanctions that apply to them. **Disciplinary procedures** are the type of measure found most often in the analysed laws – they were mentioned by all but one law. The only exception was one of the regional laws in Canada (Québec). An interesting provision regarding such procedures can be found in the Swedish act that regulates the obligation of employers and education providers to investigate and take active measures in cases of sexual harassment. Nevertheless, the most comprehensive description of the disciplinary procedures that should be in place is found in the three laws in effect in the USA. The ‘SaVE Act’ is particularly worth mentioning. It sets up ‘standards for investigation and conduct of disciplinary proceedings’, which require institutional policies to include, for instance, a ‘statement of the standard of evidence’ in use; guarantees that safeguard equal opportunities to ‘the accuser and the accused’, and information on ‘how victims’ confidentiality will be protected’.

References to the two other disciplinary mechanisms were less frequent. Only three regulations – one from an EU-14 country (Germany) and two from Third Countries (the US ‘SaVE Act’ and Canadian regional law in Québec) – contain some provisions regarding **disciplinary sanctions**. Only the German regulations contains a complete catalogue of disciplinary sanctions, which include, for instance, a reprimand, being prohibited from using university facilities, exclusion from participation in a course, and exmatriculation. The **infrastructure** for disciplinary proceedings was mentioned in just two Third Countries’ laws – both passed in the USA (Clery Act and ‘SaVE Act’). For example, the Clery Act provides for disciplinary proceedings to be conducted by trained ‘individuals or panels’ at a higher education institution.

Five laws that also regard **judicial prosecution** concern two types of measures: procedures and sanctions. **Judicial procedures** are mentioned in four cases – in one law in effect in an EU country, namely Germany, and three regulations passed in Third Countries – two US acts (Title IX and ‘SaVE Act’) and one Canadian act (Ontario). These laws regard procedures in different ways. For instance, they refer to national criminal law (Germany); sharing information about existing judicial procedures (Canada); the rights of the victim/survivor, especially with respect to reporting to law enforcement (USA); and the institution’s responsibilities in connection with safeguarding judicial orders – for example, no-contact, restraining, and protective responsibilities (USA). **Judicial sanctions** are mentioned only in the Swedish law, which provides for compensation from employers and education providers who do not ‘fulfil their obligations to investigate and take measures against harassment or sexual harassment’.

### ***Provision of services***

Nine out of 15 analysed regulations mention the provision of services. All of them focus solely on services targeting victims/survivors of GBV (Figure 10). None of the laws analysed includes provisions about services aimed at perpetrators of such violence (Figure 11).

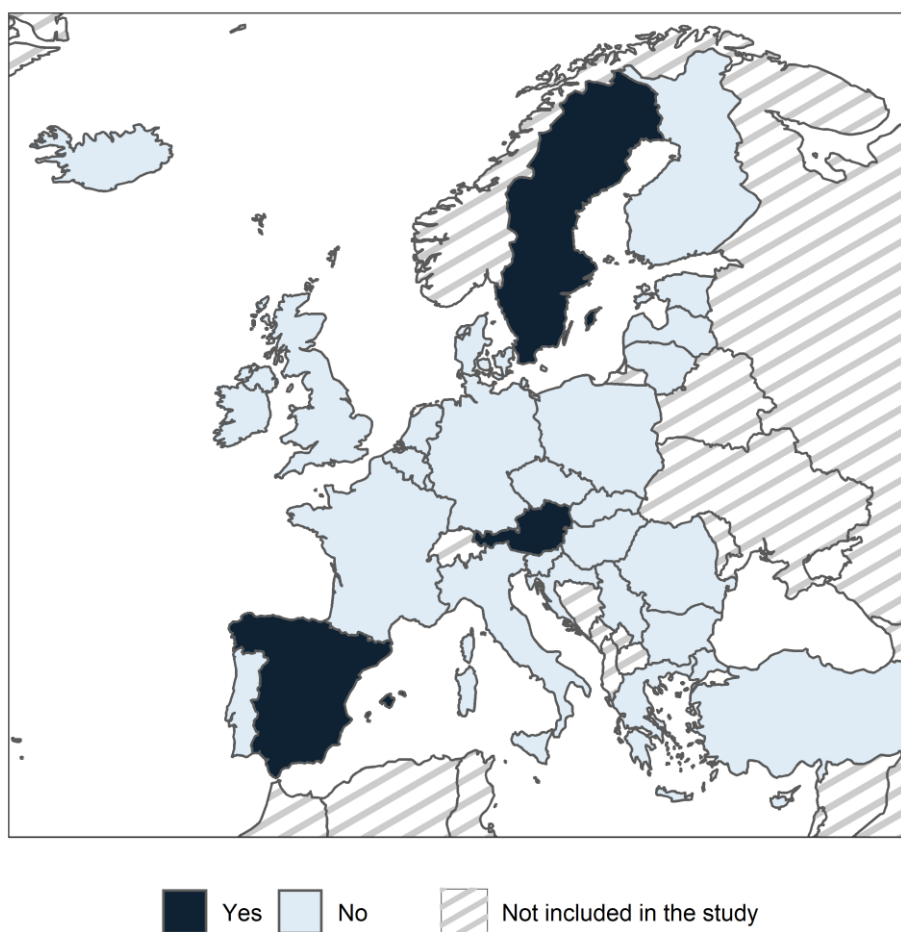


Figure 10: Laws mentioning the provision of services – for victims/survivors across the EU-27 and mapped Associated Countries

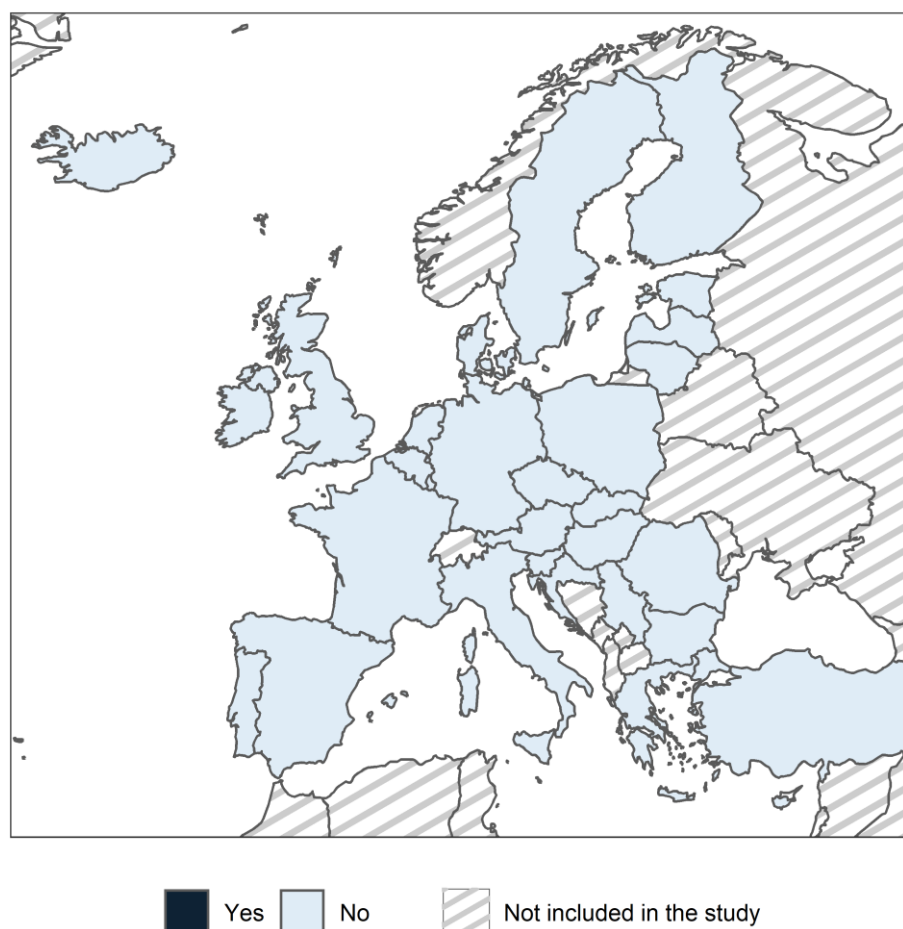


Figure 11: Laws mentioning the provision of services – for perpetrators across the EU-27 and mapped Associated Countries

Three out of the seven examined regulations in EU-14 countries – the ones in Austria, Sweden, and Spain – consider services for victims/survivors of GBV. The provision of services is included in six out of eight regulations in mapped Third Countries – in all three laws in effect in the USA and three acts passed in Canada (Ontario, Prince Edward Island and Québec).

In a Canadian regulation introduced in Prince Edward Island, information about the obligation of higher education institutions to provide services is limited to a statement that they 'shall appropriately accommodate the needs of students [...] who are affected by sexual violence'. Since the services are not specified in this law, it is excluded from the analysis presented in the following paragraphs.

An analysis of the collected information shows that the statements made in the remaining eight regulations and categorised as the provision of services to victims/survivors can be divided into three groups. Depending on its content, some of these laws mention actual **services** targeted at victims/survivors (e.g., medical, social, legal); particular **tools** available, such as existing guidelines, the possibility to **relocate** – both a change of housing arrangements and academic settings, or a combination of these options.



The first of these three categories is the most common one – it is found in all eight regulations. The **services** mentioned in the examined laws include, for instance: ‘accompaniment services’ provided by universities for victims/survivors of sexual violence (Spain); support from the institutional equality ombudsperson, including ‘bring[ing] an action [by the ombudsperson], as a party, on behalf of an individual who consents to this’ (Sweden); specialised ‘reception, referral, psychosocial and support services offered’ to victims/survivors of sexual violence and consolidating ‘all the available sexual violence-related services and resources together in a known and readily accessible place’ (Québec, Canada); informing victims/survivors (in writing) about such resources available as mental and physical health services, legal assistance, access to the law enforcement, counselling and academic support (USA).

None of the regulations from the EU countries contains references to any particular **tools**. The tools are included only in the five laws that are in effect in Third Countries: two Canadian regulations (Ontario and Québec) and three US laws. These acts include, for instance, tools such as monitoring of the number of services requested and obtained by students who become victims/survivors of sexual violence (Ontario, Canada); implementation of institutional policies at higher education institutions that will present sexual violence-related services and resources available (Québec, Canada); availability of written notifications of victims/survivors’ rights and relevant services at their disposal (USA).

The type of service mentioned least was the possibility of **relocation**. It appears in only three regulations – one in Spain and two in the USA (Clery Act and ‘SaVE Act’). The regulation in effect in Spain (Catalonia) grants students who have experienced sexual violence or sexual or gender harassment the right to change university. The American laws safeguard victims/survivors by granting them the right to change their academic (e.g., course assignment), accommodation, transportation, or work arrangements.

Only two of the laws that contain more detailed information on services available for victims/survivors include all three types of services – both these regulations are in effect in the USA (Clery Act and ‘SaVE Act’). The third law passed in the USA (Title IX) and all three of the above-mentioned regional regulations, regardless of whether they are in force in both in Spain and Canada, refer to two of the identified categories. Interestingly, in this group, the Spanish law includes provisions about services and relocation, while regulations in effect in the USA and Canada (Ontario and Québec) incorporate actual services and existing tools. Two remaining laws, both passed in EU-14 countries (Austria and Sweden), refer solely to some services that are made available to victims/survivors.

## **Partnerships**

Partnerships, which means the collaboration of relevant actors working together to counter GBV, are included in eight of the 15 analysed laws. Partnerships appear twice as often in regulations passed in Third Countries as in the ones introduced in EU countries. Only two legal acts referring to partnerships are found in EU-14 countries – in two countries, namely Sweden and Spain (Figure 12). Three-fourths of all these laws are in Canada (all five regional regulations) and the USA (‘SaVE Act’).



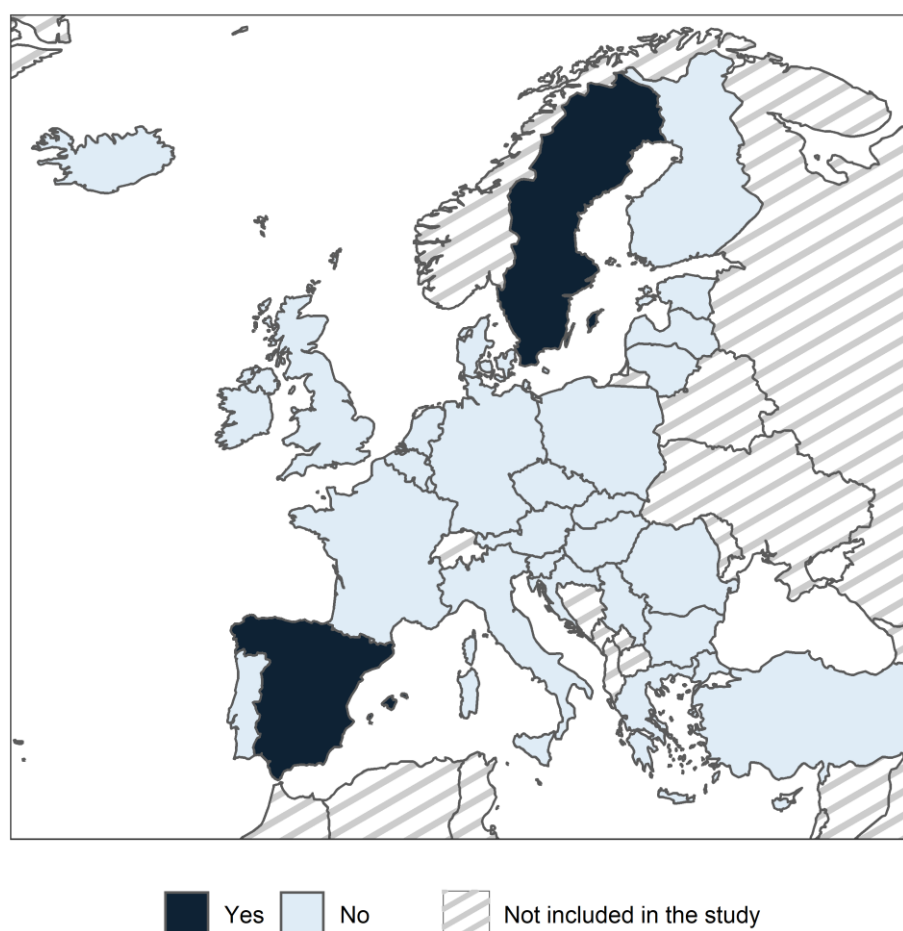


Figure 12: Laws mentioning partnerships across the EU-27 and mapped Associated Countries

In the examined laws, the following three types of collaboration can be identified: (1) internal partnerships at a particular higher education institution aimed at designing and evaluating **institutional policies** to combat GBV; (2) partnerships between various higher education institutions to **coordinate** joint actions against GBV; and (3) partnerships aimed at mutual learning and the exchange of **best practice**. Each of the eight regulations mentions only one type of partnership. The majority of the laws (6 out of 9) refer to partnerships aimed at designing institutional policies; the two other types are only mentioned in one legal act each. It is worth pointing out that none of the laws concern partnerships aimed at organising training to counter GBV. From the perspective of the examined regulations, the organisation of relevant training activities seems to remain mainly the responsibility of individual higher education institutions.

The most frequently mentioned partnerships for countering GBV, those focused on institutional **policies**, are mentioned in a law passed in the EU, namely, in Sweden, and in all five regulations in effect in Canada. All these documents stipulate that students should be engaged in the process of creating relevant policies (in the case of all Canadian laws) or “active measures” (Swedish law). As to the Canadian legal acts, in four cases (British Columbia, Manitoba, Ontario and Québec) students have to be ‘consulted’ and in one case (Prince Edward Island) ‘involved’ when the institutional policies are developed and reviewed. Three legal acts mention other people, apart from students, who should be

engaged in these activities, namely, ‘those employed’ by the educational institutions (Sweden); ‘officers, personnel members and their respective associations and unions’ (Québec) and ‘prescribed persons’ or ‘prescribed classes of persons’ (British Columbia).<sup>19</sup>

Partnerships establishing the inter-institutional **coordination** of actions found a place only in the Spanish law. On the one hand, this act requires universities to establish mechanisms to ensure ‘coordination of the respective protocols for dealing with sexist violence’ and sharing information in situations when victim/survivor and perpetrator of such violence belong to different universities. On the other, universities also have to develop ‘cooperation mechanisms to facilitate the free change of university for undergraduate students’ who experienced sexual violence, sexual harassment, or gender harassment.

Only the US ‘SaVE Act’ refers to partnerships devoted to collecting **best practices**. This law ‘establishes collaboration between the US Departments of Justice, Education, and Health and Human Services’ aimed at gathering and spreading ‘best practices for preventing and responding to domestic violence, dating violence, sexual assault, and stalking’.

## **Policies**

Although it was not the aim of the original analysis to examine whether the examined laws contain references to *policies* that counter GBV, it is worth noting that the collected data show that the majority of them do discuss the establishing of such policies by higher education institutions. Policies were explicitly mentioned in a total of 12 legal acts. Four of these laws were introduced in three EU-14 countries – one each in Spain and Sweden and two in Greece. Policies are also mentioned in all eight regulations in effect in Third Countries (Canada and the USA); (Figure 13).

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<sup>19</sup> In this context, the solution adopted in Quebec deserves particular attention. Bill 151, introduced in this province, requires educational institutions to ‘establish a standing committee made up of students, officers and personnel members, among others, to develop and review the policy and make sure it is followed’. The standing committee is also responsible for ensuring that all necessary groups are consulted in these processes.

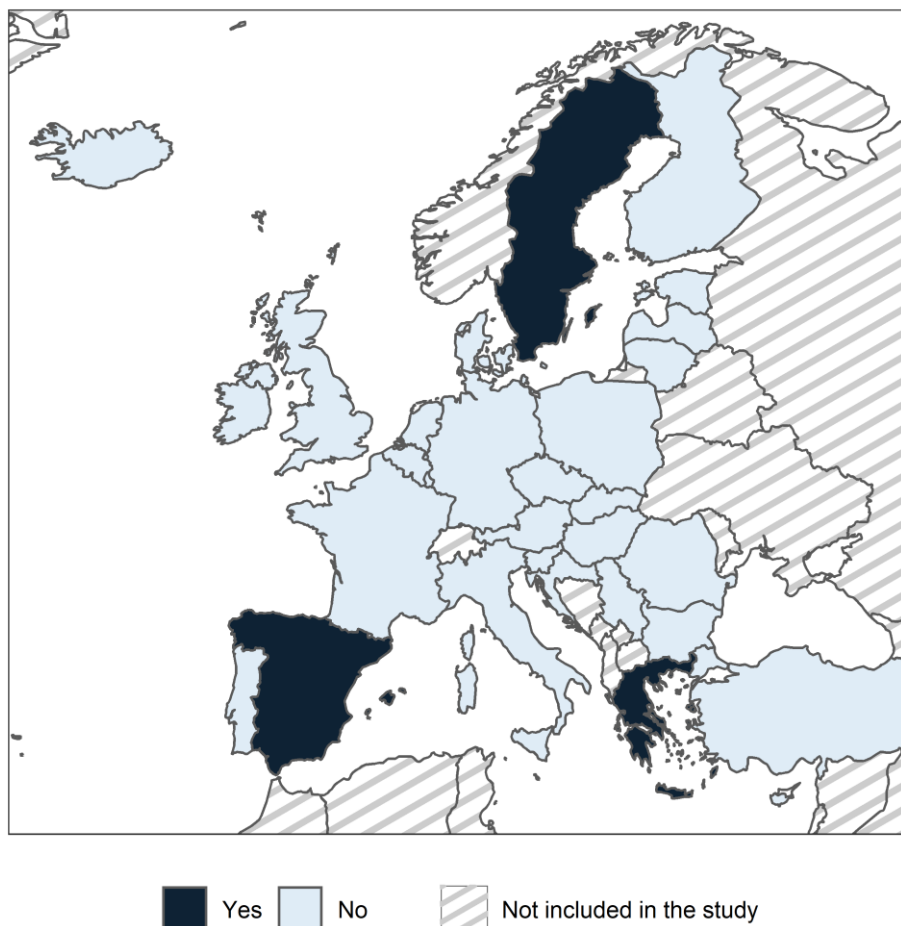


Figure 13: Laws mentioning policies across the EU-27 and mapped Associated Countries

## IMPLEMENTATION AND PROCESS ANALYSIS

This section focuses on the implementation and processual aspects that are covered in the 15 specific laws gathered by NRs.

Table 10: An overview of processual aspects across the examined legal acts by country

Country		Legal Act	Objectives	Indicators	Monitoring	Evaluation	Consequences of non-compliance	Financial incentives
<b>EU-14</b>								
1.	Austria	University Act, Civil Servants (Employment) Act, Equal Treatment Act						
2.	Germany	Law on the Universities of the State of North Rhine-Westphalia	✓					
3.	Greece	Act 4589/2019						
4.		Act 4604/2019						

5.	Spain	Act 17/2020 (Catalonia)						
6.	Sweden	Discrimination Act	✓		✓	✓	✓	
<b>EU-13</b>								
7.	Lithuania	Act on Equal Opportunities for Women and Men	✓					
<b>Third Countries</b>								
8.	Canada	Bill 23 (British Columbia)						
9.		Bill 15 (Manitoba)			✓			
10.		Ontario Regulation 131/16			✓			✓
11.		Post-Secondary Institutions Sexual Violence Policies Act (Prince Edward Island)						
12.		Bill 151 (Québec)			✓	✓	✓	
13.	United States of America	Title IX			✓		✓	
14.		Clery Act	✓	✓			✓	
15.		'SaVe Act'	✓	✓			✓	

## Implementation

Regarding the provisions that the laws contain that relate to implementation, the following aspects were considered: the objectives established by the laws in view of the 7Ps, measurable indicators to assess the degree of implementation of provisions and coverage of respective 7Ps, monitoring mechanisms for compliance with the law, use by the responsible authority of monitoring data to evaluate compliance, any types of sanctions or consequences for non-compliance and, conversely, financial incentives available to support the targeted institutions.

### Objectives of the laws

Looking at the (formal) objectives of the laws and the way they do or do not address the 7Ps, we find that five regulations include at least one of the 7Ps in the objectives, two from the EU-14 (Germany Sweden), one from the EU-13 (Lithuania), and two from the USA.

The USA's 'SaVe Act' covers prevention, protection, and prosecution. Two laws only cover 1P: the North-Rhine Westphalia Act mentions 'prosecution' as one of its implementation objectives and the 'Clery Act' has protection among its objectives.

The Swedish law presents its purpose in a general manner. The law's purpose is '*to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age*'. If the purpose of this regulation is interpreted jointly with the content of Chapter 2, sections 5-8 (obligations of universities), it could be argued that five out of the 7Ps (prevention, protection, prosecution, provision of services and partnership) are covered.

The Lithuanian Act on Equal Opportunities for Women and Men stipulates in article 5 that it is the duty of higher education and research institutions to take steps to prevent sexual harassment, hence covering the objective of prevention.





## Examples

- **Prevention:** The USA Campus 'SaVE Act' amended the Clery Act to mandate extensive 'primary prevention and awareness programs' regarding sexual misconduct and related offenses. It also instructs colleges and universities to provide programming for students and employees that shall include: primary prevention and awareness programmes for all incoming students and new employees, safe and positive options for bystander intervention, information on risk reduction to recognise warning signs of abusive behaviour, and ongoing prevention and awareness programmes for students and faculty.
- **Protection:** The SaVE Act seeks to address the violence women face on campus, and requires that incidents of domestic violence, dating violence, sexual assault, and stalking be disclosed in annual campus crime statistic reports.
- **Prosecution:** The SaVE Act clarifies which are the minimum standards for institutional disciplinary procedures.

### *Concrete explicit or implicit indicators*

Indicators are important for monitoring the implementation of a regulation. The NRs were asked to include information on the implicit or explicit presence of indicators in the legal document. In general, regulations do not contain explicit indicators. Only **two** regulations from the USA include an implicit formulation of indicators.

**The US Clery Act focuses on protection** and refers to the reporting of acts perpetrated within an **Annual Security Report**.

The Clery Act requires colleges and universities that receive federal funding to realise and disseminate an Annual Security Report (ASR) for employees and students every 1 October. The ASR collects data on different categories of GBV. In the Clery Act reporting a crime is not strictly limited to events that occur on campus or in campus buildings and residences. Institutions must include statistics for crimes that occur in any of these geographic areas: on-campus (anywhere), on-campus student housing, public property within the grounds of a campus, public property immediately adjacent to the campus, non-campus buildings and property owned or controlled by the organisation that are used for educational purposes and frequently used by students but not a part of the core campus, or those owned or controlled by a student organisation officially recognised by the institution.

**The Campus SaVE Act** also focuses on protection through the **publication of the Annual Security Report** made mandatory by the Clery Act. It seeks to address the violence women face on campus. SaVE requires that incidents of domestic violence, dating violence, sexual assault, and stalking be disclosed in annual campus crime statistic reports.

### *Compliance-monitoring mechanisms provided in the laws*

Five regulations establish compliance-monitoring mechanisms by a responsible authority, one in an EU-14 country, three at Canadian regional level, and one from the USA.

As part of the equality and anti-discrimination mechanisms, a sound monitoring system is envisioned by the **Swedish** law, with the Equality Ombudsman as the monitoring authority

(Chapter 4, section 1, 2 and 3<sup>20</sup>). An investigation into compliance with the Discrimination Act at Swedish HEIs is currently being conducted by the Equality Ombudsperson 2019-2021 and it '(...) *seeks to determine the compliance with the Discrimination Act concerning the duties to work with Active measures at Swedish HEIs. The duty includes the obligation of HEIs to work with prevention and promotion measures aimed at preventing discrimination and serving in other ways to promote equal rights and opportunities (...)*'<sup>21</sup>. The monitoring covers **5Ps: prevention, protection, prosecution, provision of services and partnership**.

In the USA, under the **Title IX regulations**, employers must designate at least one employee to serve as its Title IX coordinator. The Title IX coordinator's responsibilities are critical to the development, implementation, and monitoring of meaningful efforts to comply with Title IX.<sup>22</sup> In accordance with the content of the Title IX Regulation, the **focus of the monitoring is on 3Ps: protection, prosecution, and provision of services**. The monitoring is the responsibility of each institution (in particular the designated coordinator) receiving federal funding and covered by the Title IX Regulation.

In Canada, three regional regulations provide monitoring mechanisms on the compliance of the implementation in HEI.

The 'Sexual Violence Awareness and Prevention' Act from **Manitoba** establishes, under the responsibility of the board, the monitoring of policy relating to:

- **Prevention:** informing students and others in the institution's educational community of the services and procedures that are in place under the policy to prevent and respond to sexual violence;
- **Provision of services:** culturally sensitive, reflecting the perspectives of those most vulnerable to sexual violence, and easily accessible to students and others in the institution's educational community;
- **Partnership:** the policy is developed in consultation with the students;
- **Protection:** reporting to the public on the institution's activities under the policy and the results of those activities;

<sup>20</sup> Section 3 of Chapter 4 establishes that:

*A natural or legal person who is subject to the prohibitions of discrimination and reprisals, the obligation to investigate and take measures against harassment or the provisions on active measures in this Act is obliged, at the request of the Equality Ombudsman:*

- 1. to provide information about circumstances in their activities that are of importance for the supervision exercised by the Ombudsman,*
- 2. to provide information about qualifications when the Ombudsman is assisting in a request from an individual under Chapter 2, Section 4 or 8,*
- 3. to give the Ombudsman access to workplaces and other premises where the activities are conducted for the purpose of investigations that may be of importance to the supervision exercised by the Ombudsman, and*
- 4. to attend discussions with the Ombudsman.*

<sup>21</sup> Anne-Charlott Callerstig, *Gender-based violence in universities and research organisation*, national report, Sweden, May 2021.

<sup>22</sup> See the role of coordinator at <https://www.justice.gov/crt/federal-coordination-and-compliance-section-152>

- **Policy:** the policy and the institution's activities related to the policy comply with the regulations made under clause 12(b.1).

The **Ontario** regulation creates a robust monitoring obligation that covers six out of the 7Ps (prevention, protection, prosecution, provision of services, partnerships, and policies). The Higher Education Institution should report on:

- **Provision of services:** 'The number of times supports, services and accommodation relating to sexual violence are requested and obtained by students enrolled at a college or university', and information is provided on these 'supports, services and accommodation'.
- **Prevention:** Any initiatives and programmes established by a college or university to promote awareness of the supports and services available to students.
- **Protection/prosecution:** The number of incidents and complaints about sexual violence reported by students, and information about such incidents and complaints.
- **Policy:** The implementation and effectiveness of the policy.

Last, the **Quebec law** establishes a sound monitoring obligation but also an obligation to evaluate (see below), which are both in hands of the Ministry of Higher Education.

Monitoring by HEI is set out in Chapter III in relation to accountability. Each year, they need to report to the Minister. **Prevention:** '(1) the prevention and awareness-raising measures implemented, including the training activities offered to students; (2) the training activities taken by officers, personnel members and student association representatives'. **Provision of services:** "(3) the safety measures implemented". **Prevalence:** "(4) the number of complaints and reports received and the time frame in which they were processed". **Prosecution:** '(5) the actions taken and the nature of the penalties applied'. **Policy/Partnership:** '(6) the consultation process used in developing or amending the policy; and (7) any other element determined by the Minister'.

### ***Evaluating compliance-monitoring***

Only two regulations provide mechanisms for evaluating the monitoring of compliance with the implementation of the law. One is the Swedish law, in which monitoring is placed under the authority of the Equality Ombudsman, and the other is the Quebec law, which makes such monitoring the responsibility of the Ministry of Higher Education. The evaluation is therefore addressed to the same degree as for the content of the law; the Canadian law covers all the 7Ps, while the Swedish one covers five of them (except prevalence and protection).

The Swedish law establishes monitoring as part of **the responsibility of an external authority** that can provide **comparisons** of the implemented measures across the HEI in the country. The Quebec law requires that the Minister of Higher Education 'publish, (...) a list of the educational institutions that have adopted a policy'. It must ensure that all HEIs have adopted and implemented a policy that takes into account all the aspects of the regulation.

### ***The consequences of non-compliance***

Five laws provide some types of penalties for non-compliance. Again, only one is in an EU-14 country (Sweden) and the others are in Third Countries (Canada and USA). Three regulations provide direct financial penalties (Swedish Discrimination Act, Clery Act and 'Save Act'), two (Clery Act and 'Save Act') establish the possibility of losing the eligibility to receive funding and one (Title IX) can lead to the allocation of non-financial damages to victims for non-compliance. While the Quebec law does not seem to provide any financial sanction, costs relating to the designation of a person responsible for compliance will have to be supported by the institution.

According to the **Swedish** law, the Ombudsperson has the power to prescribe **financial penalties** for non-compliance.

In the USA, schools are required to comply with **Title IX** in order to **receive funds** from the Department of Education, and a Higher Education Institution (HEI) can face monetary damages from private action by a victim if the court finds that the HEI acted with 'deliberate indifference' in the face of 'actual knowledge' of an incident of sexual violence (Vance v. Spencer County Public School District, 2000, pp. 258-259). Comparatively, the Office for Civil Rights (OCR) may investigate an alleged violation of Title IX directly through administrative enforcement (U.S. Department of Education, OCR, 2001). An OCR investigation includes a thorough review of the current allegation as well all previous allegations of sexual harassment handled by the HEI. Investigations may require a significant investment of time and resources by the HEI (i.e., culling of records, staff interviews, site visits; US Department of Education, OCR, n.d.), and although no monetary damages can be awarded to victims, HEIs can be at risk of losing their federal financial aid (See Cantalupo, 2014).

The **Clery Act** can level civil penalties against institutions of higher education amount to as much as USD 35,000 per violation or may suspend them from participating in federal student financial aid programmes. For instance, Eastern Michigan University (EMU) had to pay USD 350,000 for 13 separate violations relating to a sexual violence case in 2006—the highest fine to date related to sexual violence (Cantalupo, 2014). The **Save Act** requirements refer to amendments to the Clery Act and therefore also allow for fines of up to USD 35,000 per violation and the loss of eligibility for federal student aid programmes.

According to the **Quebec law**, the Minister may impose oversight measures and a monitoring measure on any HEI that fails to comply with any provisions of the law. In addition, it may designate a person to be in charge of the performance of such obligations at the institution's expense.

### ***Financial incentives***

Financial incentives are very rare in our sample. Of the 15 analysed laws, only the **Ontario law** provides for direct financial incentives. It provides financial incentives to HEIs, by investing USD 6 million in the Campus Safety Grant that can be used by HEIs to develop sexual violence policies. This grant was launched in 2015 with the government Action Plan 'It's never okay: An action plan to stop sexual violence and harassment'.



## Processes

In terms of processes, it was analysed whether regulations target specific audiences in particular universities and RPOs. If specific stakeholders were involved in the development or played a role in the adoption of the laws (e.g., through movements such as #MeToo) and if the laws contain provisions relating to communication and dissemination among the target groups and other stakeholders.

*Table 11: Target audience, stakeholder involvement, and communication and dissemination across the examined legal acts*

Country		Policy	Targeted audience	Stakeholder involvement	Communication and dissemination
<b>EU-14</b>					
1.	Austria	University Act, Civil Servants (Employment) Act, Equal Treatment Act	✓		
2.	Germany	Act on the Universities of the State of North Rhine-Westphalia	✓		
3.	Greece	Act 4589/2019	✓		
4.		Act 4604/2019	✓		
5.	Spain	Act 17/2020 (Catalonia)	✓		
6.	Sweden	Discrimination Act	✓		
<b>EU-13</b>					
7.	Lithuania	Act on Equal Opportunities for Women and Men	✓		
<b>Third Countries</b>					
8.	Canada	Bill 23 (British Columbia)	✓	✓	
9.		Bill 15 (Manitoba)	✓	✓	✓
10.		Ontario Regulation 131/16	✓	✓	✓
11.		Post-Secondary Institutions Sexual Violence Policies Act (Prince Edward Island)	✓	✓	✓
12.		Bill 151 (Québec)	✓	✓	✓
13.	United States of America	Title IX	✓		✓
14.		Clery Act	✓	✓	✓
15.		'SaVE Act'	✓		✓

### ***Clear targeted audience***

It is important to note that a law establishes a general rule of human behaviour. A large number of regulations apply, for example, to all the people who live within a particular state. However, such a generic scope can be reduced by the material or personal scope of the law, e.g., a law regulating labour relations will only be applicable to workers in the private sector. Regarding the topic of GBV in research institutions, it is interesting to look at the



targeted audience both in terms of who should act and who is protected and in particular by verifying whether the laws apply to both all staff and students.

Therefore, for the analysis of the 15 laws, a decision was made to consider only the ones that clearly and specifically target RPOs/RFOs or universities. Although regulations that target any citizen are excluded, the laws analysed can still be very general; for example, the Austrian Civil Servant Act, which is a part of the Austrian legal framework examined in this analysis, targets all public entities at the federal level, such as ministries, the nursing/caring sector (partly), post-offices (partly), the police, etc., but also secondary schools (partly) and universities.

All the laws examined in the analysis are ones that specifically target universities (private/public), research organisations (public/private), and/or funding organisations. There is great variation, though, between applicability linked to public funding, as stipulated in the three US regulations that apply to all institutions receiving federal funding or benefiting from student financial programmes, and the Greek Act 4589, which applies only to public universities and RPOs, or the **Catalonian law** targeting only public universities. Research funding organisations (public and private) are generally not targeted, except by **US regulations** and the **Greek law (Act 4604)**.

Most of the laws apply to all staff (academic and administrative) and students. However, the five regional regulations in Canada only apply to students, and the above-mentioned Austrian Civil Servant Act obviously does not cover[apply to] students.

For instance, the law in **British Columbia** establishes public universities and public research organisations as primary targets at the institutional level and students at the individual level.

In **Manitoba**, the law applies to the following institutions (Section 2.2.1):

- (a) universities and colleges;
- (b) the Manitoba Institute of Trades and Technology continued under The Manitoba Institute of Trades and Technology Act;
- (c) institutions that are authorised to grant a degree under the Degree Granting Act.

Students are also individualised[specified/identified] in this regulation, as it mentions that they should be taken into account in the design of a GBV strategy or policy (Section 2.2.3).

The **Ontario law** applies to all private and public universities in the province and states that the sexual harassment strategy should be created in consultation with elected student governing bodies (Section 3.1.a). The **Quebec law** is the most comprehensive in terms of targeted institutions in Canada, as it details them one by one in Section 2<sup>23</sup>.

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<sup>23</sup> This Act applies to the following educational institutions:

- (1) university-level educational institutions referred to in paragraphs 1 to 11 of section 1 of the Act respecting educational institutions at the university level (chapter E-14.1);
- (2) colleges and regional colleges established by the General and Vocational Colleges Act (chapter C-29);
- (3) educational institutions holding a permit for college-level educational services issued under the Act respecting private education (chapter E-9.1);

In the USA, **Title IX** similarly applies to 'schools, local and state educational agencies, and other institutions that receive federal financial assistance from the Department. These recipients include approximately 17,600 local school districts, over 5,000 postsecondary institutions, and charter schools, for-profit schools, libraries, and museums. Also included are vocational rehabilitation agencies and education agencies of 50 states, the District of Columbia, and territories of the United States'.

A different case is the **Swedish Discrimination Act**, which, as a general law, establishes a more generic target: *'a natural or legal person conducting activities referred to in the Education Act (2010:800) or other educational activities (an education provider) may not discriminate against any child, pupil or student participating in or applying for the activities. Employees and contractors engaged in the activities shall be equated with the education provider when they are acting within the context of their employment or contract'*.

A similar approach is adopted by the **Lithuanian act**, which targets all educational institutions and higher education and research institutions in general without specifications. The law specifically stipulates that such institutions must ensure that *'pupils, students and employees of educational institutions do not experience sexual harassment'* (Article 5).

The **Catalonian law (Act 17/2020)** is an amendment to Act 5/2008, on the right of women to eradicate sexist violence. As such, this law targets women as the subjects of legal protection and indicates that the term 'women' includes 'girls, adolescents, transgender women, transgender girls and transgender adolescents' (Article 1).

### ***The involvement of relevant stakeholders in the development of the regulation***

As mentioned before in this report, NRs were not asked to provide an exhaustive analysis of all the different documents related to the regulations analysed. The consultation process varies according to individual national traditions and contexts. The information provided here is therefore limited to the specific stakeholder involvement in the preparation or implementation of the law.

There is generally little information in the regulations. The regulations in **five Canada provinces** that were analysed require post-secondary institutions to adopt and implement sexual violence policies, and were introduced after cases of sexual harassment were made public. Ontario was the first province (2016), followed soon after by British Columbia (2016), Manitoba (2017), Québec (2017), and Prince Edward's Island (2018). It is interesting to note that student unions and organisations had a key role in this political landscape as the amendment to Ontario's 2016 bill shows. Early in 2021, the Ontario Ministry of Colleges and Universities announced that they are proposing changes to the requirements of sexual violence policies that will *'ensure that students alleging an instance of sexual violence and*

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(4) the Institut de tourisme et d'hôtellerie du Québec established by the Act respecting the Institut de tourisme et d'hôtellerie du Québec (chapter I-13.02);

(5) the Institut de technologie agroalimentaire;

(6) the Conservatoire de musique et d'art dramatique du Québec established by the Act respecting the Conservatoire de musique et d'art dramatique du Québec (chapter C-62.1);

(7) the École nationale de police du Québec established by the Police Act (chapter P-13.1); and

(8) the École du Barreau established under the Act respecting the Barreau du Québec (chapter B-1). In addition, this Act applies to any other educational institution designated by the Minister.



*harassment are not faced with irrelevant questions about their sexual history, and do not face repercussions for violating an institution's drug and alcohol policy'*<sup>24</sup> These changes are based on the Ontario Undergraduate Student Alliance's recommendations. Also, local students' unions at Dalhousie University successfully reformed their sexual violence policy. Nevertheless, many limitations remain (Petit-Thorne, 2020). Institutions may fail to respect timelines, take only physical sexual violence seriously, undermine other forms of GBV, and set up very difficult processes for reporting incidents.

In the USA, the **Clery Act** was enacted to increase the accountability and transparency of HEIs in meeting certain responsibilities in relation to the safety and security of students on campus. The Clery family championed the law in honour of their daughter, Jeanne, who was raped and murdered by another student during her freshman year at college in 1986.

One interesting example relating to stakeholder involvement concerns the mobilisation of the feminist/women's movement to get a law passed. In Spain, the **draft of the Organic Act for the Integral Guarantee of Sexual Freedom** was influenced by the 'La Manada' case, a gang rape that took place in 2016 during the San Fermín festivities in Pamplona, and the infamous ruling of the Provincial Court of Navarra, which determined that the crime committed was sexual abuse (instead of rape). The public rejected this decision and there were widespread demonstrations and mobilisation, especially from the feminist movement, which interrogated the notion of consent and the adequacy of existing laws regarding sexual violence against women.<sup>25</sup>

According to the data gathered by national experts, neither the #MeToo movement nor the public debates around the Istanbul Convention seem to play a significant role in the development of legal frameworks relating to GBV in the context of universities and research organisations in the studied countries.

### **Communication and dissemination of the regulation among target groups and stakeholders**

Laws are published in official journals/gazettes, and it is assumed that citizens know of their existence and validity. However, in this section other specific communication and dissemination actions have been identified.

In the USA, information on the Title IX Act was widely disseminated. Apart from communication campaigns and press releases, the Department of Education's Office for Civil Rights periodically issues guidance documents (1997, 2001), 'Dear Colleague Letters' (2006, 2011, 2015), and documents of 'Questions and Answers' that provide reminders of the expectation for HEIs to comply with Title IX (2014, 2017). The same can be said of the Clery Act. As the main aims of this regulation are transparency and accountability, there is a special emphasis on the dissemination of information, especially through the release of Annual Security Reports (ASR). The Clery Act requires colleges and universities that receive federal funding to disseminate the ASR to employees and students every 1 October.

<sup>24</sup> See: <https://news.ontario.ca/en/release/60131/ontario-strengthens-sexual-violence-and-harassment-policies-at-postsecondary-institutions>. Accessed 30/07/2021.

<sup>25</sup> Lucrecia Rubio Grundell, *Gender-based violence in universities and research organisation*, national report, Spain, May 2021.

The US Department of Education often also publishes press releases about the implementation of these regulations.<sup>26</sup>

Several Canadian regulations establish the obligation to disseminate policies against sexual violence and raise awareness about sexual violence. For instance, the **Manitoba law** stipulates that *'a board must adopt and implement a policy that raises awareness of sexual violence'* (Section 2.2.3 a). In the **Ontario** regulation: Sexual Violence at Colleges and Universities requires that *'[E]very college or university described in subsection 17 (2) of the Act shall publish its sexual violence policy, and a description of the student input process established under clause 3 (1) (a), on its website, and shall make a copy of the policy available to anyone who requests it'* (Article 4). Similarly, the 'Post-Secondary Institutions Sexual Violence Policies Act' (**Prince Edward Island**) states that *'[i]n addition to any requirements respecting publication of its sexual violence policy specified in the regulations, a post-secondary institution shall make its sexual violence policy publicly available on an Internet site maintained by or on behalf of the post-secondary institution and shall provide a copy of the policy to a person, on request'* (Article 4.2). Last, the **Quebec** law prescribes that *'[an] educational institution must ensure that its policy is readily accessible and brought to the attention of each student at the time of his or her admission and at the beginning of each term'* (Article 10).

## SUMMARY OF FINDINGS

GBV is frequently referred to in the analysed laws. It appears in all but one of them (14 out of 15) and is defined in 12 acts. The most commonly addressed forms of GBV are sexual harassment (mentioned in 12 acts, five from the EU), gender harassment (10 acts, four from the EU) and sexual violence (eight acts, none from the EU). The regulations that are in force in Third Countries more often include references to and a definition of GBV than the ones passed in the EU. Selected forms of violence are named in all eight acts from Canada and the USA and five (out of seven) regulations in force in the EU. None of the three laws that mention online GBV is from the EU. Three acts that do not define any form of GBV were all passed in Europe. The regulations that include such definitions tend to treat them rather narrowly (limited to particular types of violence) and do not address GBV more generally. The majority of regulations focus on the sexual dimension of GBV and incorporate definitions of, for instance, sexual violence, sexual harassment, sexual misconduct, or sexual assault.

Intersectionality is addressed in five of the 15 examined laws. The analysis shows that legal acts passed in Europe refer to different axes of inequality that intersect with gender more frequently and comprise a larger number of those axes. The axes of inequality that are mentioned the most often – namely, gender identity (four acts, including two from the EU), sexual orientation (three acts, one from the EU), race (ethnic origin), and disability (both in three laws, two from the EU) – are found in regulations from both EU Member States and Third Countries, while the axes that are mentioned less frequently – gender expression, health (in two acts each), religion (belief), age, class, and immigration (in one act each) – are in most cases addressed in European regulations.

<sup>26</sup> See: <https://www.ed.gov/news/press-releases/us-department-education-announces-final-rule-help-colleges-keep-campus-safe>.



Like the intersectional perspective, vulnerable groups are also addressed in less than half of the regulations (six out of 15). The examined laws that mention specific vulnerable groups include five or six of them and most often refer to non-binary staff, non-binary students, ethnic minorities, and staff with disabilities. The mobility of students as a factor that can put them at greater risk of GBV is considered in only one act.

The 7Ps are included in all the examined regulations and covered in them to a different extent. Overall, policies are mentioned the most; they appear in 12 laws. Prevention and prosecution are included in 10 acts, while protection and the provision of services are found in nine regulations. Eight laws address partnerships and seven comprise prevalence.

In general, the collected data indicate that regulations passed in Third Countries tend to address the 7Ps more comprehensively than ones introduced in the EU. All eight of the examined regulations passed in Third Countries refer to between 4Ps and 7Ps, while only two laws in force in EU Member States refer to 5Ps or 6Ps, and the remaining regulations include only 1P each.

In terms of processes and implementation, the laws contain very little information. The Third Country regulations are the most detailed and comprehensive. At the EU-14 level, the Swedish Antidiscrimination Law is the most comprehensive one, while the Lithuanian law (EU-13) makes it the duty of higher education and research institutions to take measures to prevent sexual harassment without more specification.

The issue of indicators and the monitoring and evaluation of compliance are mainly dealt with in an implicit way. Non-compliance can lead to sanctions of some form in a third of the laws analysed, but, ironically, financial incentives are not used as leverage except in one case. There are some examples of monitoring by an external organisation whereby it is possible to compare measures taken across the country/region.

As this report focuses on laws that specifically address GBV in universities and research institutions, it is not surprising that the laws refer to education/research organisations directly. It is worth noting that RFOs are not addressed in any of the countries except Greece and the USA. Finally, while these acts generally cover both staff and students, the five regional regulations in Canada only cover students. This could perhaps be explained by an analysis of the broader framework and the rationale of the law (e.g., covering a target group excluded from pre-existing regulations), but this could not be done within the remit of this report.

There is, in general, little information about the involvement of key stakeholders in the different European regulations, while the situation is different in Third Countries.

Finally, more than half of the laws examined refer to some type of communication/dissemination of the regulation to the target groups and stakeholders.



## ANALYSIS OF POLICIES

### INTRODUCTION

Ten out of the 33 mapped countries have policies addressing GBV in universities and research organisations that were issued by a national/regional authority within the last six years or were already in place during this time period. Those documents were identified by the NRs and categorised as a policy or specifically as a strategy or an action plan. Only two of the countries are in the EU-13 (Cyprus and the Czech Republic), in comparison with six EU-14 countries (Finland, France, Ireland, Italy, Portugal, and Spain). One policy was founded in one of the three mapped Associated Countries, Turkey, and one in one of the two mapped Third Countries, Canada. Figure 14 visually depicts the (non)existence of policies across EU-27 and mapped Associated Countries and Tables 12 and 13 provide an overview of the analysed policies.

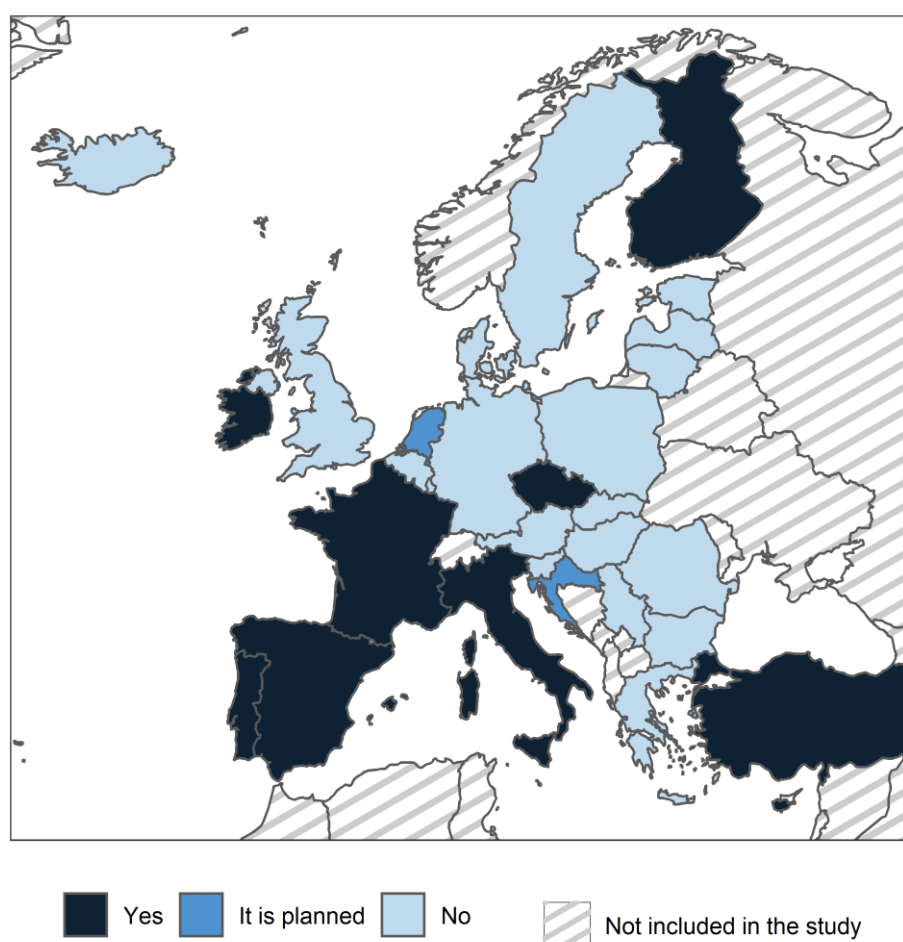


Figure 14: An overview of policies addressing GBV in RPOs across the EU-27 and mapped Associated Countries

Table 12: An overview of the number of examined policies per type of country

Type of country	Number of policies
EU-14	11
EU-13	6
Associated Country	1
Third Country	1

Table 13: An overview of the examined policies per country and type of country

Country		Policy
EU-14		
1.	Finland	Towards more accessible higher education and university (Kohti saavutettavampaa korkeakoulutusta ja korkeakoulua)
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment (Korkeakoulutuksen ja tutkimuksen visio vuoteen 2030, Ehdotus Suomelle: Suomi 100+, LIITE 2 Häirintää ei suvaita eikä sallita – toimintaperiaatteet)
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments (Prévention et traitement du harcèlement sexuel dans les établissements publics d'enseignement supérieur et de recherche relevant du MENESR)
4.		National action plan for professional equality between women and men 2021-2023 (Plan national d'action pour l'égalité professionnelle entre les femmes et les hommes 2021-2023)
5.		Roadmap 2017 for true equality between women and men (Feuille de Route 2017 pour l'égalité réelle entre femmes et hommes)
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions
7.	Italy	Strategic national plan on male violence against women 2017-2020 (Piano strategico nazionale sulla violenza maschile contro le donne 2017-2020)
8.		Four-year regional plan for equal opportunities policies, prevention and combatting violence against women 2020-2023 <sup>27</sup> (Piano quadriennale regionale per le politiche di parita, di prevenzione e contrasto alla violenza contro le donne 2020-2023)
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND (Estratégia Nacional para a Igualdade e a Não Discriminação, ENIND)
10.	Spain	State Pact Against GBV (Pacto de Estado contra la Violencia de Género)
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex (Adaptación del protocolo de actuación frente al acoso sexual y al acoso por razón de sexo)
EU-13		
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020 (Στρατηγικός Σχεδιασμός για την Ισότητα Ανδρών και Γυναικών 2018-2020)
13.	Czech Republic	Action plan for prevention of domestic and gender-based violence 2015-2018 (Akční plán prevence domácího a genderově podmíněného násilí na léta 2015-2018)
14.		Action plan for prevention of domestic and gender-based violence 2019-2022

<sup>27</sup> This is the only policy at the regional level, and specifically it is in the Lombardy region.

		(Akční plán prevence domácího a genderově podmíněného násilí na léta 2019-2022)
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020 (Vládní strategie pro rovnost žen a mužů v České republice na léta 2014 – 2020)
16.		Strategy for Equality of Women and Men 2021-2030 (Strategie rovnosti žen a mužů na léta 2021 – 2030)
17.		Implementation plan of the Long-term plan of educational and scientific, research, development and innovation, artistic and other creative activities for the area of universities for the year 2019 (Plán realizace Dlouhodobého záměru vzdělávací a vědecké, výzkumné, vývojové a inovační, umělecké a další tvůrčí činnosti pro oblast vysokých škol pro rok 2019)
<b>Associated Country</b>		
18.	Turkey	Higher Education Council Gender Equality Document of Stance (Yükseköğretim kurumlari toplumsal cinsiyet eşitliği tutum belgesi)
<b>Third Country</b>		
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence

It is important to mention that not all the policies are still in use. The mapping monitored the situation in the last six years. This means that some of the documents that were valid for a limited term are not in use anymore, while others are still in use even though they are valid for a limited term, and yet others are valid for an unlimited term. There are a few policies whose time frame is worth stressing. First, there is one of the Finnish<sup>28</sup> policies, which was just issued in June 2021,<sup>29</sup> and second, there is the Turkish policy, which was '*short-lived and it was cancelled in 2019 due to opposition from conservative circles. The Higher Education Council Chair Yekta Saraç stated that the Document was incompatible with values of Turkish society and it had not been embraced by the society.*' (Sünbuloğlu, 2021, p. 2) The validity of the policies is shown in Table 14.

Table 14: Validity status of the examined policies

Country		Policy	Unlimited	Limited - still in use	Limited - expired	Unlimited - dismissed
<b>EU-14</b>						
1.	Finland	Towards more accessible higher education and university	✓			
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment		✓		
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments	✓			
4.		National action plan for professional equality between women and men 2021-2023		✓		
5.		Roadmap 2017 for true equality between women and men		✓		

<sup>28</sup> Towards more accessible higher education and university

<sup>29</sup> In May, to which time the mapping was being conducted, the policy was almost final, so it was included in the analysis.

6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓			
7.	Italy	Strategic national plan on male violence against women 2017-2020			✓	
8.		Four-year regional plan for equal opportunities policies, prevention and combatting violence against women 2020-2023		✓		
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND		✓		
10.	Spain	State Pact Against GBV	✓			
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex	✓			
EU-13						
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020			✓	
13.	Czech Republic	Action plan for prevention of domestic and GBV 2015-2018			✓	
14.		Action plan for prevention of domestic and GBV 2019-2022		✓		
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020			✓	
16.		Strategy for Equality of Women and Men 2021-2030		✓		
17.		Implementation plan for the Long-term plan of educational and scientific, research, development, and innovation, artistic and other creative activities for the area of universities for the year 2019			✓	
Associated Country						
18.	Turkey	Higher Education Council Gender Equality Document of Stance				✓
Third Country						
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence		✓		

The expert assessment of the contextual factors of the creation/approval of the policy as any occurrence enabling the approval, resistances, coincidence with the #MeToo movement and the ratification of the Istanbul Convention did not provide much analytical information. There are only a few policies (between two and seven with the mentioned factors) in which contextual factors were described, most of them in relation to the Istanbul Convention (7) mentioning that the policy refers to it (Czech Republic,<sup>30</sup> France,<sup>31</sup> Ireland, Italy, Spain,<sup>32</sup> and Turkey). Occurrences that enabled the approval of a policy were mentioned four times (France,<sup>33</sup> Ireland, Turkey, and Canada), and were linked to the visibility of cases of harassment or sexual violence. Resistance to the approval of a policy was identified only twice (Portugal and Turkey), from conservative or extreme religious representatives of the state. The NRs report observing almost no direct connection between the #MeToo movement and the creation of the identified policies in their country (only four NRs mentioned that the #MeToo movement might have played a role in the creation of a

<sup>30</sup>Strategy for Equality of Women and Men 2021-2030.

<sup>31</sup>Prevention and treatment of sexual harassment in public higher education and research establishments.

<sup>32</sup> State Pact Against GBV.

<sup>33</sup>Roadmap 2017 for true equality between women and men.

policy or its implementation, three in the EU-14 - Finland, Ireland, and Portugal – and one in Canada).

The identified policies are often documents devoted to a broader topic than just GBV in universities and research organisations. GBV in universities and research organisations is usually addressed in documents that deal with equality, violence, or the higher education sector in general. Only three documents (in France, Ireland, and Spain<sup>34</sup>) focus solely on GBV in academia. Details are provided in Table 15.

Table 15: The framing of the examined policies by type of country

Country	Higher education	Violence	Equality	GBV in universities and research organisations
<b>EU-14</b>				
Finland	✓✓			
France			✓✓	✓
Ireland				✓
Italy		✓✓		
Portugal			✓	
Spain		✓		✓
<b>EU-13</b>				
Cyprus			✓	
Czech Republic	✓	✓✓	✓✓	
<b>Associated Country</b>				
Turkey			✓	
<b>Third Country</b>				
Canada		✓		
<b>Legend:</b> Each symbol refers to one policy. Example: In the case of Finland, both identified policies are framed in reference to the higher education sector, while in the case of Italy both policies are framed in reference to violence.				

<sup>34</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.



## CONTENT ANALYSIS

The following paragraphs describe the content of the identified policies from the perspective of the applied theoretical concepts. The focus is especially on GBV and its different forms, intersectionality, and the 7Ps model.

### GBV and its different forms

The term 'gender-based violence' is used in nine documents (France, Ireland, Spain, Portugal, Czech Republic,<sup>35</sup> and Canada); otherwise concrete different forms of GBV are named. Sexual harassment is named in almost all policies (16) and is thus the most frequently named form, followed by sexual violence and online violence, both of which are addressed much less frequently, only in seven out of the 19 documents.

Two policies explicitly include six or more forms of GBV (Ireland and Canada), one policy addresses three forms of GBV (Finland), ten policies mention only two forms of GBV (Czech Republic, Finland, France, Spain and Turkey), and three only one form – sexual harassment (Cyprus, Czech Republic).

Portuguese policy names only the term GBV and does not specify its forms, and this is also the case of both Italian policies, which talk about 'general violence against women'.

A definition of GBV or its different forms is included in eight policies. Four of them provide a definition of GBV (Czech Republic, Spain,<sup>36</sup> and Canada) and the other four define only some of its different forms (Finland, France, Ireland and Spain<sup>37</sup>). It is interesting to note that definitions of GBV are found in the policy documents that are devoted solely to GBV in universities and research organisations and in the broader ones focusing on violence. Only one of the policy documents dealing with the higher education sector (Finland) included a definition, and none of the ones dealing with equality. Three definitions of GBV refer to the forms of violence that are mentioned in the Istanbul Convention (Czech Republic, Spain<sup>38</sup>). In relation to the fact that among the most frequent forms of violence mentioned were sexual harassment and sexual violence, also, in all the definitions the sexual nature of violence was stressed.

Table 16 shows what forms of GBV are addressed in individual policies and which ones include a definition of GBV or its different forms.

<sup>35</sup> Those are two Action plans for the prevention of domestic violence and GBV. It is important to mention that those two documents work with the concept of GBV defined in the introductory chapters, but when addressing this phenomenon in universities, sexual harassment is used.

<sup>36</sup> State Pact Against GBV.

<sup>37</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.

<sup>38</sup> State Pact Against GBV.

Table 16: An overview of GBV forms across the examined policies by country

Country		Policy	Definition	GBV	Physical violence	Psychological violence	Sexual violence	Sexual harassment	Gender harassment	Economic and financial violence	Stalking	Organisational violence	Online violence
EU-14													
1.	Finland	Towards more accessible higher education and university						✓	✓				
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment	✓					✓	✓				✓
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments	✓	✓			✓	✓					
4.		National action plan for professional equality between women and men 2021-2023		✓			✓	✓					
5.		Roadmap 2017 for true equality between women and men		✓			✓	✓					
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓	✓	✓	✓			✓		✓
7.	Italy	Strategic national plan on male violence against women 2017-2020			∞	∞	∞	∞	∞	∞	✓	∞	
8.		Four-year regional plan for equal opportunities policies, prevention and combatting violence against women 2020-2023			∞	∞	∞	∞	∞	∞	∞	∞	
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND		✓	∞	∞	∞	∞	∞	∞	∞	∞	✓
10.	Spain	State Pact Against GBV	✓	✓			✓	✓					
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex	✓					✓	✓				
EU-13													
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020						✓					
13.	Czech Republic	Action plan for prevention of domestic and GBV 2015-2018	✓	✓				✓					✓
14.		Action plan for prevention of domestic and GBV 2019-2022	✓	✓				✓					✓
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020						✓					
16.		Strategy for Equality of Women and Men 2021-2030						✓					✓

17.		Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019						✓					
<b>Associated Country</b>													
18.	Turkey	Higher Education Council Gender Equality Document of Stance					✓	✓					
<b>Third Country</b>													
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Legend:</b> ∞ This symbol means that the policy addresses GBV in general without naming its specific forms. ✓ This symbol means that the policy addresses the specific GBV form.													

## Intersectionality

The intersectional approach is addressed in 10 policies in seven countries. The intersection is not always explicitly mentioned but it is evident that within those policies there is awareness of other axes of inequality and at least an implicit prospect of their interaction in the identified policies.

The most frequent axes of inequalities mentioned are race, included in seven documents, followed by sexual orientation, gender identity,<sup>39</sup> disability/health, and age, which were each included in six of them. Gender expression<sup>40</sup> and im/migration were mentioned three times, and class once. Table 17 shows the axes of inequalities included in a particular policy.

Table 17: The framing of intersectionality across the examined policies by country

Country		Policy	Sexual orientation	Gender identity	Gender expression	Race	Disability/Health	Age	Class	Im/migration
<b>EU-14</b>										
1.	Finland	Towards more accessible higher education and university	✓	✓		✓	✓	✓	✓	

<sup>39</sup> **Gender identity** - each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including an individual's personal sense of the body (which may involve, if freely chosen, the modification of bodily appearance or function by medical, surgical, or other means) and other expressions of gender, including dress, speech, and mannerisms. European Commission (2012). Trans and Intersex People – Discrimination on the Grounds of Sex, Gender Identity and Gender Expression. European Network of Legal Experts in the Field of Gender Equality.

<sup>40</sup> **Gender expression** – a person's manifestation of their gender identity, and the one that is perceived by others. European Commission (2012). Trans and Intersex People – Discrimination on the Grounds Of Sex, Gender Identity and Gender Expression. European Network of Legal Experts in the Field of Gender Equality.

2.		Vision 2030 - Appendix Action plan - Principles for non-harassment									
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments	✓	✓	✓	✓	✓	✓	✓	✓	✓
4.		National action plan for professional equality between women and men 2021-2023									
5.		Roadmap 2017 for true equality between women and men									
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓	✓	✓				
7.	Italy	Strategic national plan on male violence against women 2017-2020									
8.		Four-year regional plan for equal opportunities policies, prevention and combating violence against women 2020-2023									
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND	✓	✓	✓	✓	✓				✓
10.	Spain	State Pact Against GBV									
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex									
EU-13											
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020									
13.	Czech Republic	Action plan for prevention of domestic and GBV 2015-2018				✓	✓	✓			
14.		Action plan for prevention of domestic and GBV 2019-2022									
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020				✓		✓			✓
16.		Strategy for Equality of Women and Men 2021-2030						✓			
17.		Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019				✓	✓	✓			
Associated Country											
18.	Turkey	Higher Education Council Gender Equality Document of Stance	∞	∞	∞	∞	∞	∞	∞	∞	∞
Third Country											
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence	✓	✓	✓	✓	✓				
Legend: ∞ This symbol means that the policy describes intersectionality and the axes of inequality rather vaguely but they are nonetheless addressed. ✓ This symbol means that the policy addresses the specific axis of inequality.											

Two thirds of the policies (13 out of 19) do not explicitly mention any vulnerable groups in the environment of universities and research organisations, such as international students or staff, early-career researchers, or non-binary students and staff. In the policies that mention some vulnerable groups, ethnic minority groups are the ones most often mentioned - four times (Finland,<sup>41</sup> Ireland, Portugal, Canada), followed by international students (Finland - both policy frameworks; Canada), non-binary students (Finland<sup>42</sup>, Ireland, Canada), and students with disabilities (Finland,<sup>43</sup> Ireland, Canada), which were included three times, and international staff (Finland,<sup>44</sup> Canada), non-binary staff (Ireland, Canada), and staff with disabilities (Ireland, Canada) twice. Early career researchers are addressed only in the Irish policy.

Even if several policies mention international students and staff as vulnerable groups, no policy addresses mobility in more detail.

### Target groups

Where target institutions are mentioned explicitly, public universities are the ones mentioned in almost every policy (18), while public research organisations are addressed in seven. Only a very few policies target RFOs. Public institutions are mentioned significantly more often than private ones as target institutions. More details are shown in Table 18.

Table 18: An overview of the institutional-level target groups of the examined policies by country

Country		Policy	Public university	Private university	Public research organisation	Private research organisation	Public research funding organisation	Private research funding organisation
<b>EU-14</b>								
1.	Finland	Towards more accessible higher education and university	✓	✓				
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment	✓	✓	✓			
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments	✓		✓			
4.		National action plan for professional equality between women and men 2021-2023	✓		✓		✓	
5.		Roadmap 2017 for true equality between women and men	✓		✓			
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓	✓	✓	✓
7.	Italy	Strategic national plan on male violence against women 2017-2020	✓					

<sup>41</sup> Towards more accessible higher education and university.

<sup>42</sup> Towards more accessible higher education and university.

<sup>43</sup> Towards more accessible higher education and university.

<sup>44</sup> Vision 2030 - Appendix Action plan - Principles for non-harassment.



8.		Four-year regional plan for equal opportunities policies, prevention and combatting violence against women 2020-2023	✓					
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND	✓					
10.	Spain	State Pact Against GBV	✓					
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex			✓			
EU-13								
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020	✓	✓				
13.	Czech Republic	Action plan for prevention of domestic and GBV 2015-2018	✓					
14.		Action plan for prevention of domestic and GBV 2019-2022	✓					
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020	✓					
16.		Strategy for Equality of Women and Men 2021-2030	✓				✓	
17.		Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019	✓					
Associated Country								
18.	Turkey	Higher Education Council Gender Equality Document of Stance	✓	✓				
Third country								
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence	✓	✓	✓	✓	✓	

In 14 out of 19 policies, target groups, such as academic staff, non-academic staff, or students, are identified. All three of these groups are mentioned in 10 policies. More details are provided in Table 19.

Table 19: An overview of the individual-level target groups of the examined policies by country

Country		Policy	Academic staff	Non-academic staff	Students
<b>EU-14</b>					
1.	Finland	Towards more accessible higher education and university	✓	✓	✓
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment	✓	✓	✓
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments	✓	✓	✓
4.		National action plan for professional equality between women and men 2021-2023	✓	✓	✓
5.		Roadmap 2017 for true equality between women and men	✓	✓	✓



6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓
7.	Italy	Strategic national plan on male violence against women 2017-2020	✓		✓
8.		Four-year regional plan for equal opportunities policies, prevention and combatting violence against women 2020-2023			✓
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND			
10.	Spain	State Pact Against GBV			
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex	✓	✓	
EU-13					
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020	✓	✓	✓
13.	Czech Republic	Action plan for prevention of domestic and GBV 2015-2018	✓	✓	✓
14.		Action plan for prevention of domestic and GBV 2019-2022	✓		
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020			
16.		Strategy for Equality of Women and Men 2021-2030			
17.		Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019			
Associated Country					
18.	Turkey	Higher Education Council Gender Equality Document of Stance	✓	✓	✓
Third Country					
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence	✓	✓	✓

## 7Ps

The most frequently addressed P in the documents is prevention, which is present in 15 of the 19 documents. The second most identified P is policies,<sup>45</sup> mentioned in 13 documents, closely followed by the provision of services (to victims/survivors)<sup>46</sup> in 10 documents. Less frequently addressed is protection, found in seven documents, and prevalence, mentioned in six documents. The Ps that are addressed the least often are prosecution, mentioned in five documents, and partnerships, found in only three of them. Figure 15 provides an overview of the number<sup>47</sup> of Ps in the documents across the mapped countries.

<sup>45</sup> What is meant here by policies is the fact that the identified policy addresses a need to create policies, especially at the institutional level (target entities). As already mentioned in the Methods section, policies were not asked to mapped directly within the content of the national policy. Based on the information provided by the national experts about the content of the national/regional policy, policies were coded by the ISAS team as included if the national/regional policy addressed a need to create a comprehensive policy at the institutional level. A few cases that were not clear from the information provided were double-checked with the NRs.

<sup>46</sup> The provision of services to perpetrators was explicitly mentioned only in the Irish policy.

<sup>47</sup> In cases where there were multiple policies in a particular country, the framework with the most Ps is depicted.

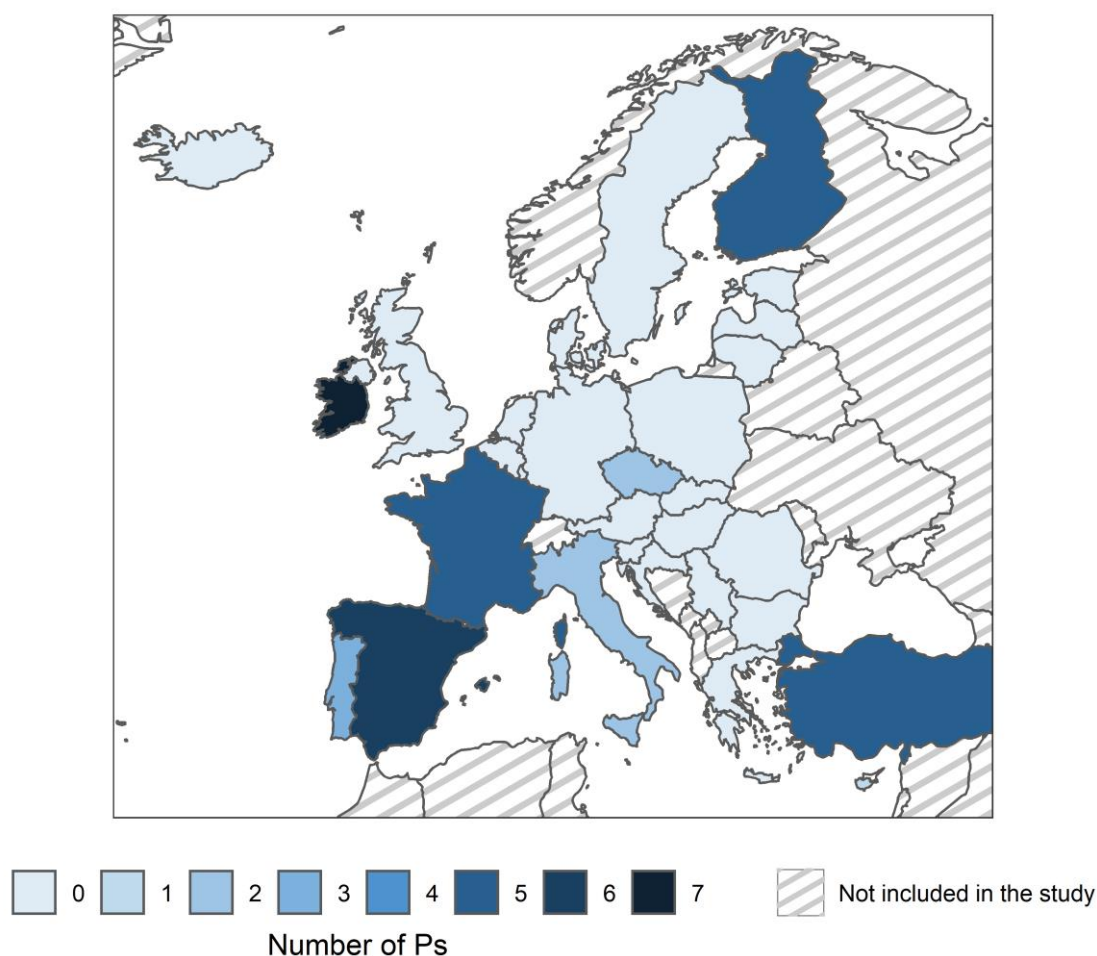


Figure 15: An overview of the number of Ps addressed in the examined policies across the EU-27 and mapped Associated Countries

Only the Irish policy covers all 7Ps. Seven documents cover at least 4Ps – usually prevention, provision of services, policies, and protection. Two documents cover 3Ps, three documents cover only 2Ps, and six documents deal with only 1P. More details are shown in Table 20.

Table 20: An overview of 7Ps across the examined policies by country

Country		Policy	Prevalence		Prevention	Protection	Prosecution		Provision of services		Partnerships	Policies - institutional
			Survey	Incidence			Judicial	Disciplinary	Victims/Survivors	Perpetrators		
EU-14												
1.	Finland	Towards more accessible higher education and university			✓							✓
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment	✓		✓	✓			✓			✓
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments			✓		✓	✓	✓			✓
4.		National action plan for professional equality between women and men 2021-2023		✓		✓	✓	✓	✓			✓
5.		Roadmap 2017 for true equality between women and men	✓		✓	✓			✓			✓
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7.	Italy	Strategic national plan on male violence against women 2017-2020			✓							
8.		Four-year regional plan for equal opportunities policies, prevention and contrast to violence against women 2020-2023			✓				✓			
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND			✓						✓	✓
10.	Spain	State Pact Against GBV			✓	✓						✓
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex	✓	✓	✓	✓		✓	✓			✓
EU-13												
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020			✓							
13.	Czech Republic	Action plan for prevention of domestic and GBV 2015-2018							✓			✓
14.		Action plan for prevention of domestic and GBV 2019-2022			✓							

15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020			✓							
16.		Strategy for Equality of Women and Men 2021-2030										✓
17.		Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019										✓
<b>Associated Country</b>												
18.	Turkey	Higher Education Council Gender Equality Document of Stance			✓	✓		✓	✓			✓
<b>Third Country</b>												
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence	✓		✓				✓		✓	

### Prevalence

Prevalence is one of the least represented P in the identified documents and is addressed in only four countries in the EU-14 (France,<sup>48</sup> Finland,<sup>49</sup> Ireland, and Spain<sup>50</sup>) and one Third Country (Canada). Two different activities were coded in relation to prevalence: **surveys** (monitoring the prevalence) and **incidence** (reporting the number of cases). Surveys were addressed in one Finnish,<sup>51</sup> one French,<sup>52</sup> and one Irish policy. They are most comprehensively described in the Irish one: *'The surveys are not only the means to identify the extent of the problem, by surveying students experience of sexual violence and harassment, their attitudes, behaviours but also to assess the impact of the framework.'*<sup>53</sup> The French policy recommends that universities and research organisations perform prevalence studies, and the Finnish one addresses prevalence by including the questions about sexual harassment in well-being surveys. Incidence is mentioned in one French<sup>54</sup> and one Spanish<sup>55</sup> policy. The Spanish one states: *'The union representation of the Equality Commission of the Ministry will receive annual information on the number of complaints of sexual harassment and harassment on grounds of sex, on the results of the investigations,*

<sup>48</sup> National action plan for professional equality between women and men 2021-2023, Roadmap 2017 for true equality between women and men.

<sup>49</sup> Vision 2030 - Appendix Action plan - Principles for non-harassment.

<sup>50</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.

<sup>51</sup> Vision 2030 - Appendix Action plan - Principles for non-harassment.

<sup>52</sup> Roadmap 2017 for true equality between women and men.

<sup>53</sup> Roadmap 2017 for true equality between women and men.

<sup>54</sup> National action plan for professional equality between women and men 2021-2023.

<sup>55</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.





*including the filing of complaints.* The French one notes that *'cases must be reported and counted'*.

The Canadian policy addresses only surveys and provides background and funding for launching surveys at the national level.

Figures 16 and 17 below show which countries have a policy that addresses the need to field surveys and report incidence.

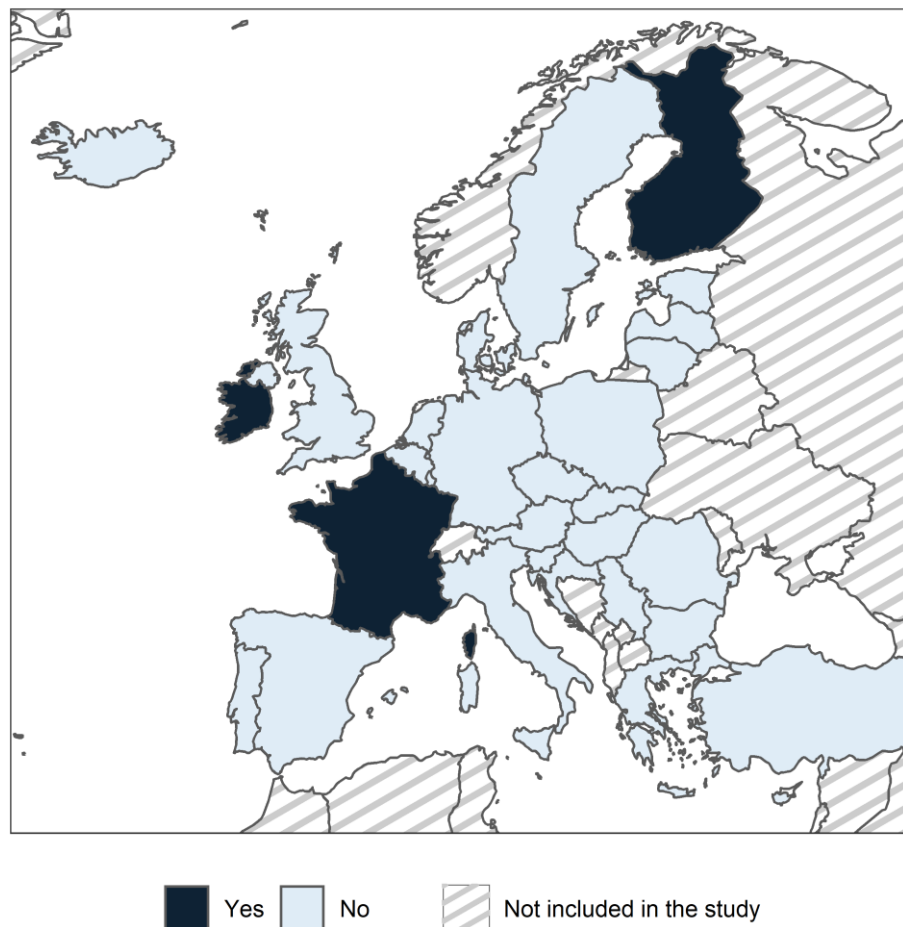


Figure 16: Policies mentioning prevalence – surveys across the EU-27 and mapped Associated Countries

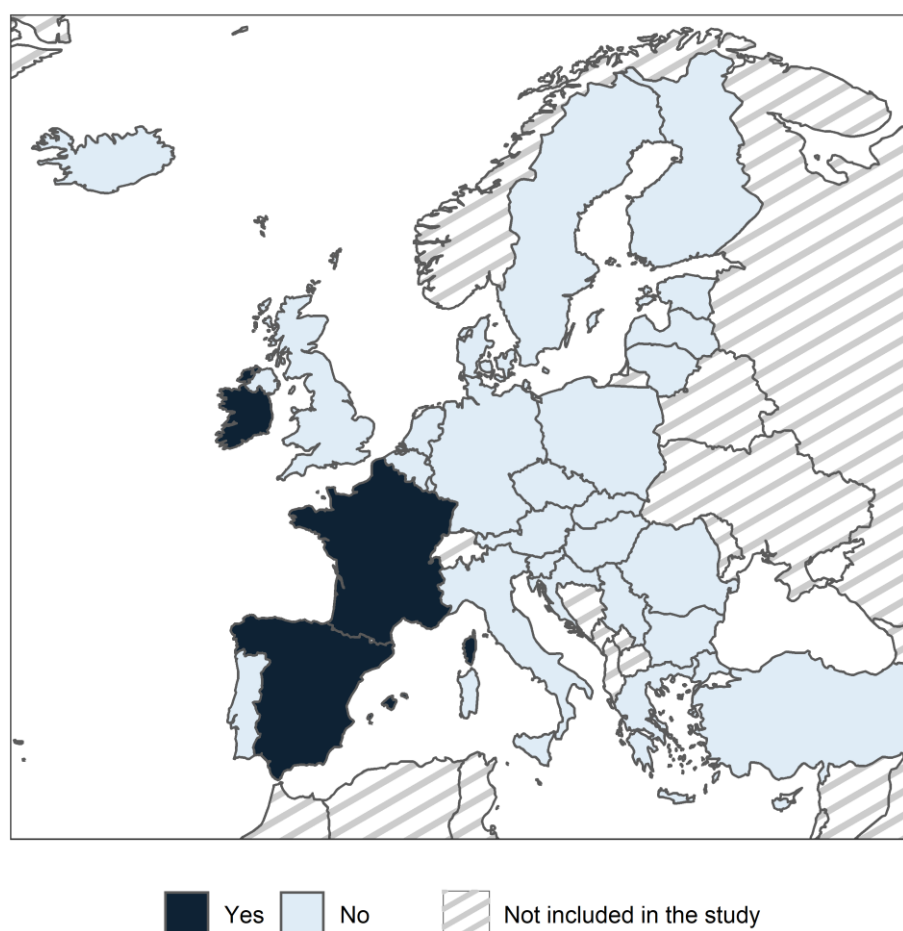


Figure 17: Policies mentioning prevalence – incidence across the EU-27 and Associated Countries

### Prevention

Prevention is addressed in 15 of the 19 policies identified (in all 10 countries). The actions presented as preventative measures were divided into three categories: **awareness-raising activities**, **training** (students and staff), and **guidelines**. The first two categories are mentioned in 10 policies and guidelines in three. Only two policies, the Irish and the Canadian one, address all three categories, and the former of the two describes them in quite some detail: *‘Year-round education-based workshops in the area of healthy relationships, active consent and bystander intervention strategies, education programmes for staff and students on key concepts and processes of consent, sexual violence, development of online resources. Further, related orientation programmes are prioritised in scheduling, delivered by trained personnel and are evaluated regularly; provision of orientation packages to incoming students. Visibility of College/Institutional Zero tolerance policies by developing a year wide consistent messaging which utilises social media posters across campus and accommodation and also, their presence at college social events.’* Seven policies address two coded categories, usually awareness-raising activities and

training, and these are one Finnish<sup>56</sup> one, two French<sup>57</sup> ones, both Italian ones, one Spanish,<sup>58</sup> and one Turkish one. As one Italian<sup>59</sup> policy sums up well, in most cases there are *'measures ranging from awareness-raising initiatives in schools, training courses aimed at teachers, to the promotion of university courses related to the theme of violence against women'*. Other policies add campaigns and promotion and support training for students and staff. One Czech,<sup>60</sup> one Spanish,<sup>61</sup> and the Portuguese policies include only one category. For example, the Czech one calls for: *'Implementation of a project focused, among other things, on the education of pedagogical staff and students of secondary schools and pedagogical faculties in the field of sexual violence'*; the Spanish one stresses the creation of guidelines. The remaining policies (one Czech,<sup>62</sup> Cyprian, and one Finnish<sup>63</sup>) state only that preventive measures should be implemented and do not elaborate on that any further. Figure 18 shows the countries that have a policy that mentions preventive measures.

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<sup>56</sup> Vision 2030 - Appendix Action plan - Principles for non-harassment.

<sup>57</sup> Prevention and treatment of sexual harassment in public higher education and research establishments, Roadmap 2017 for true equality between women and men.

<sup>58</sup> State Pact Against GBV.

<sup>59</sup> Four-year regional plan for equal opportunities policies, prevention and combatting violence against women 2020-2023.

<sup>60</sup> Action plan for prevention of domestic and GBV 2019-2022.

<sup>61</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.

<sup>62</sup> Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020.

<sup>63</sup> Towards more accessible higher education and university.



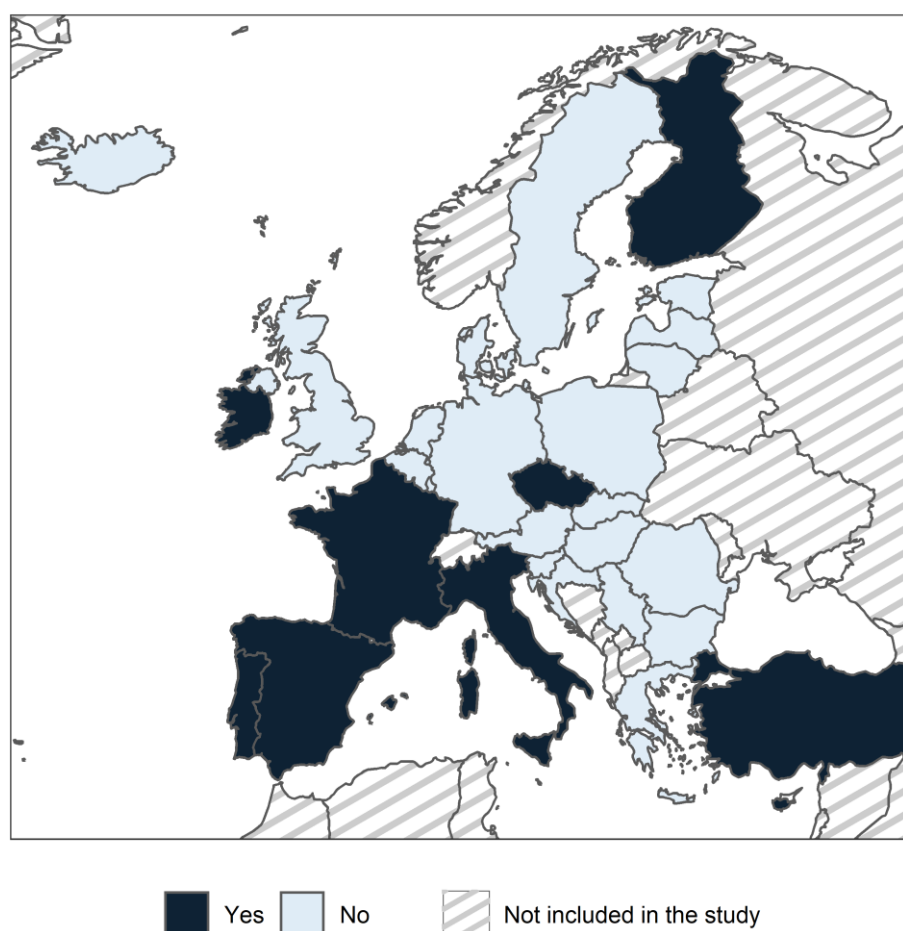


Figure 18: Policies mentioning prevention across the EU-27 and mapped Associated Countries

### Protection

Protection is tackled in seven policies in four EU-14 countries – Finland, France, Ireland, and Spain – and one Associated Country – Turkey. These actions were classified into four categories: **reporting occurrence** (reporting incidence), **procedure** (complaint procedure, processes), **training** (training for those who deal with GBV), **infrastructure** (departments, staff; campus infrastructure such as lights, shuttle buses). The existence of a procedure and infrastructure were reported more often (each in five policies) than the other two actions. Two policies – the French<sup>64</sup> and the Irish one - include all four categories of action. The French policy mentions the need to report, treat, and follow all cases, to create GBV units, and to train all personnel potentially involved in dealing with GBV at an institution; the Irish policy addresses especially the need to create a reporting system and an infrastructure for campus safety (lighting, accessibility, security presence) and to provide training for volunteer staff and student champions or advocates and for staff in trauma-informed care. Except for training, three other categories are addressed in one of the Spanish<sup>65</sup> policies with a focus on reporting. The Turkish policy mentions two categories: the need to create

<sup>64</sup>National action plan for professional equality between women and men 2021-2023.

<sup>65</sup>Adaptation of the action protocol against sexual harassment and harassment based on sex.

mechanisms and infrastructure – setting up responsible units. The Finnish<sup>66</sup> one is generally vague, but it is at the same time also specific in that it mentions the need ‘to ensure safe environments for internships, updating procedures and practices’, the second French<sup>67</sup> policy again includes setting up GBV units and the second Spanish<sup>68</sup> policy stresses the development of procedures. Figure 19 depicts those countries whose policy addresses protection.

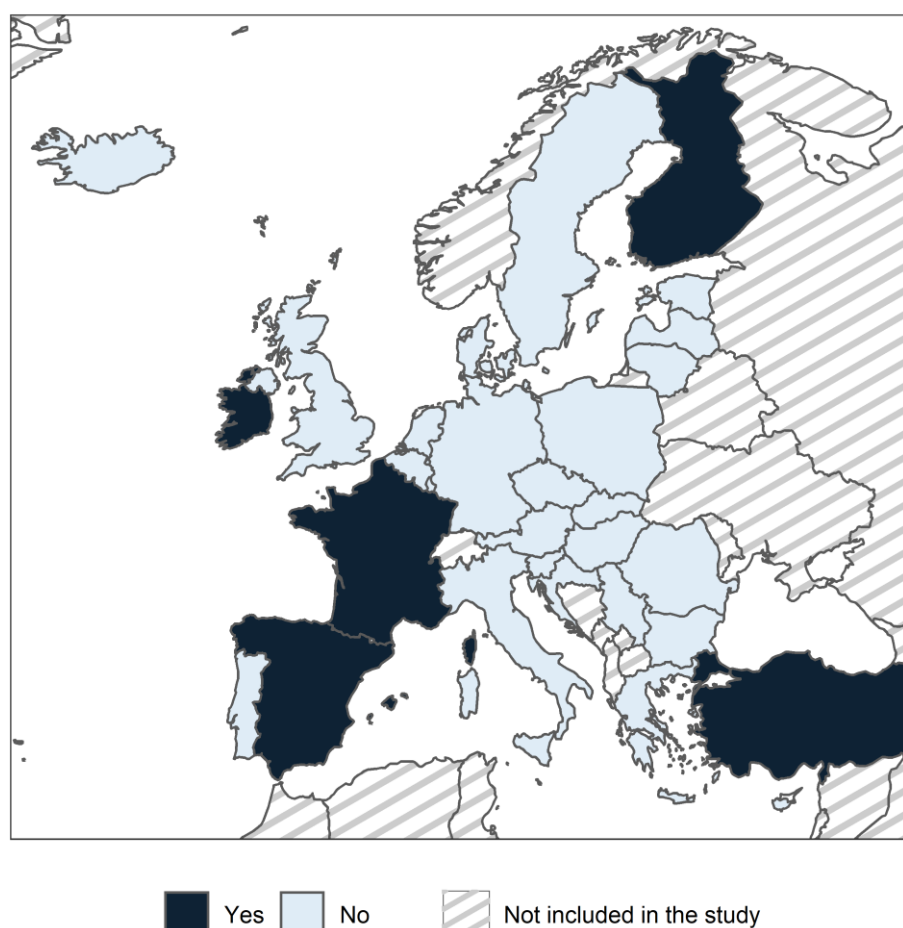


Figure 19: Policies mentioning protection across the EU-27 and mapped Associated Countries

### Prosecution

Prosecution is mentioned in less than a third of the policies in three EU-14 countries - France, Ireland, and Spain – and one Associated Country – Turkey. A distinction is made between judicial and disciplinary measures in the French<sup>69</sup> and Irish policies, which address both, and in the Spanish<sup>70</sup> and Turkish ones, which address only disciplinary measures.

<sup>66</sup>Vision 2030 - Appendix Action plan - Principles for non-harassment.

<sup>67</sup>Roadmap 2017 for true equality between women and men

<sup>68</sup>State Pact Against GBV.

<sup>69</sup> Prevention and treatment of sexual harassment in public higher education and research establishments, National action plan for professional equality between women and men 2021-2023.

<sup>70</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.



Three categories of activities were identified: **procedures** (process of the investigation), **infrastructure** (existence of committees, responsible persons, bodies), and **sanctions** (existence of sanctions). As regards judicial measures, two French<sup>71</sup> policies and the Irish one refer to a judicial procedure but do not provide much detail. The Spanish<sup>72</sup> and one French<sup>73</sup> policy tackles all three categories, mentioning the procedure, responsible bodies, and sanctions. The Irish one includes procedure and infrastructure, highlighting the need for them to be robust and the duty of the institution to *'ensure that investigations take place without prejudice and should take appropriate measures to ensure fair, transparent and impartial treatment of both parties. The processes should be trauma-informed and person-centred and the wellbeing and safety of the individuals involved should be the paramount consideration'*. The second French<sup>74</sup> policy stipulates that sanctions must be strictly applied, and the Turkish one *'requires adequate investigation and easily accessible mechanisms (units etc.) to receive complaints so that investigations can be carried out'*. Figures 20 and 21 provide an overview of the countries that mention judicial and disciplinary measures in their policies.

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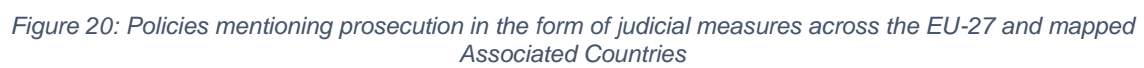
<sup>71</sup> Prevention and treatment of sexual harassment in public higher education and research establishments, National action plan for professional equality between women and men 2021-2023.

<sup>72</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.

<sup>73</sup> Prevention and treatment of sexual harassment in public higher education and research establishments.

<sup>74</sup> National action plan for professional equality between women and men 2021-2023.





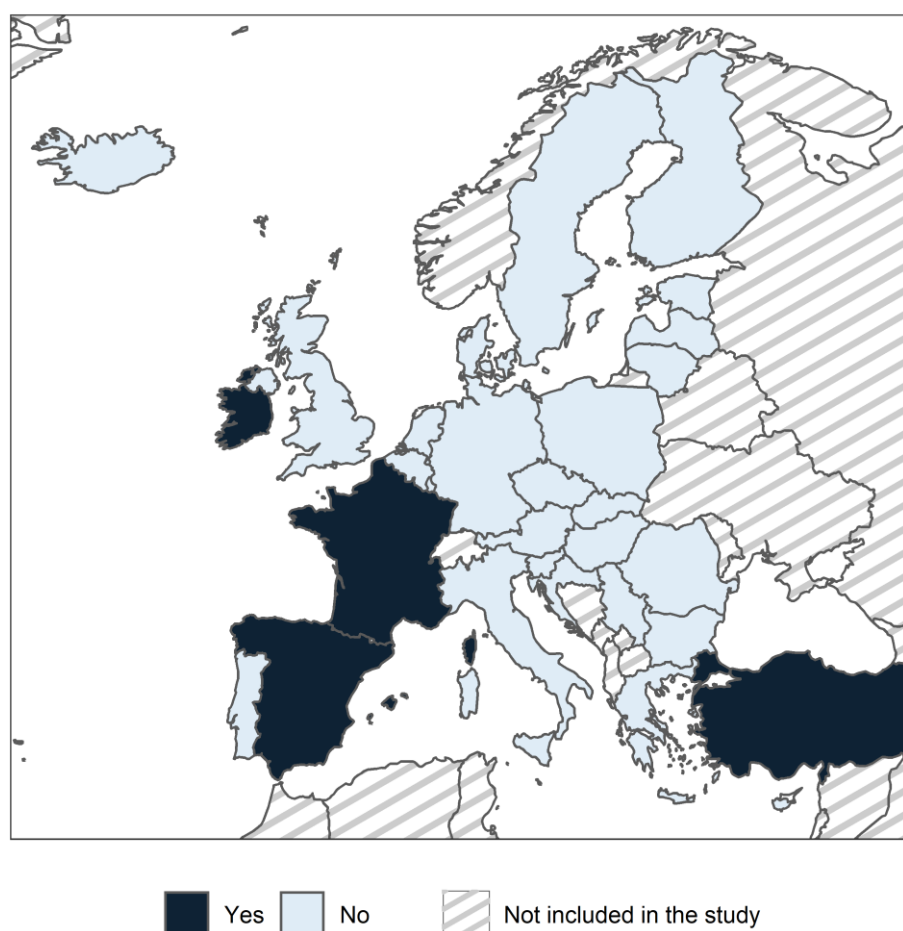


Figure 21: Policies mentioning prosecution in the form of judicial measures across the EU-27 and mapped Associated Countries

### Provision of services

The provision of services for victims/survivors is a P that is present in 10 out of 19 identified policies, and it is found in five EU-14 countries - Finland, France, Ireland, Italy and Spain – one EU-13 country – Czech Republic – and also in one Associated Country - Turkey – and one Third Country – Canada. The provision of services that specifically target perpetrators is mentioned only in the Irish policy, as a form of fair treatment and provision of relevant services to both parties. Three categories of actions within this P in relation to victims/survivors were identified: **services** (psychological counselling, medical, social and legal services, academic support), **tools** (guidelines, financial aid, accommodation), and **relocation** (housing, academic). Almost all those policies (9 out of 10) include some form of the services category; the differences are in the scope and details with which they are described. Tools are addressed in three policies (France<sup>75</sup>, Turkey, Canada). Relocation is included only in the Turkish one and thus only this policy addresses all three categories: *‘The document requires that those who have been exposed to sexual violence and sexual harassment would be provided with psychological, medical and legal counselling. If the*

<sup>75</sup> National action plan for professional equality between women and men 2021-2023.

*person exposed to violence is a student, provision of accommodation and financial aid need to be considered as well. In order to protect them from any mobbing or retaliation from perpetrators, measures such as change of academic supervisor or lecturer or change of class/group etc. need to be taken. The document requires measures to be taken to avoid revictimisation of those exposed to violence during investigations and any mediation should also be avoided.'* The countries in which the policy includes, in addition to the services category, also the category that is coded as tools are France<sup>76</sup> and Canada. These tools are especially provided in the form of guidelines and toolkits designed to support victims/survivors. As regards the services category, for example, the Czech<sup>77</sup> policy says that institutions should *'include the topic of sexual harassment (among students, academic staff and management) in their counselling services'*. The Spanish<sup>78</sup> policy calls for the adoption of *"whatever measures are deemed pertinent to guarantee the right to comprehensive protection of the physical and mental health of the victim until their complete reestablishment"*; the Finnish<sup>79</sup> one stresses the need to *'have counselling services and deal with incidents, to have contact persons, including external experts'*; and the Italian<sup>80</sup> one considers it important *'to identify supporting figures within institutions'*.

Again, Figures 22 and 23 show those countries whose policies include the provision of services for victims/survivors and perpetrators.

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<sup>76</sup> National action plan for professional equality between women and men 2021-2023.

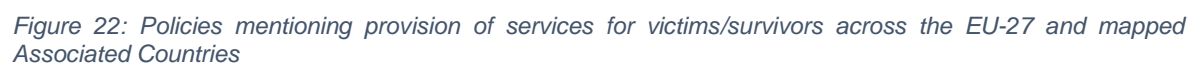
<sup>77</sup> Action plan for prevention of domestic and GBV 2015-2018.

<sup>78</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.

<sup>79</sup> Vision 2030 - Appendix Action plan - Principles for non-harassment.

<sup>80</sup> Strategic national plan on male violence against women 2017-2020.







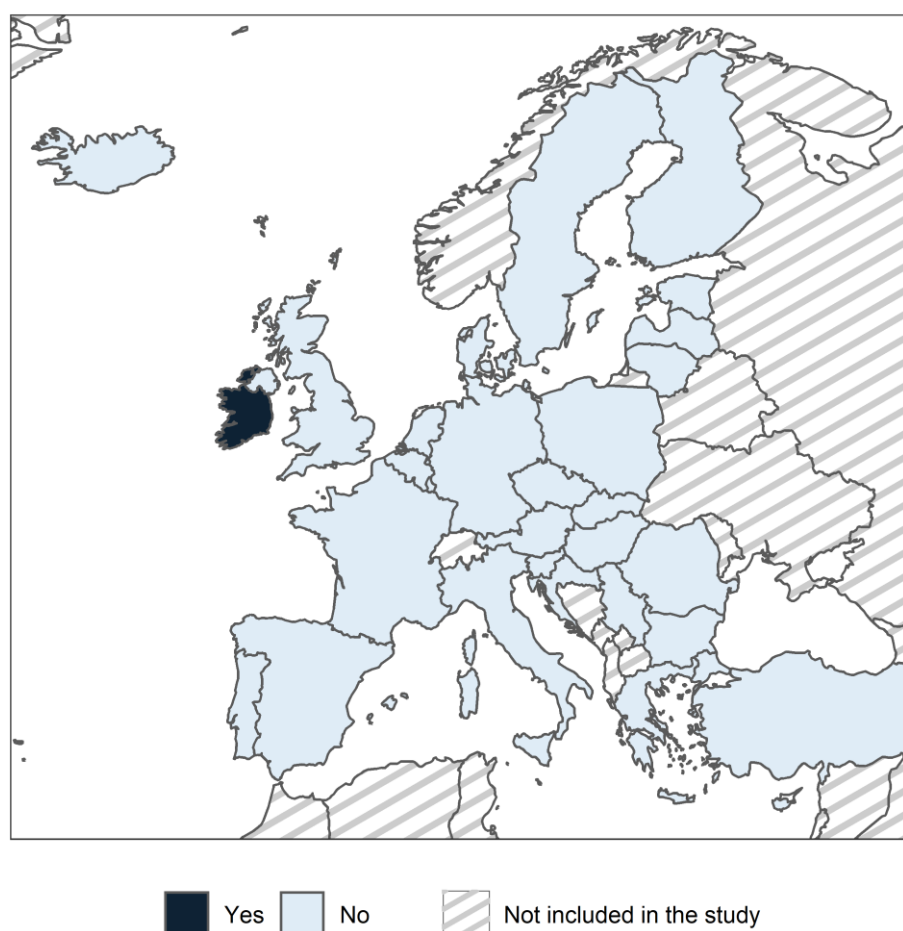


Figure 23: Policies mentioning provision of services for perpetrators across the EU-27 and mapped Associated Countries

### Partnerships

Partnerships is the least mentioned P in the identified policies. It is found in only two EU-14 countries - Ireland and Portugal – and one Third Country – Canada. Activities in partnerships were categorised as activities that focus on **policy design, institutional coordination, training, and the dissemination of best practices**. Again, the partnerships that is the most comprehensively described one is in the Irish policy, and it stresses the need for cooperation and to create different structures with internal and external stakeholders. Partnerships are considered essential for strengthening, coordinating, and aligning prevention efforts, and for fostering a culture of responsibility and support. Also, institutions should establish an *‘Institutional Working Group to coordinate the framework implementation comprising of key stakeholders including academics, support services, administration, and student unions with particular attentions to groups at particular risk of experiencing sexual violence and harassment, women, those with disabilities, ethnic minorities and LGBT+’*. The Portuguese policy stresses partnerships with NGOs that focus on training, and the Canadian one emphasises partnerships with student unions, academic staff, non-academic staff, etc., to cooperate on developing policy design to combat GBV. In all three policies the dissemination of best practices is mentioned as one of the goals of partnerships.

An overview of the countries that address partnerships in their policies is provided in Figure 24.

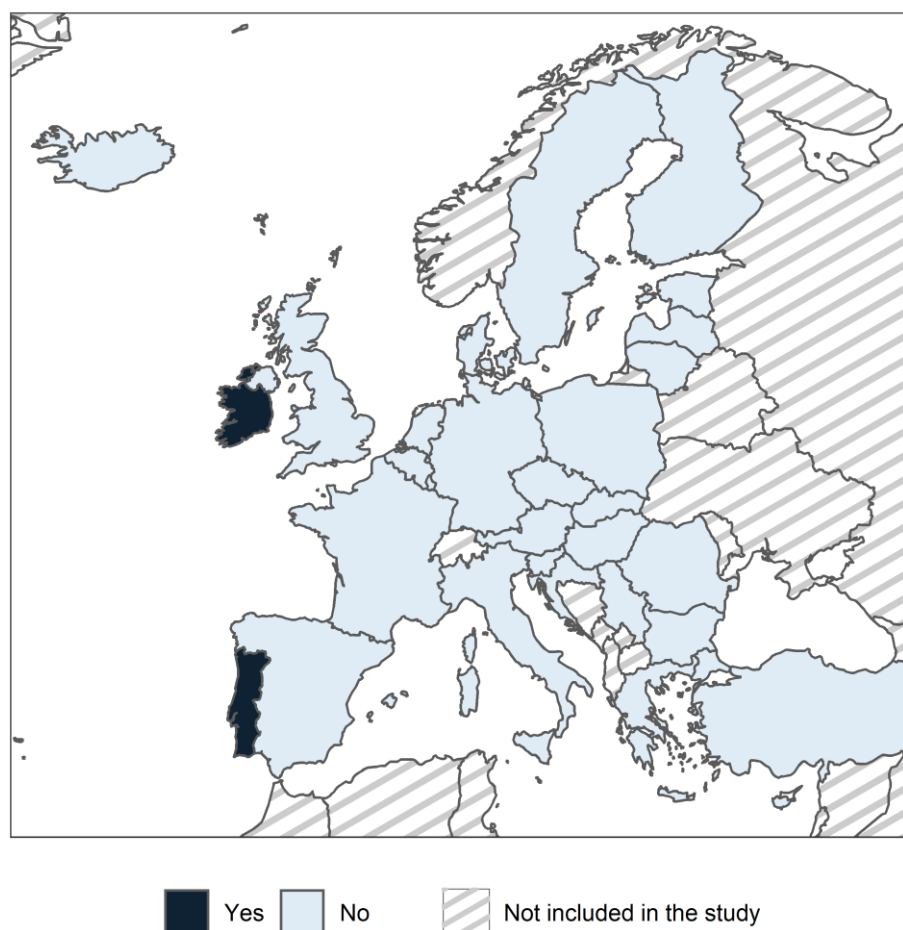


Figure 24: Policies mentioning partnerships across the EU-27 and mapped Associated Countries

### Policies

As mentioned above, policies (national policy addressing the need to create a policy/directive) were not mapped directly within the content of the national policy and subsequently coded by the WP leader based on the information provided by the NRs. The need to create a comprehensive policy at the institutional level especially was mentioned in 13 documents: Finland (2), France (3), Ireland, Portugal, Spain (2), Czech Republic (3),<sup>81</sup> and Turkey. What could be stressed here is that in the case of the three Czech documents, policies are the only P that they address.

Figure 25 below visually shows the described situation.

<sup>81</sup> Action plan for prevention of domestic and GBV 2015-2018, Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019, Strategy for Equality of Women and Men 2021-2030.

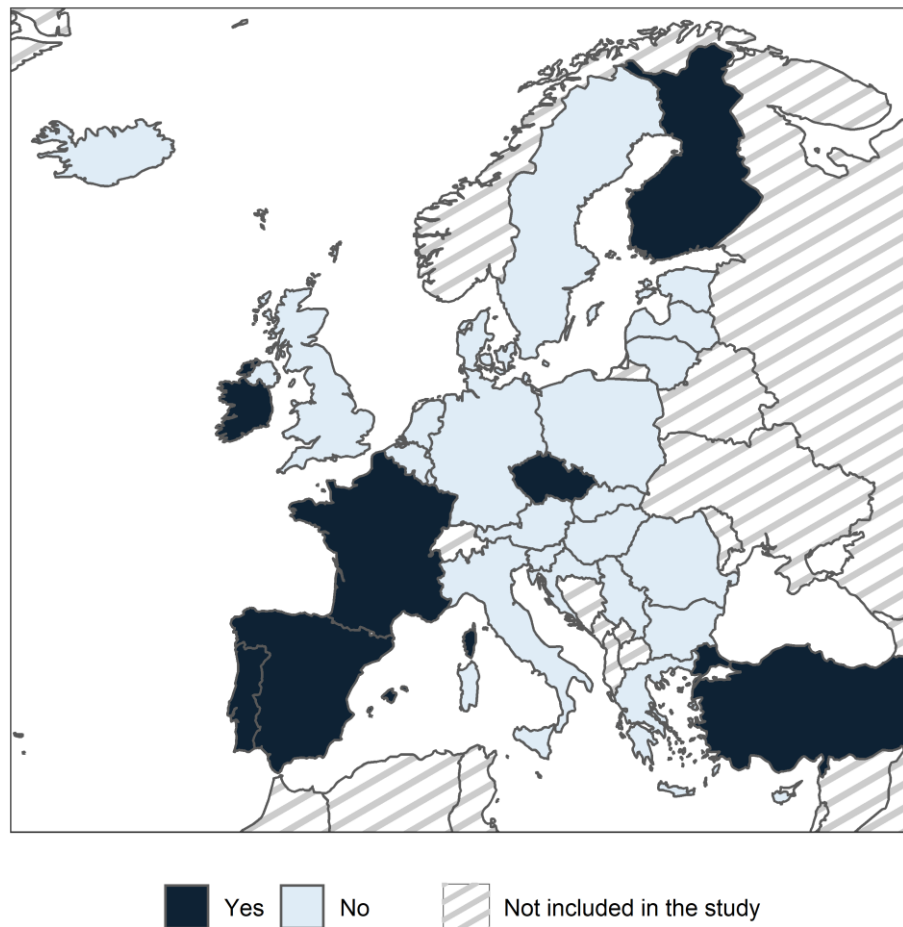


Figure 25: Policies mentioning policies across EU-27 and mapped Associated Countries

## PROCESS ANALYSIS

The following section provides details about the results that refer to the processual aspects of the identified policies, especially those related to successful implementation, including objectives, indicators, mechanism for monitoring and evaluation, and sanctions in the case of non-compliance. Table 21 provides an overview of these aspects in the documents.

Table 21: An overview of processual aspects across the examined policies by country

Country		Policy	Objectives	Indicators	Monitoring	Evaluation	Sanctions for noncompliance	Financial resources
<b>EU-14</b>								
1.	Finland	Towards more accessible higher education and university		✓				
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment	✓	✓	✓	✓		



3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments	✓					
4.		National action plan for professional equality between women and men 2021-2023	✓					
5.		Roadmap 2017 for true equality between women and men	✓	✓			✓	✓
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓	✓		✓
7.	Italy	Strategic national plan on male violence against women 2017-2020						
8.		Four-year regional plan for equal opportunities policies, prevention and combatting violence against women 2020-2023						
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND	✓	✓	✓	✓		✓
10.	Spain	State Pact Against GBV			✓	✓		✓
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex			✓			
EU-13								
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020	✓		✓			
13.	Czech Republic	Action plan for prevention of domestic and GBV 2015-2018		✓	✓	✓		
14.		Action plan for prevention of domestic and GBV 2019-2022		✓	✓	✓		
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020	✓	✓	✓	✓		
16.		Strategy for Equality of Women and Men 2021-2030	✓	✓	✓	✓		
17.		Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019						
Associated Country								
18.	Turkey	Higher Education Council Gender Equality Document of Stance	✓					
Third Country								
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence						✓

## Objectives

Objectives were marked by NRs as included in 10 out of 19 policies. Provided details suggest that in most cases objectives are presented as something which should be done rather than a description of a final/desirable state and usually are vaguely defined and not very clear. E.g., “*Carry out studies, set up GBV units, training and communication* (France<sup>82</sup>); “*Measuring prevalence annually, prevention by education and training, codes of*

<sup>82</sup> National action plan for professional equality between women and men 2021-2023

conduct etc. Having well-being services, counselling and support available, communicating the harassment-free culture to stakeholders, and commanding universities to develop policies by 2020, and to consider harassment issues in non-discrimination and gender equality plans (all organisations with more than 30 employees are required to have these plans), and use of material gathered by a working group within the Ministry.” (Finland); “Setting preventative measures and creating procedures and their implementations in internal directives to deal with cases of harassment and sexual harassment in educational environment.” (Czech Republic<sup>83</sup>).

As it is evident, in most cases the objectives were directed toward prevention (9), followed by the provision of services and policies (6), protection (5), prevalence (4) and prosecution and partnerships (3) which mirror the frequency of Ps presented in the documents. Details are provided in Table 22, only those policies which address objectives are included.

Table 22: Overview of the way objectives address Ps across the examined policies by country

Country		Policy	Objectives						
			Prevalence	Prevention	Protection	Prosecution	Provision of services	Partnership	Policies
EU-14									
2.	Finland	Vision 2030 - Appendix Action plan - Principles for non-harassment	✓	✓			✓	✓	✓
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments		✓	✓	✓			
4.		National action plan for professional equality between women and men 2021-2023	✓	✓	✓	✓	✓		✓
5.		Roadmap 2017 for true equality between women and men	✓	✓	✓		✓		
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓		✓	✓	✓
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND		✓			✓	✓	✓
EU-13									
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020							✓
15.	Czech republic	Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020		✓					✓
16.		Strategy for Equality of Women and Men 2021-2030		✓					
Associated Country									
18.	Turkey	Higher Education Council Gender Equality Document of Stance		✓	✓	✓	✓		

<sup>83</sup> Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020



For combatting GBV in universities and research organisations and for the smooth process of policy implementation, it is important to define who/what needs to change, who is responsible for that change, and who is the intended beneficiary of that change, all of which are closely related to objectives. The analysis shows that only half of the policies address those categories/topics (Table 23); however, there is also a clear trend of shifting away from blaming the individual to holding the system and its leadership responsible. If the policy declares who/what needs to change, in most cases it is the system / organisational culture. The one who is supposed to be responsible for that change is usually the institution and its leadership and those who are intended to benefit are students and staff.

Moreover, the NRs were asked if the policies positively promote a peaceful, respectful culture and social relations that could prevent GBV in universities and research organisations. However, this was mentioned in only five documents in EU-14 countries and in one EU-13 country. In contrast, another item asked if the policy provides sanctions at the collective, group, or organisational level against those who promote GBV culture; even fewer positive responses were obtained to this question. Sanctions of this kind were addressed in only three EU-14 countries and one Associated Country. More details are shown in Table 23.

*Table 23: Change, responsible actors, beneficiaries, and culture sanctions across the examined policies by country*

Country		Policy	Who/What needs to change	Who is responsible for that change	Who is beneficiary from that change	Promote peaceful culture	Sanctions those who promote GBV
<b>EU-14</b>							
1.	Finland	Towards more accessible higher education and university	✓	✓		✓	
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment	✓	✓	✓	✓	
3.	France	Prevention and treatment of sexual harassment in public higher education and research establishments	✓	✓	✓		✓
4.		National action plan for professional equality between women and men 2021-2023	✓	✓			✓
5.		Roadmap 2017 for true equality between women and men	✓	✓	✓		
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓	✓	✓
7.	Italy	Strategic national plan on male violence against women 2017-2020			✓		
8.		Four-year regional plan for equal opportunities policies, prevention			✓		

		and combatting violence against women 2020-2023					
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND	✓	✓	✓	✓	
10.	Spain	State Pact Against GBV		✓	✓		
11.		Adaptation of the action protocol against sexual harassment and harassment based on sex				✓	
EU-13							
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020	✓	✓			
13.	Czech Republic	Action plan for prevention of domestic and GBV 2015-2018					
14.		Action plan for prevention of domestic and GBV 2019-2022					
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020					
16.		Strategy for Equality of Women and Men 2021-2030					
17.		Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019	✓			✓	
Associated Country							
18.	Turkey	Higher Education Council Gender Equality Document of Stance		✓	✓		✓
Third Country							
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence	✓	✓	✓		

## Indicators

Indicators were identified by national experts in nine out of 19 policies. Like in the case of the objectives, at least half of the indicators were defined very vaguely, and some of them leave doubts as to whether they can be considered indicators at all. Whether the indicators address any of the Ps is connected to whether the Ps are covered in the objectives, even if not all objectives are followed by an indicator. Indicators related to prevention were mentioned in six documents, prevalence and policies in four, the provision of services in three, and protection, prosecution, and partnerships in only one, which is shown in Table 24. Again, only those documents that address indicators are included in the table.

Table 24: An overview of the way indicators address Ps across the examined policies by country

Country		Policy	Indicators						
			Prevalence	Prevention	Protection	Prosecution	Provision of services	Partnership	Policies
EU-14									
1.	Finland	Towards more accessible higher education and university		✓			✓		
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment	✓						
5.	France	Roadmap 2017 for true equality between women and men	✓						
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓	✓	✓	✓	✓
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND	✓	✓					✓
EU-13									
13.	Czech republic	Action plan for prevention of domestic and GBV 2015-2018					✓		✓
14.		Action plan for prevention of domestic and GBV 2019-2022		✓					
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020		✓					✓
16.		Strategy for Equality of Women and Men 2021-2030		✓					

In Czech policies, indicators were defined as the fulfilment of the actions stipulated in the policy: *‘The sent recommendation by the Ministry of Education, Youth, and Sports to higher education institutions stressing to provide counselling and to create an internal policy’*; *‘existing preventive measures, changes in internal directives’*. Similarly, the Portuguese policy reads *‘number of GEPs in HEI that include GBV, number of people trained in GBV prevention, national survey to GBV’* and the Finnish one states *‘harassment to be included in well-being surveys in universities’*.

## Monitoring

Monitoring was identified by the NRs in 10 out of 19 policies. In most of the cases a monitoring body is created or identified and the mechanism is based on annual reporting about the state of the implementation. For example: *‘The implementation of the Action plan is monitored every year. The responsible authorities annually provide information about the implementation to the Secretariat of the Government Council for Gender Equality. Also, the representatives of the responsible authorities who are members of the Committee for Prevention of Domestic Violence and Violence against Women (advisory committee of the Council) continuously inform about the implementation at the meeting of the Committee’*



(Czech Republic); 'Annual reports to the Higher Education Authority' (Ireland); 'Annual reporting, the report lists all the measures executed and provides a balance of what was executed' (Portugal).

A very detailed description of the monitoring mechanism is provided in one of the Spanish policies, which states: *'The protocol states that The General Inspection of Services will register the reports of conclusions and will send said reports to the persons in charge of the bodies that have powers to carry out the measures proposed in said reports. Annually, they will send to the General Directorate of Public Function a report of the activities carried out throughout the year. This relationship will include the reports of conclusions that have determined the request to open a disciplinary procedure for the possible existence of sexual harassment or harassment on grounds of sex; those who have agreed to the request for a disciplinary procedure due to the possible existence of some other disciplinary offence, with special mention to those where the possible existence of a false report has been concluded, and those who have determined that there is no offending conduct, as well as any other information on this matter requested by the Delegate Commission of the Technical Equality Commission.'*

In three cases, the monitoring is not specifically dedicated to a particular P (Czech Republic (2)<sup>84</sup> and Spain<sup>85</sup>). Again, mostly it was linked to prevention (Czech Republic (2), Ireland and Portugal) and policies (Cyprus, Czech Republic, Ireland and Portugal). Prevalence (Finland and Ireland), protection (Ireland and Portugal), provision of services (Ireland and Portugal), and partnership (Ireland and Portugal) were addressed in two documents and prosecution in only one of them (Spain). The concrete policies with the representation of the Ps towards monitoring are shown in Table 25.

Table 25: An overview of how monitoring processes address Ps across the examined policies by country

Country		Policy	Monitoring						
			Prevalence	Prevention	Protection	Prosecution	Provision of services	Partnership	Policies
EU-14									
2.	Finland	Vision 2030 - Appendix Action plan - Principles for non-harassment	✓						
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓		✓	✓	✓
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND		✓	✓		✓	✓	✓

<sup>84</sup> Action plan for prevention of domestic and GBV 2015-2018, Action plan for prevention of domestic and GBV 2019-2022.

<sup>85</sup> State Pact Against GBV.

11.	Spain	Adaptation of the action protocol against sexual harassment and harassment based on sex				✓			
<b>EU-13</b>									
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020							✓
15.	Czech republic	Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020		✓					✓
16.		Strategy for Equality of Women and Men 2021-2030		✓					

## Evaluation

Provisions for the evaluation of the monitored data were identified in eight out of the 19 policies. These are the same policies that also have some kind of monitoring process in place, except of one of the Spanish<sup>86</sup> policies and the Cyprian one. In most cases, the evaluation is made by the same authority that is responsible for monitoring, specifically the body that receives the monitored data. For example: *‘The Pact is supervised by the special Commission for the monitoring and evaluation of the Agreements of the State Pact against GBV. The pact specifies nothing further regarding its aims, tasks or functioning’* (Spain); *‘Based on provided information (monitoring) the Secretariat of the Government Council for Gender Equality creates a report evaluating the state of the implementation. In case the particular measure is not implemented, the Secretariat provides some recommendations to the responsible authority’* (Czech Republic<sup>87</sup>).

The results of the evaluations are not available for this analysis, mostly because the policies were issued quite recently, such as the Irish one and two of the Czech documents<sup>88</sup> (issued in 2019 and 2021) and the Finnish<sup>89</sup> one. The results of the Portuguese and the two Czech policies<sup>90</sup> (the ones whose validity has already expired) are available online. With their exception, however, results were not, according to the NRs, easy to find online.

The only policy that addresses quality assurance in relation to implementing measures on GBV in universities and research organisations is one of the French<sup>91</sup> policies, which says that *‘GBV units will be required for the 5-year contracts (that include funding) between Ministry and universities/RPOs’*.

<sup>86</sup> Adaptation of the action protocol against sexual harassment and harassment based on sex.

<sup>87</sup> Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020.

<sup>88</sup> Action plan for prevention of domestic and GBV 2019-2022, Strategy for Equality of Women and Men 2021-2030.

<sup>89</sup> Towards more accessible higher education and university.

<sup>90</sup> Action plan for prevention for domestic and GBV 2015-2018, Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020.

<sup>91</sup> Roadmap 2017 for true equality between women and men.





The evaluation was not described specifically in relation to a particular P in three policies (Czech Republic (2),<sup>92</sup> and Spain<sup>93</sup>). In most cases (5), the evaluation was focused on preventive measures (Czech Republic (2), Finland, Ireland, and Portugal). Policies (Czech Republic, Ireland, and Portugal), prevalence (Finland, Ireland, and Portugal), and protection (Finland, Ireland, and Portugal) were addressed three times, provision of services twice (Finland and Ireland), partnership once (Ireland), and prosecution not at all. This information is illustrated in Table 26.

Table 26: An overview of how evaluation processes address Ps across the examined policies and countries

Country		Policy	Evaluation						
			Prevalence	Prevention	Protection	Prosecution	Provision of services	Partnership	Policies
EU-14									
2.	Finland	Vision 2030 - Appendix Action plan - Principles for non-harassment	✓	✓	✓		✓		
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓		✓	✓	✓
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND	✓	✓	✓				✓
EU-13									
15.	Czech Republic	Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020		✓					✓
16.		Strategy for Equality of Women and Men 2021-2030		✓					

## Sanctions for noncompliance

Sanctions in the case of noncompliance were identified in only one of the French<sup>94</sup> policies, where noncompliance is mentioned in relation to the contracts made between the Ministry and the RPOs that are linked to funding.

## Financial resources

Financial resources to implement the policy are found in five documents. In Ireland, Spain<sup>95</sup> and Canada, the exact amount is stated: EUR 400,000 to implement the Irish framework in

<sup>92</sup> Action plan for prevention of domestic and GBV 2015-2018, Action plan for prevention of domestic and GBV 2019-2022.

<sup>93</sup> State Pact Against GBV.

<sup>94</sup> Roadmap 2017 for true equality between women and men

<sup>95</sup> State Pact Against GBV



institutions, EUR 1 billion for implementation in Spain, and CAD 13.5 million/EUR 11.5 million (CAD 5.5 million/EUR4.7 million to combat GBV in postsecondary education and \$8M/€6.7M for research and prevalence studies on GBV) in Canada<sup>96</sup>.

Financial resources are also allocated in the French<sup>97</sup> and Portuguese policies, but without specifying the amount.

## SUMMARY OF FINDINGS

Policies that specifically address GBV in universities and research organisations were identified in only **eight out of the 27 EU Member States**. Two of them are EU-13 countries (Cyprus and Czech Republic), and the other six are EU-14 countries (Finland, France, Ireland, Italy, Portugal, and Spain). This corresponds to the continued divide in policy adoption between the EU-13 and EU-14 countries, sometimes referred to as the widening gap or as geographical inequalities. This is evident from an analysis of the content of the policies, too, as will be seen below.

In most cases, GBV in universities and research organisations is part of a **broader policy**, usually dealing with violence, equality, or the higher education system. The **conceptualisation of GBV** in this context is mostly narrowed to sexual harassment, which reflects the focus of existing studies in this area (Strid et al. 2021). At the same time, while research appears to indicate that online violence is increasing, only six policies in the EU-27 address it.

Taking into account the fact that the shift in 'equality architecture' in Europe from single inequality strand architecture to multiple inequality strands architecture happened after 2007 (Walby, Armstrong & Strid 2012; Hearn, Husu & Strid 2014), it appears that this has not yet been fully reflected in the policies dealing with GBV in universities and research organisations, as only half of the identified policies include the concept of **intersectionality** or at least mention different grounds of discrimination. Also, very few policies address vulnerable groups, such as international staff and students, nonbinary staff and students, or LGBTQAI, etc.

From the perspective of identifying various **policy instruments** (Ingram & Schneider, 1990; Engeli & Mazur 2018), it appears that capacity and learning instruments, and symbolic and hortatory instruments are the ones that are included most and are found in almost 75% of the identified policies. On the other hand, incentive and authority instruments are rarely present. Regarding combating GBV in universities and research organisations, preventive measures are the ones included most often, followed by provision of services, and then by measures aimed at protection and prosecution. Only a few policies address prevalence, either in the form of surveys or reporting incidence, which weakens the whole process of combating GBV in universities and research organisations from the start. At the same time, in some countries data about prevalence are collected based on a broader law or policy or as *ad hoc* activities. In other instances, they are collected as part of a survey tackling various

<sup>96</sup> It has to be noted that in Dec 2018, a new legislation created the Governmental Department for Women and Gender Equality Canada (WAGE) which means that they got a bigger budget, human resources, etc.

<sup>97</sup> Roadmap 2017 for true equality between women and men

topics more or less related to GBV in universities and research organisations – for example, – VIRAGE in France.<sup>98</sup> Here we focus on the fact of whether the identified policy addresses prevalence. To sum up the state of the **implementation of the 7Ps** model in policies, most policies include no more than 4Ps.

Almost all the policies mention **dissemination**, and most of them refer to dissemination not just through official channels but also through the introduction of campaigns or different dissemination activities (symbolic and hortatory instruments). Only five policies are directly linked to some **budget** (incentive instruments). Moreover, if defined at all, objectives and indicators (in half of the documents) are very often vaguely defined, with only half of the policies having a monitoring mechanism and even fewer of them applying evaluation. **Sanctions** in the case of noncompliance are almost non-existent (authority instruments).

Table 27 below summarises the identified policies according to the selected criteria for good practice policies defined by Wroblewski (2018) adapted<sup>99</sup> in relation to researched topic and collected data. It is evident that policies within the EU-14 are more comprehensive than those within the EU-13, especially, in terms of their content. The policy that stands out in terms of both content and process, is the Irish one. The French and Finnish policies are rich in content on the 7Ps model itself, but contain less detail about the process. Although five policies addressing the researched topic were identified in the Czech Republic, they focus on only one or 2 Ps, and thus do not deal with GBV in universities and research organisations in a complex way. What is striking is that very few policies are linked to some budget.

Table 27: Criteria of good practice policies adapted from Wroblewski (2018) across the examined policies and countries

Country	Policy	7Ps	Target groups	Theory of change	Stakeholders	Budget	Results	Dissemination	Monitoring and Evaluation
<b>EU-14</b>									
1.	Finland	Towards more accessible higher education and university		✓	✓	✓			
2.		Vision 2030 - Appendix Action plan - Principles for non-harassment	✓	✓	✓	✓			
3.	France	Prevention and treatment of sexual harassment in public higher	✓	✓	✓	✓			

<sup>98</sup> <https://www.ined.fr/fr/publications/editions/document-travail/violences-subies-etudes-universitaires/>

<sup>99</sup> Legend: **7Ps** – at least 4Ps included (policies – existence of policy at a national/regional level);

**Target groups** – at least students and academic staff are addressed; **Theory of change** – Item: Does the document make it explicit what/who needs to change (e.g., organisational culture, men, etc.)? – Yes; **Stakeholders** – Item: Does the document specify who is responsible for that change (at the national and/or institutional level)? – Yes; **Budget** – Yes; **Results** – Item: Results of the evaluation/monitored state available - Yes (some policies issued recently to have results); **Dissemination** – Dissemination beyond publishing on an official website - only those who did some extra activities – campaigns, press release, etc.; **Monitoring and Evaluation** – Items: Does the document set a mechanism for monitoring the compliance with the policy/strategy by the responsible authority?, Are the monitoring data that are collected then evaluated by the responsible authority?, both Yes.

		education and research establishments								
4.		National action plan for professional equality between women and men 2021-2023	✓	✓	✓	✓			✓	✓
5.		Roadmap 2017 for true equality between women and men	✓	✓	✓	✓	✓			
6.	Ireland	Safe, Respectful, Supportive and Positive. Ending Sexual Violence and Harassment in Irish Higher Education Institutions	✓	✓	✓	✓	✓		✓	✓
7.		Strategic national plan on male violence against women 2017-2020		✓						
8.	Italy	Four-year regional plan for equal opportunities policies, prevention and combatting violence against women 2020-2023								
9.	Portugal	National Strategy for Equality and Non-Discrimination, ENIND			✓	✓	✓	✓	✓	✓
10.		State Pact Against GBV				✓	✓		✓	✓
11.	Spain	Adaptation of the action protocol against sexual harassment and harassment based on sex	✓						✓	
<b>EU-13</b>										
12.	Cyprus	Strategic Plan for Equality between Men and Women 2018-2020		✓	✓	✓			✓	∞
13.		Action plan for prevention of domestic and GBV 2015-2018		✓				✓		✓
14.		Action plan for prevention of domestic and GBV 2019-2022								✓
15.		Government Strategy for Equality of Women and Men in the Czech Republic for 2014 – 2020								✓
16.	Czech Republic	Strategy for Equality of Women and Men 2021-2030							✓	✓
17.		Implementation plan for the Long-term plan of educational and scientific, research, development and innovation, artistic, and other creative activities for the area of universities for the year 2019			✓				✓	
<b>Associated Country</b>										
18.	Turkey	Higher Education Council Gender Equality Document of Stance	✓	✓		✓			✓	
<b>Third Country</b>										
19.	Canada	It's Time: Canada's Strategy to Prevent and Address Gender-Based Violence	✓	✓	✓	✓	✓		✓	
<b>Legend:</b> ∞ This symbol means that the criteria of good practice is vaguely addressed by the policy. ✓ This symbol means that the criteria of good practice is addressed by the policy.										

## ANALYSIS OF RFO POLICIES

### INTRODUCTION

Research funding organisations (RFOs) are key stakeholders and influential gatekeepers in the European and national scientific community and in knowledge production, providing significant research and innovation resources for universities, both public and private, businesses, third sector RPOs, research groups, and individual researchers. How funding organisations approach and promote gender equality in academia and research and what kind of expectations and policies they have in this respect toward RPOs and Principal Investigators and other researchers they are funding is thus of great interest and importance.

Large variations in the European research funding landscape in terms of their engagement with gender equality were identified by the first comprehensive European mapping of gender challenges in research funding (EC 2009; Husu & de Cheveigné 2010), which covered national RFOs in 33 countries. Since then, there has been further promising development and advancement of gender equality policies in European RFOs. This has included collaborative European actions of RFOs, such as the Gender-Net Plus actions co-funded by the European Commission and cooperating national RFOs, with both joint funding calls for gender-related research on certain topics and RFO gender equality policy mapping and recommendations (e.g., Gender-Net Plus 2021). Some European countries have also seen the emergence of national networks and national collaboration of RFOs on gender equality policies, such as Ireland, Sweden, and the UK. However, in contrast to the growth of such RFO gender equality policies, GBV, framed as a gender equality problem in EU policy, which includes sexual harassment, has thus far not been much of a formal policy concern in the European debate or in actions on gender equality in research funding and RFOs.

In the UniSAFE policy mapping of 33 countries, one national umbrella organisation in Europe for research funders, the UK **Research and Innovation (UKRI)**, and two major US federal funders, the **National Science Foundation** (the NSF) and the **National Institutes of Health** (NIH), were identified as having policies to address and combat forms of GBV, even if they do not actually use the term GBV. In addition, a global independent research funder, the UK-based **Wellcome Foundation**, a major funder of health, medical, and related research, was identified as having relevant policies, even though the policies were represented and framed as non-gendered. These are recent developments in all four of these organisations. According to the UniSAFE mapping by NRs, none of the RFOs in the EU-27 has a GBV policy in place.

### Statistics

While many European RFOs *are in the process* of developing and introducing measures and activities to combat GBV and sexual harassment, RFOs that have designed and implemented their own policies, with explicit references to GBV, can be found in just two of the 33 countries included in the sample. Neither of these two are EU Member States. Two federal RFOs in the USA have implemented measures to combat GBV by incorporating them into the terms and conditions of their research funding schemes, which applicants





must comply with. The umbrella organisation of national RFOs in the UK and one global RFO based in the UK also have some policies to combat GBV, but not as a criterion for funding. The RFOs in the USA and the UK that have such policies or measures are:

- Research and Innovation UK (UKRI) (UK national public authority)
- Wellcome Foundation (UK-based, but an independent global organisation)
- National Science Foundation (USA, federal)
- National Institutes of Health (USA, federal)

GBV has not been introduced as a priority topic in a funding scheme/programme of support for research on GBV specifically in universities and research organisations in any of the 33 countries.

In none of the 33 countries have RFOs introduced their own GBV measures to specifically ensure the safety of internationally mobile researchers or, to the best of our knowledge, of researchers participating in international bilateral or multilateral funding schemes.

In six of the 33 countries RFOs have provided funding of research on GBV over the last five years (2015-2020), these include: Canada, Finland, Germany, Ireland, Portugal, and Sweden. In four of the 33 countries, RFOs have introduced measures - other than policy or funding criteria - to address GBV in RPOs, including: workshops (USA), seminars (Italy), conferences (Italy), funding of research and projects on the topic (Ireland), the creation of a working group (USA), and the start of a conversation about the role of RFOs (Sweden).

With the aim of contributing to the creation of a **European baseline**, the following section focuses on findings from the European case, Research and Innovation (UKRI) and its policy ***Preventing harm (safeguarding) in research and innovation policy***, with input from US cases at the end of the RFO section. UKRI is the largest research and innovation funding organisation in the UK and brings together seven national disciplinary research councils. The budget for the financial year 2021-2022, confirmed by the Department of Business, Energy, and Industrial Strategy (BEIS), is EUR 9.328 million.

## Rationale

The policy is framed within a fair, healthy, and safe research environment and organisational culture. The framing is thus not only in terms of GBV but more broadly in terms of violence, exploitation, and harassment, with an intersectional and gender-sensitive perspective.

## CONTENT ANALYSIS

The policy defines violence more broadly, rather than GBV specifically. While the concept and content of GBV are addressed, the term GBV is not used. Instead, the problems addressed are harm, exploitation, and abuse, and gender is named as one of many inequality grounds.

The policy is predominantly degendered and uses ostensibly gender-neutral language, but the categories referred to are known to be gendered rather than gender-blind. Although



violence is conceptualised generically as forms of exploitation, harm, and abuse, the categories that are addressed are *known to be gendered* (Johnson 2015).

The specific forms of GBV named and/or addressed in the policy include: exploitation, abuse, and harm, which in turn are defined to include:

- sexual exploitation
- sexual abuse
- sexual harassment
- bullying
- psychological abuse, and
- physical violence.

### Intersectionality, vulnerable groups (focus on LGBTQI)

The policy mentions multiple inequalities, specifically gender, age, sexuality, religion, ethnicity, (dis)ability, and socio-economic status. It explicitly mentions all the vulnerable groups that are asked about in the grid: international students, international staff, early career researchers. It does not use the term intersectionality but uses it conceptually. It defines vulnerability to exploitation, abuse, and harm through an intersectional lens: 'risks are not experienced equally by people of different gender, age, sexuality, religion, ethnicity, (dis)ability, socio-economic status, etc.'

### 7Pss

The policy covers policy/measures, prevention, protection, prosecution, and partnership. It does not cover/address prevalence or the provision of services. No concrete objectives to be reached by the target institutions are defined. No implicit or explicit measurable indicators to assess the degree of implementation are defined.

## PROCESS ANALYSIS

The policy is informed by (not based on) a sort of empirical baseline assessment: the findings from a commissioned review of evidence (UKRI 2019) informs the policy's approach to preventing bullying and harassment in the research and innovation sector; a position statement sets out the expectations on funded RPOs to support/help drive cultural change.

The policy aims to contribute specifically to prevention, protection, partnership, and policy development in the funding of recipient organisations as well as raising awareness across the sector.

Targets and target groups are clearly and broadly defined, but there are no measurable indicators.

The monitoring of relevant policies and their implementation in funded RPOs is clear and comprehensive. Monitoring measures include:



- organisational audits and other review processes;
- checks that funded RPOs have appropriate policies and procedures in place and are following them, including asking for evidence of what policies and procedures they have applied when responding to an allegation of exploitation, abuse, or harm (Policies);
- requesting information about a risk management framework in the funded RPOs and evidence of how it has been applied to mitigate against and address the risks of exploitation, abuse, and harm in the UKRI-funded research and innovation activities (Prevention, Protection);
- a review of how organisations that receive and manage funds from UKRI on behalf of a partnership ensure appropriate policies and procedures are in place across all partners as well as throughout the lifecycle of the partnership, including asking for evidence of how risk will be monitored and managed (Partnership);
- requesting summary information about the number of allegations of exploitation, abuse, and harm relating to UKRI-funded activities, the nature of the allegation, whether the allegation was investigated, and the outcome of the investigation (Prevalence, Prosecution).

RPOs must comply with an improvement plan and must do so within an agreed timeframe. To ensure compliance, in addition to the above-mentioned monitoring measures, there is a set of available sanctions that can be put in place and an escalating series of actions that can be taken until the remedial plan has been completed. This is done on a case-by-case basis and the actions include:

- Formal notification of concerns and areas for improvement to be addressed in a timely manner;
- Suspension of grant(s) for a limited period until a remedial action plan is agreed and implemented;
- Restrictions on applications for specific grant types, for example, doctoral training programmes and overseas based research, until a remedial action plan is agreed and implemented;
- Not accepting any new grant applications for a limited period until a remedial action plan is agreed and implemented; terminating a grant(s) if it is not possible to identify a remedial action plan to mitigate the risks.

As a key stakeholder in the UK academic and scientific community, UKRI is in a good position to raise awareness and promote good practices in partnership across the sector, and for that purpose it has launched a Forum for Tackling Harassment and Bullying, alongside partners from across funding, policy, and regulatory organisations.<sup>100</sup>

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<sup>100</sup> (<https://www.ukri.org/news/new-forum-for-tackling-bullying-and-harassment>)

**Wellcome** is based in the UK, but is an important global funder in health-related research. Wellcome's policy against bullying and harassment (***Bullying and harassment policy***) was initiated in 2018. The policy advocates a zero-tolerance approach to bullying and harassment and promotes respectful and inclusive research environments. The policy targets a broad group of stakeholders involved in Wellcome-funded research activities. However, the approach is non-gendered, and neither does it apply an intersectional perspective or mention vulnerable groups.

Wellcome's Diversity, Equity and Inclusion Strategy has three main themes: inclusive employer, inclusive funder, and inclusive research design and practice. It does mention gender, doing so briefly in connection with the content of biomedical research, but it foregrounds ethnicity and disability as dimensions: 'We will prioritise and involve the most minoritised groups in each area of our work'.<sup>101</sup> Wellcome has also been developing anti-racist policies since 2020,<sup>102</sup> but thus far intersectional perspectives, such as gendered racism (Essed 1991), appear not to be included.

Wellcome's expectations towards funding applicants and recipients are clearly specified and sanctions are in place. It is not possible to assess how Wellcome monitors and evaluates the policy on the basis of available documents.

**In the USA**, federal agencies, including large federal research funding organisations, came under pressure from the US Congress to strengthen their response to sexual harassment in 2018 (Witze 2018a). According to Witze, the House of Representatives' Science Committee asked the Government Accountability Office to look into sexual harassment involving federally funded researchers at agencies, including the National Science Foundation NSF, NASA, the Department of Energy, and the National Institutes of Health (NIH). The action in Congress was prompted in part by a sexual harassment investigation concerning a professor who had violated university policies while conducting NSF-funded fieldwork abroad.

An important driver of RFO engagement in sexual harassment in the USA has been a major independent consensus report that was published in 2018 by the National Academies of Sciences, Engineering, and Medicine: *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine* (NASEM 2018). Characterised in *Nature* as a landmark report (Witze 2018b), it put the issue of sexual harassment in academia visibly on the US science policy agenda, including also key RFOs.

In the USA, the federal funding agencies NSF (National Science Foundation) and NIH (National Institute of Health) both have advanced policies related to GBV in place. Their policy development has been followed closely by the leading scientific journals *Science* and *Nature* (see, e.g., Witze 2016, 2018a and b; Mervis, 2019; Flaherty, 2021; Kaiser, 2021), which has also made these policies known on a more global scale.

The NSF has been a pioneering funding organisation in the USA, and also globally, in addressing sexual and gender-related harassment, key forms of GBV, including also harassment based on other legally protected grounds. It has supported knowledge

<sup>101</sup> <https://wellcome.org/what-we-do/our-work/diversity-and-inclusion/strategy>

<sup>102</sup> <https://wellcome.org/what-we-do/our-work/anti-racism-expert-group#our-commitment-to-tackling-racism-de15>.

production on GBV in academia by providing funding for a major consensus report on sexual harassment in academia. It has made the grant awardee organisations accountable for handling and reporting sexual and gender-related harassment, and other forms of harassment, and it can implement sanctions in the form of the removal of PIs or withdrawal of funding. Since it is a major funder for many USA RPOs and disciplines, its policies can potentially have a large impact on the HE sector and scientific community as a whole. Its policy is to rely on the RPOs that receive grant funding having adequate policies in place to address GBV and their willingness to report violations to the NSF.

The National Institute of Health NIH has a strong anti-sexual harassment policy that applies to all NIH-related and NIH-funded activities: 'The National Institutes of Health (NIH) does not tolerate pervasive or severe harassment of any kind, including sexual harassment, whether it is within the agency, at research organizations that receive NIH funding, or anywhere else NIH-funded activities are conducted. Only in safe and respectful work environments can individuals achieve their greatest potential and carry out the important work that supports the NIH mission.'<sup>103</sup> The NIH strongly encourages people to report allegations of sexual harassment or assault to the appropriate authorities, which may include the local police department or the person's organisation/institution equal employment opportunity (EEO) or human resources offices.

The NIH has since 2019 had a clear anti-sexual harassment policy in place both for intramural and extramural research, which is endorsed strongly by NIH leaders and is effectively communicated. The NIH has supported knowledge production on sexual and gender harassment in academia by providing funding for the major NASEM consensus report on sexual harassment in academia, and it set up its own Advisory Committee for the Director on combatting sexual harassment in 2019. The Advisory Committee has produced extensive and ambitious recommendations for both immediate actions and long-term systematic change. The NIH has made grant awardee organisations accountable for sexual and gender-related harassment, as well as other forms of harassment. Since it is a major funder of biomedical research, its policies have the potential to have a large impact on the sector and on the scientific community as a whole. Given that the NIH has no legal remit on personnel issues in non-NIH organisations, its policy is to rely on the RPOs that receive grant funding to have adequate policies in place to address GBV and to report violations to the NIH. No detailed monitoring is available yet, but the recent updates on over 300 cases reported and processed and measures taken since the introduction of the policy suggest that the policy has had an impact.

## SUMMARY OF FINDINGS

Very few RFOs have a policy to explicitly combat GBV. There is no policy that covers all 7Ps. None of the examined RFOs in the EU-27 have policies to combat GBV. There are, however, promising practices and the most developed policies found by this mapping exercise are the ones implemented by US federally funded RFOs and by a global RFO based in the UK, the Wellcome Foundation. The only European RFO policy that addresses GBV, UKRI, addresses violence more broadly, rather than GBV specifically. The policy

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<sup>103</sup> <https://www.nih.gov/anti-sexual-harassment>.



does, however, include gender as one of many specific inequality grounds and addresses the intersection of multiple inequality grounds. The policy is clearly defined against bullying and harassment, including but not limited to sexual harassment, sexual abuse and sexual exploitation. It has specified expectations towards funded RPOs and their policies and practices in terms of preventing and handling bullying and harassment, and it seeks to monitor compliance and apply different sanctions if necessary. The expectations that funded organisations have internal policies and practices in place benefits not only the researchers who receive funding but everyone who is working in these organisations.



## OTHER ACTIVITIES BY NATIONAL AUTHORITIES

This section reports on actions and/or measures addressing GBV in universities and RPOs that have been undertaken by national or regional authorities. Such actions were reported by 16 countries, with 30 actions reported in total. Out of these 16 countries in which national authorities have initiated some kind of activity or measure relating to GBV in universities and research organisations, seven are in the EU-14 (Belgium, Denmark, France, Germany, Italy, Spain, and Sweden), five are in the EU-13 (Czech Republic, Lithuania, Poland, Slovakia and Slovenia), and two each are in Associated Countries (UK and Turkey) and Third Countries (Canada and USA).

### Types of authorities

Ministries are the most common national authority identified as responsible for actions to combat GBV in RFOs and RPOs (10 cases), followed by ombudspersons (five cases), advisory bodies to the government (4), and legislative bodies (3).

### Types of action

In nine cases, the measure in place was a **report** (such as the Sexual Harassment in the Higher Education Context - Protection Gaps and Recommendations report published by the Federal German Anti-Discrimination Unit). **Surveys** (6) were also quite common. For example, the Slovak Institute for Labour and Family Research under the Ministry of Labour, Social Affairs and Family conducted a 'Survey on Gender and Sexual Harassment at Universities' with the purpose of measuring the prevalence of GBV at universities. Other types of actions conducted by national authorities include **guidances** (4), **trainings or seminars** (3), **declarations** (3), **conferences** (3), **working groups** (1), and **research projects** (1).

### 7 Ps

Most of the measures observed are aimed at prevention (26), followed by protection (16), prevalence (14), policies (13), provision of services (11), prosecution (8), and partnership (5). With regard to prevalence, in half of the cases it took the form of prevalence studies and in the other half it took the form of collecting administrative data on reported incidents; in four cases both methods were present.

### Forms of GBV

The most frequent forms of GBV tackled by the measures are sexual harassment (15), sexual violence (13), and gender harassment (8), as was the case in national policies. Psychological, physical, organisational, and economic violence, together with stalking, are found in only a few measures (ranging from 1 to 5 cases).



## Intersectionality

Only a small number (5) of measures apply an intersectional perspective. When they do, it concerns gender identity (2), race (2), gender expression (2), sexual orientation, immigration status, health status, disability, and age.

## Budget

With regard to funding, information on the exact budget is unavailable for the vast majority of activities.

## OTHER ACTIVITIES BY OTHER ENTITIES

In 24 countries, 65 actions relating to GBV in universities and RPOs were initiated by other than state entities. 11 of those are from the original EU-14 countries (Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, the Netherlands, and Spain), seven are from the EU-13 (Czech Republic, Estonia, Lithuania, Malta, Poland, Romania, and Slovenia), four are from AC (Iceland, Serbia, Turkey, UK) and two are from Third Countries (Canada and USA).

### Types of entities

**Universities** (or HEIs /RPOs) are the most common entities to initiate such actions and were found to be the entity doing so in 23 cases. They are followed in second place by **umbrella organisations** (in 17 cases), many of which were found to be umbrella organisations of universities or HEIs (such as the Flemish interuniversity Council or the Irish University Association). Other entities were represented in nine cases by **initiatives** and in eight cases by **associations** (e.g., the Lithuanian Students' Union, University College Union) and **NGOs**.

### Types of action

In comparison with actions initiated by national entities, **surveys** and different types of **research** were found to be much more common (24 cases). Such surveys include, for example, a study of the prevalence of psychological and sexual violence among Lithuanian students in higher education, and a survey concerning sexual harassment in Finnish academia.

The second most common type of action is a **declaration**, with 12 examples of this type of action identified. One example is the 'Commitment by Five Flemish Universities' (rectors) to act on advancing gender equality, the aim of this declaration being to prevent GBV by raising awareness and protecting GBV victims with the help of confidential services provided by counsellors.



**Training and guidance** were also mentioned 12 times. Some of the guidances have proven to be of importance despite their nonbinding nature. For example, the *Guidance for Higher Education Institutions: How to Handle Alleged Student Misconduct Which May also Constitute a Criminal Offence*, adopted by an umbrella organisation called Universities UK as an updated version of non-statutory guidelines (the Final Report of the Task Force on Student Disciplinary Procedures - commonly referred to as the Zellick Report), served as the basis for universities' internal procedures on GBV. The document focuses on prevalence, protection, prosecution, and provision of services. Other umbrella organisations' guidances have yet to prove their role as a potential platform for the development of institutional policies. For example, in the aftermath of the #MeToo campaign in 2020, the Conference of Universities' Rectors in Lithuania adopted Guidelines for the Prevention of Sexual Harassment and Investigation of its Incidence. The Guidelines are aimed at preventing GBV in Lithuanian public universities, protecting its victims, and prosecuting the perpetrators.

Other types of actions were **awareness-raising activities** (9), **university policies** (6), and **victims' services** (2).

## 7Ps

Actions initiated by non-state actors are mainly aimed at prevention (48), just as was observed in the case of the national authorities. The second most common aim is protection (29) and policies (28), followed by provision of services (25). Prevalence (19, more often in the form of prevalence studies – 14, rather than administrative data on reported cases - 7), prosecution (17), and partnership (11), are among the least common goals.

## Forms of GBV and Intersectionality

The majority (48 out of 65) of the actions taken by non-state actors differentiate between different kinds of GBV. An intersectional perspective is not applied very often by non-state actors (only in nine actions).

## OTHER ASPECTS RELATED TO GBV

### Mobility

Despite the fact that international mobility is an important aspect of academic work, there is as yet little in the way of regulation to protect workers who are more vulnerable because of. Only one country reported any kind of measure. This was a tool adopted to protect international students (Canada).



## Partnerships

In 14 countries (eight EU-14 countries, three EU-13, one Associated Country, and two Third Countries),<sup>104</sup> there are formal partnerships dealing with GBV in universities and research organisations. They assume various forms and in most cases involve horizontal relations such as permanent conferences of equality policy officers, alliances of universities against GBV, a national network of female professors, or cooperation between universities and NGOs. In some cases, the partnership appears to be completely independent of national authorities, while in other cases the activities are supported or coordinated by the education ministry. The purpose of such partnerships is usually education (e.g., organisation of seminars), research (prevalence studies), or policy (setting guidelines). For example, the German federal antidiscrimination authority, in an action called 'Discrimination-Free University - Creating Knowledge with Diversity', supported 10 universities in recognising discrimination mechanisms and in establishing strategies against it.

## Incentives

In four countries (Czech Republic, France, UK, and USA) national authorities provide incentives to encourage universities and research organisations to address GBV. In all four cases the incentive takes the form of financial support. For example, in France, the Ministry for Higher Education, Research and Innovation provides funding to set up gender units in universities and draft relevant policies. Another type of incentive (provided in the Czech Republic) is the distribution of funding based on the results of a quality assurance process. This evaluation takes into account various indicators, one of which is gender equality. Therefore, paying attention to gender equality (e.g., in the form of supporting work-life balance or tackling sexual harassment) increases the overall score of the institution.

## #MeToo

The #MeToo movement coincided with the timeframe of this research; it was therefore interesting to observe whether the #MeToo movement (or other similar/related movements) was reflected in the national media in terms of how it related to universities and research organisations. A total of 23 out of the 33 countries reported that the #MeToo movement was covered in the media. The sentiment was predominantly positive. Several experts reported that the #MeToo movement increased the level of awareness about sexual harassment and sexual assault.

Twenty-six countries report that GBV in universities and research organisations became a public issue. Some note that sexual harassment in universities became a public issue after the #MeToo campaign (Lithuania, Romania). In some cases, there was a separate #MeToo campaign within the university/research environment (Iceland, France, Sweden). For example, in Lithuania, #MeToo in relation to universities became a topic only after an accusation was levelled against a professor. Similarly, in Serbia, #MeToo had not been discussed before cases of rape of students at a private acting school became public.

<sup>104</sup> EU 14: Denmark, France, Germany, Italy, the Netherlands, Portugal, Spain, Sweden. EU 13: Croatia, Estonia, Poland. The United Kingdom as an Associated Country and Canada and the United States are Third Countries.



## The Istanbul Convention

A vast majority of countries (26) report that there has been a public debate on the ratification of the Istanbul Convention. However, only 10 countries indicate that such a debate took place in the context of universities and research organisations. When it was addressed in connection with RPOs, the sentiment was positive. This is probably due to the fact that the discussions were led by and conducted among scholars in favour of the Convention. Nevertheless, in the majority of countries the Convention is viewed as not concerning the higher education sector (it is seen as mainly concerned with physical violence in domestic settings). Even fewer countries (5) report that the ratification of the Istanbul Convention had any effect on higher education on the national level (e.g., a national survey on GBV in HEIs was conducted in Ireland a university network that also focuses on GBV was established in Italy, and training on violence for people active in the higher education sector was organised in Sweden).

## CONCLUSIONS

GBV is a key policy area in the EU gender equality framework. Despite anti-discrimination legislation and overarching legislation on violence in force, there is comparatively less in place in the field of higher education and research as a specific area of activity. Higher education and research, however, are specific sites where unequal power is manifested between students and academic staff and as a result of the hierarchical and dependency-based organisation of research professions, universities, and other research organisations.

As a background to the EU mapping, Third Countries (USA and Canada) and selected AC (Iceland, Serbia, Turkey, UK) were included in the study; the USA and Canada in particular were found to have a more comprehensive policy mix, including legislation, national and regional (Canada) policies, and policies adopted by RFOs.

The analysis reveals that insufficient public policy attention has been given to GBV in universities and research institutions in the EU, with very few countries having a comprehensive policy mix in place or in development. The results of the mapping of national/regional laws, policies, and policies adopted by RFOs, and other actions taken by national authorities or other entities in the EU reveal that there is a marked difference between, on the one hand, the older EU-14 countries and Third Countries and, on the other hand, the newer EU-13 countries and some of the Associated Countries. This is true not just in the case of laws and policies but also in the case of other types of more informal actions. This suggests that the other types of actions do not occur in place of policies and strategies to make up for this absence, but rather that policies and strategies in place may encourage and facilitate the development of additional types of actions outside the policy boundaries. This finding also applies to the coverage of the 7Ps.

Specifically, in the EU-13, if policies are in place, the policy deals with GBV only very briefly and without including any comprehensive framework. The most comprehensive policies are found in cases where they are dedicated specifically to the higher education sector (such as the bill of a law in Spain, policies in France and Ireland). EU RFOs do not have policies in place to address GBV, although initial discussions have taken place in recent years (e.g., in the FORGEN Community of Practice funded by the Horizon 2020 project ACT).

As regards the terminology used, GBV as a term is used very infrequently (in examined documents and is found in only three EU countries. In terms of the **forms of GBV**, all four types of regulations – laws, policies, RFO's policies and other actions by national authorities – most commonly address sexual harassment, while other forms of GBV are addressed to a much lesser extent. Two other forms that are addressed more frequently are sexual violence and gender harassment in laws and again sexual violence and online violence in policies. This may reflect the earlier broad categories that were developed in the Sexual Experiences Questionnaire by Fitzgerald et al. (1988), which worked with gender harassment, unwanted sexual attention and sexual coercion.

Laws and policies in the EU relatively infrequently address **intersectionality**; when they do, gender identity and sexual orientation along with race are the axes that are addressed most often. Other grounds of inequality are addressed less frequently – religion, age, health and disability, class, and im/migration. This maps onto the vulnerable groups that are mentioned

most frequently in the laws and policies in which non-binary staff and students, ethnic minorities, and staff with disabilities are the ones mentioned more frequently.

Dedicated laws and policies do not address mobility, **internationalisation**, or early career stages as situations that are particularly vulnerable and require policy attention. Given the importance of international academic mobility, especially in the early career stages (doctoral and postdoctoral), when there is also more hierarchical inequality and therefore increased vulnerability, this omission in the laws and policies is striking for EU policy-making.

In terms of the **7Ps to combat GBV**, Third Countries show greater coverage of the 7Ps than the EU-14 and this disparity is particularly striking in the area of legislation. In the EU, France, Ireland, and Spain have the most comprehensive coverage of the 7Ps. Overall in the EU, more attention is devoted to prevention in policies and strategies. In terms of other actions taken by national authorities outside law or policy, they are most often focused on prevention too (26 out of 30 such other actions).

Given the importance of data, statistics, and indicators as a basis for evidence-based policy-making, there is very little to establish the **prevalence** of GBV. Laws and policies in the EU moreover only marginally provide for **monitoring and evaluation** and establish indicators (Sweden stands out for its law).

In terms of the other activities by other entities, three countries in particular report the important role of umbrella organisations in taking action against GBV (Belgium, Lithuania, and UK). In these countries, the activities of umbrella organisations may play a bigger role than whether or not there is a law or policy in place. This is also true of Ireland, where it appears that the comprehensive policy framework there, which includes reporting from HEIs to the Higher Education Agency and wide stakeholder participation in the negotiation of policy, may have resulted in a greater uptake of policy.

Given the time period that is the focus of this analysis, it was also interested in observing whether the **#MeToo movement** and the discussions surrounding the **Istanbul Convention** (which have created major cleavages in some EU countries in recent years) had an impact on/had an impact on the policies of universities and research organisations. This was based on the hypothesis that the #MeToo movement might lead to the mobilisation of the student body and initiate changes in universities and that the polarisation and hate speech directed at gender studies as a field and the attacks against 'genderism' could have a negative effect on universities where gender studies are taught. Neither of these were found to play a significant role in the university and research sectors. However, the #MeToo movement was reflected in a relatively positive light in the media coverage; in individual cases, the #MeToo movement sparked a public debate on the topic and increased awareness, including in higher education. Overall, the Istanbul Convention and the debates surrounding it have not significantly affected universities and research organisations, as the issue is generally seen as external to the sector.

## ACKNOWLEDGEMENTS

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## ANNEXES

### ANNEX 1 LIST OF NATIONAL RESEARCHERS BY COUNTRY

Austria: Bente Knoll  
Belgium: Nathalie Wuiame  
Bulgaria: Ralitsa Golemanova  
Croatia: Sanja Sarnavka  
Canada: Averil Huck  
Cyprus: Maria Kyprianou  
Czech Republic: Veronika Fajmonová, Jana Dvořáčková, Kristýna Veitová  
Denmark: Evanthia K. Schmidt  
Estonia: Martin Jaigma  
Finland: Charlotta Niemistö  
France: Suzanne de Cheveigné  
Germany: David Meier-Arendt  
Greece: Eleni Kampouri  
Hungary: Rahel K. Turai  
Iceland: Finnborg S. Steinþórsdóttir  
Ireland: Nadine Shinkwin  
Italy: Karla Nicole Brunello  
Latvia: Marita Zitmane  
Lithuania: Giedre Blazyte and Vilana Pilinkaite Sotirovic  
Luxembourg: Nathalie Wuiame  
Malta: Jamie Bonnici  
Netherlands: Marieke van den Brink  
Poland: Ewelina Ciaputa  
Portugal: Catarina Sales  
Romania: Monica Stroe  
Serbia: Zorana Antonijević  
Slovakia: Zuzana Ocenasova  
Slovenia: Katarina Zupevc  
Spain: Lucrecia Rubio Grundell  
Sweden: Anne-Charlott Callerstig  
Turkey: Nurseli Yesim Sunbuloglu  
United Kingdom: Tiffany Page  
United States of America: Paloma Caravantes González



## ANNEX 2 NATIONAL REPORT TEMPLATE

### GENDER-BASED VIOLENCE IN UNIVERSITIES AND RESEARCH ORGANISATIONS

#### NATIONAL FIELDWORK REPORT

Country: [country]

Researcher: [include your name]

Date: dd/mm/yyyy

#### INSTRUCTIONS

Please write **max. 3000 words** about gender-based violence in universities and research organisations in your country.

Use the information provided in the LimeSurvey and the grid to comment on the following aspects. To the extent possible, please formulate your answers in reference to the 7P model.

The report must be written and proofread in clear and professional English.

Format:

- Font style for headlines: Arial Nova, bold, 12
- Font style for body: Arial Nova Cond, 12
- Line spacing: 1
- Line spacing below titles: 8pt below
- Line spacing between sections: 18pt below

#### 1. INTRODUCTION

Please describe the attitudes towards GBV in universities and research organisations in your country and their evolution over the past five years.

#### 2. A MAPPING OF POLICIES AND LEGAL FRAMEWORKS

Topics to be addressed:

- The laws, policies, and strategies that exist at different levels (national level, regional level, RFOs);
- The main actors/stakeholders;
- Other relevant activities to combat GBV in universities and research organisations (national and regional level, RFOs);
- An expert assessment of the extent to which the national and/or regional as well as RFO policies have had an impact on the organisational level of universities and research organisations in the country;
- The role of RPOs in providing knowledge about GBV, and whether and how GBV is included as a topic in relevant curricula and in teaching in universities (e.g. medicine, police, and the army, etc.).



### **3. DEBATES REGARDING #METOO AND THE ISTANBUL CONVENTION**

Provide a brief overview of any debates related to the #MeToo movement (or other similar/related movement if relevant) and the ratification of the Istanbul Convention specifically in relation to universities and research organisations.

### **4. PUBLIC OPINION ON GBV**

Please comment on the results of any relevant national public opinion surveys about GBV in general or in universities and research organisations that are in the national language.

### **5. IMPACT OF COVID-19 ON DISCUSSIONS ABOUT GBV**

Please comment on the impact of COVID-19 on discussions about GBV in universities and research organisations and new related developments.

### **6. CONCLUSION**

Please comment on possible ways forward.

### **7. REFERENCES**

Please format references to conform to APA style guidelines (see: <https://apastyle.apa.org/>).

## ANNEX 3 LIMESURVEY QUESTIONNAIRE

### Introductory questions

1. *Is there any legislation on GBV in general in your country (specifically targeting the labour market)?*
  - Yes
    - If yes, please provide the legal **definition** of GBV:
      - *Does the legal definition differentiate among different forms of GBV?*
        - Yes
          - If yes, please specify:
        - No
      - If yes, please provide the following basic information (e.g., law specification, url, year of entry into force, brief description of what it says about GBV...)
    - No
2. *Has the issue of GBV in universities and research organisations ever become a public issue in your country?*
  - Yes
    - If yes, please provide details about max. 3 most important such occurrences:
      - When did it happen?
      - Why did it happen? Was there a trigger? E.g., a case, the role of the EU,...
      - Who introduced it? Who participated in it?
      - What was it about?
      - Has this occurrence had any long lasting impact?
  - No
3. *Irrespective of whether a national and/or regional policy/strategy is in place or not, who is/would be **in charge** of coming up with actions and policies to combat **GBV in universities and research organisations** in your country (such as a national authority or another body)?*
  - Please list here the authorities that would be responsible and if they are in charge or not...

### Laws, national/regional policies and strategies in universities and research

4. *Is the issue of GBV in universities and research organisations included/mentioned in any **legislation** or is there a **specific legislation** on GBV in universities and research organisations (apart from the general anti-discrimination legislation, work safety measures or criminal legislation)?*



- Yes
    - If yes, please name the legislation here, fill in the details about the legislation in the **Grid** and upload the legislation in your national folder. In case the legislation is more general, and only mentions GBV in universities and research organisations, please highlight the paragraphs in the uploaded document which are relevant to GBV in universities and research organisations.
  - It is planned
    - If it is planned, please name the legislation here, fill in the details already known about the legislation in the Grid.
  - No
    - If no, please provide your expert opinion on why you think no legislation concerning GBV in universities and research organisations has been adopted by **national/regional authorities** in your country or indicate whether GBV in universities and research organisations is handled in some other ways.
5. *Have **national or regional (if relevant) policies** been adopted to address GBV in universities and research organisations? (e.g., a declaration, a strategy, an action plan)*
- Yes
    - If yes, please name the policy here, fill in the details about the policy in the Grid and upload the policy. In case the policy is more general and only mentions GBV in universities and research organisations, please highlight the paragraphs in the uploaded document which are relevant to GBV in universities and research organisations.
  - It is planned
    - If it is planned, please name the policy here, fill in the details already known about the policy in the Grid.
  - No
    - If no, please give us your expert opinion why you think no policy concerning GBV in universities and research organisations has been adopted by **national / regional authorities** in your country or indicate whether GBV in universities and research organisations is handled in some other ways.

## Other actions/measures/activities – other levels of the 7P model

6. Have the relevant national/regional authorities (the government, governmental bodies, national/regional agencies, etc.) taken **any actions and/or measures** to address GBV in universities and research organisations? (e.g., reports, surveys, mappings, workshops, debates, seminars)
- Yes (please answer those questions for each action – max 5 most recent and/or significant ones, to the extent that this can be assessed)
    - If yes, please specify:
      - Name of activity
      - Which national/regional authority?



- What kind of action and/or measure?
  - What is the purpose of the action/measure? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)
  - Does the action/measure differentiate among different forms of GBV? Please specify
  - Does the action/measure address intersectionality? If yes, please specify
  - Who is the target group? (e.g., institutional level – RPOs, RFOs, individual level – staff, students, victims, perpetrators)
  - What is the budget and time frame for the action/measure?
  - Is there any observable impact?
  - Further information
- It is planned
    - If it is planned, please specify (please answer those questions for each planned action – max 5 most significant ones, to the extent that this can be assessed):
      - Name of activity
      - Which national/state authority?
      - What kind of action and/or measure?
      - When was it initiated?
      - What is the stage of the planned action?
      - What is the purpose of the action/measure? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)
      - Does the action/measure differentiate among different forms of GBV? Please specify
      - Does the action/measure address intersectionality? If yes, please specify
      - Who is the target group? (e.g., institutional level – RPOs, RFOs, individual level – staff, students, victims, perpetrators)
      - What is the budget and time frame for the action/measure?
      - Further information
  - No
    - If no, please give us your expert opinion why not

7. *Have national/regional (if relevant) authorities provided **any incentives (financial or other)** to encourage universities and research organisations to address GBV in universities and research organisations? (e.g., quality assurance, government mandates or precepts)*

- Yes (please answer those questions for each action – max 5 most recent and/or significant ones, to the extent that this can be judged)
  - If yes, please specify where relevant to each individual incentive:
    - Which national/regional authority?
    - What kind of incentive?

- What is the purpose of the incentive? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)
  - Does the incentive differentiate among different forms of GBV? Please specify
  - Who is the target group?
  - Does the action/measure address intersectionality? If yes, please specify
  - What is the budget and time frame relating to the incentive?
  - Is there any observable impact?
  - Further information
- It is planned
  - If it is planned, please specify (please answer those questions for each planned action – max 5 most significant ones, to the extent that this can be assessed):
    - Which national authority?
    - What kind of incentive?
    - What is the purpose of the incentive? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)
    - Does the incentive differentiate among different forms of GBV? Please specify
    - When was it initiated?
    - What is the stage of the planned action?
    - Who is the target group?
    - Does the action/measure address intersectionality? If yes, please specify
    - What is the budget and the time frame of the incentive?
    - Further information
- No
  - If no, please give us your expert opinion why not
- I don't know

8. **Has *any entity* (e.g., trade unions, umbrella organisations, NGOs) taken *any action and/or measure* to address GBV in universities and research organisations? (e.g., reports, surveys, mappings, workshop, debates, seminars)**

- Yes (please answer those questions for each action – max 5 most recent and/or significant ones, to the extent that this can be judged)
  - If yes, please specify:
    - Which entity?
    - What kind of action and/or measure?
    - Does the action/measure differentiate among different forms of GBV? Please specify
    - What is the purpose of the action/measure? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)

- Does the action/measure address intersectionality? If yes, please specify
  - Who is the target group? (e.g., institutional level – RPOs, RFOs, individual level – staff, students, victims, perpetrators)
  - What is the budget and time frame for the action/measure?
  - Is there any observable impact?
  - Further information
- It is planned
  - If it is planned, please specify (please answer those questions for each planned action – max 5 most significant ones, to the extent that this can be judged):
    - Which entity?
    - What kind of action and/or measure?
    - Does the action/measure differentiate among different forms of GBV? Please specify
    - What is the purpose of the action/measure? (please consider in view of the 7P model, especially prevention, protection and prosecution and provision of services)
    - Does the action/measure address intersectionality? If yes, please specify
    - Who is the target group? (e.g., institutional level – RPOs, RFOs, individual level – staff, students, victims, perpetrators)
    - What is the budget and time frame for the action/measure?
    - Further information
- No
  - If no, please give us your expert opinion why not
- I don't know

9. *Are there any formal **partnerships** (involvement of relevant actors at the international, national and regional level, including governmental agencies, civil society organisations, trade unions, staff and student associations, etc., working in collaboration) dealing with GBV in universities and research organisations in your country?*

- Yes (please answer those questions for each partnership – max 5 most significant ones, to the extent that this can be judged)
  - If yes, please specify:
    - Which partnership? Name of the partnership?
    - Which entities, bodies and authorities are members of the partnership?
    - What is the status of this partnership (e.g., formal such as an advisory body or informal such as cooperation among NGOs and a university)?
    - What is its purpose (if the purpose of the partnership is explicitly linked to any of the other 7P, please indicate this)?
    - What activities does the partnership carry out?
    - Is there a budget available to support the partnership? Who provides it?

- When was the partnership established?
  - Is its existence time limited or unlimited?
  - URL to the partnership if it exists
- It is planned
  - If it is planned, please specify (please answer those questions for each planned action – max 5 most significant ones, to the extent that this can be judged):
    - Which partnership? Name of the partnership?
    - Which entities, bodies and authorities will be members of the partnership?
    - What will be the status of this partnership (e.g., formal such as an advisory body or informal such as cooperation among NGOs and a university) if known?
    - What will be its purpose?
    - What activities will the partnership carry out?
    - Is there a budget planned to support the partnership? Who will provide it?
    - When will be the partnership established?
    - Will its existence be time limited or unlimited?
- No
  - If no, please give us your expert opinion why not
- I don't know

10. *Have national/regional (if relevant) authorities taken any measures for the safety of **internationally mobile students and staff** in regard to GBV in universities and research organisations?*

- Yes
  - If yes, please specify (if the measure is a part of the legislation or policy that you report in the Grid, just refer to it here):
    - Where is it stated? (e.g., in a policy dealing with GBV in universities and research organisations, or it is mentioned in a mobility schemes, contracts)
    - What kind of measures?
    - Does the measure differentiate among different forms of GBV? Please specify
    - Does the measure address intersectionality? If yes, please specify
    - What is the role/responsibility of the host and the sending institution?
- It is planned
  - If it is planned, please specify:
    - Where will it be stated? (e.g., in a policy dealing with GBV in universities and research organisations, or it is mentioned in a mobility schemes, contracts)
    - What kind of measures will be adopted?
    - When was it initiated?

- What is the stage of the planned measure?
  - Will the measure differentiate among different forms of GBV?  
Please specify
  - Will the measure address intersectionality? If yes, please specify
  - What will be the role/responsibility of the host and the sending institution?
- No
  - If no, please give us your expert opinion why not:
- I don't know

11. *Have the relevant support organisations (e.g. national EURAXESS office) taken any measures or actions for the safety of internationally mobile researchers in regard to GBV in universities and research organisations?*

- Yes
  - If yes, please specify:
    - Where is it stated? (e.g. in support documents, guidance published on EURAXESS website)
    - What kind of measures?
    - Does the action/measure differentiate among different forms of GBV? Please specify
    - Does the action/measure address intersectionality? If yes, please specify
    - What is the role/responsibility of the host and the sending institution?
- It is planned
  - If it is planned, please specify:
    - Where will it be stated? (e.g. in support documents, guidance published on EURAXESS website)
    - What kind of measures will be adopted?
    - Will the action/measure differentiate among different forms of GBV? Please specify
    - Will the action/measure address intersectionality? If yes, please specify
    - What will be the role/responsibility of the host and the sending institution?
- No
  - If no, please your expert opinion why not:
- I don't know

12. *Was the #MeToo movement (or other similar/related movement if relevant) covered in the national media in terms of how it relates to universities and research organisations?*

- Yes
  - If yes, please specify:
    - Who was talking about it?



- Sentiment – positive, negative – please describe especially main discursive framework
    - No
      - If no, please provide your expert opinion as to why not
13. *Has there been any **public debate of the ratification process of the Istanbul Convention?***
- a. *political level (parliament, government, political parties)*
- Yes
    - If yes:
      - Who was talking about it?
      - Sentiment – positive, negative – please provide detail about the main lines of arguments and the discursive frameworks used (for or against)
  - No
  - I don't know
- b. *the Church*
- Yes
    - If yes:
      - Who was talking about it?
      - Sentiment – positive, negative – please provide detail about the main lines of arguments and the discursive frameworks used (for or against)
  - No
  - I don't know
- c. *NGOs, especially women's /feminist NGOs*
- Yes
    - If yes:
      - Who was talking about it?
      - Sentiment – positive, negative – please provide detail about the main lines of arguments and the discursive frameworks used (for or against)
  - No
  - I don't know
- d. *within the context of universities and research organisations*
- Yes
    - If yes:
      - Who was talking about it?
      - Sentiment – positive, negative – please provide detail about the main lines of arguments and discursive frameworks used (for or against)
  - No
  - I don't know

e. *media*

- Yes
  - If yes, please specify:
    - Who was talking about it?
    - Sentiment – positive, negative – please provide detail about the main lines of arguments and discursive frameworks used (for or against)
- No
  - please provide your expert opinion as to why not
- I don't know

14. *Has (the process of) the ratification of the Istanbul Convention affected higher education on a national level? (e.g. more attention to the GBV in higher education, new actions or measures introduced) Please answer with having in mind the comparison of the situation before and after the ratification/debate about the ratification.*

- Yes
  - If yes, please specify:
    - Which initiatives have been taken?
    - By whom?
    - What was the purpose of the initiative?
    - What was the outcome of the initiative?
- No
  - If no, please provide your expert opinion why not
- I don't know

## RFOs

15. *Does any RFO in your country have a **policy** to address GBV in relation to the applicants?*

- Yes
  - If yes, please name the policy here, fill in the details about the policy in the Grid and upload the policy. In case the policy is more general and only mentions GBV in relation to applicants, please highlight the relevant text in the uploaded document which is relevant to GBV in relation to applicants.
- It is planned
  - If it is planned, please name the policy here, fill in the details already known about the policy in the Grid.
- No
  - If no, please give us your expert opinion why you think no policy concerning GBV in relation to applicants has been adopted by **RFOs** in your country.
- I don't know

16. Have RFOs in your country implemented any measures against GBV for the applicants in their funding schemes conditions?

- Yes
  - If yes, please specify
    - Name of RFO
    - Type of RFO (national vs regional, public vs private)
    - What kind of measure?
    - Does the measure differentiate among different forms of GBV? Please specify
    - Does the action/measure address intersectionality? If yes, please specify
    - When did it happen?
    - Who was the target group?
    - Does it have any impact?
- It is planned
  - If it is planned, please specify
    - Name of RFO
    - Type of RFO (national vs regional, public vs private)
    - What kind of measure?
    - Does the measure differentiate among different forms of GBV? Please specify
    - Does the measure address intersectionality? If yes, please specify
    - When will it happen?
    - Who will be the target group?
- No
  - If no, please provide your expert opinion why not
- I don't know

17. Have RFOs in your country introduced GBV as a priority topic in a funding scheme/programme to support research on GBV in universities and research organisations?

- Yes
  - If yes, please specify
    - Name of RFO
    - Type of RFO (national vs regional, public vs private)
    - What kind of funding scheme/programme? Please provide some details about the role of the GBV in universities and research organisations in the scheme.
    - What resources have been allocated?
    - How many projects have been funded?
    - Have the research results been applied in any manner by a national authority/RFO/RPOs?
- It is planned
  - If it is planned, please specify:
    - Name of RFO

- Type of RFO (national vs regional, public vs private)
    - What kind of funding scheme/programme? Please provide some details about the proposed role of the GBV in universities and research organisations in the scheme.
    - What resources will be allocated?
  - No
    - If no, please provide your expert opinion why not
  - I don't know
18. Have RFOs in your country funded any research regarding GBV in universities and research organisations during the last five years? (the question relates to the Annotated bibliography)
- Yes
    - If yes, please specify
      - Name of RFO
      - Type of RFO (national vs regional, public vs private)
      - Provide a link to the research project/papers published
      - Grant amount
      - What kind of funding scheme (if available)?
  - No
    - If no, please provide your expert opinion why not
  - I don't know
19. Have RFOs in your country put any actions or measures in place regarding GBV for the safety of internationally mobile researchers participating in projects funded through bilateral and multilateral funding schemes?
- Yes
    - If yes, please specify
      - Name of RFO
      - Type of RFO (national vs regional, public vs private)
      - What kind of action or measure?
      - Does the action/measure differentiate among different forms of GBV? Please specify
      - What is the purpose of the action/measure? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)
      - Does the action/measure address intersectionality? If yes, please specify
      - Was it a one-time action or something which happens regularly?
      - When did it happen?
      - Who was the target group?
      - Does it have any impact?
      - Have dedicated resources been allocated?
  - It is planned
    - If it is planned, please specify:

- Name of RFO
- Type of RFO (national vs regional, public vs private)
- What kind of action or measure?
- Does the action/measure differentiate among different forms of GBV? Please specify
- What is the purpose of the action/measure? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)
- Does the action/measure address intersectionality? If yes, please specify
- Will it be a one-time action or something which happens regularly?
- When will it happen?
- Who will be the target group?
- Will dedicated resources be allocated?
- No
  - If no, please provide your expert opinion why not
- I don't know

20. Have RFOs in your country taken any other **actions to address** GBV in universities and research organisations (e.g., seminars, campaigns, roundtables)?

- Yes
  - If yes, please specify (please answer those questions for each action – max 5 most recent actions taken with the greatest impact and visibility):
    - Name of RFO
    - Type of RFO (national vs regional, public vs private)
    - What kind of action?
    - What was the purpose?
    - Does the action/measure differentiate among different forms of GBV? Please specify
    - What is the purpose of the action/measure? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)
    - Does the action/measure address intersectionality? If yes, please specify
    - Was it a one-time action or something which happens regularly?
    - When did it happen?
    - Who was the target group?
    - Does it have any impact?
    - If relevant, have dedicated resources been allocated?
- It is planned
  - If it is planned, please specify (please answer those questions for each planned action – max 5 most significant ones):
    - Name of RFO



- Type of RFO (national vs regional, public vs private)
  - What kind of action?
  - What is the purpose?
  - Does the action/measure differentiate among different forms of GBV? Please specify
  - What is the purpose of the action/measure? (please consider in view of the 7P model, especially prevention, protection, prosecution and provision of services)
  - Does the action/measure address intersectionality? If yes, please specify
  - When was it initiated?
  - What is the stage of the planned action?
  - Will it be a one-time action or something which happens regularly?
  - When will it happen?
  - Who will be the target group?
  - If relevant, will financial resources be allocated for its implementation?
- No
    - If no, please provide your expert opinion why not
  - I don't know

### Checklist

Please assess each aspect of how GBV in universities and research organisations is dealt with in your country (your expert opinion based on the information provided):

	Not at all/1	2	3	4	5	6	To a great extent/7	I don't know
Prevalence								
Prevention								
Protection								
Prosecution								
Provisions of services								
Partnership								
Policies								

## ANNEX 4 GRID TEMPLATE

Overall description	
<b>Name:</b>	
<b>Geographical scope:</b> Choose among the choices in the drop-down list on the right	List: National, Regional, Other
If "regional", please specify the region:	
If "other", please specify:	
<b>Type:</b> Choose among the choices in the drop-down list on the right	List: Law, Policy, Strategy, Action Plan, Agreement between an authority and HEIs, Award/Certification System, Core grant funding requirement, Competitive research funding, Other
If "other", please specify:	
How is gender-based violence (GBV) discussed in the document? Choose among the choices in the drop-down list on the right	List: The document is only about GBV in universities and research organisations, The document is more general and GBV in universities and research organisations is only mentioned there
If it is a general document, please specify its content:	
<b>Time frame</b>	
Year of issue:	
Year of entry into force:	
Validity: (e.g., 2016 - 2020, or unlimited. If the validity expired, please specify whether it is still in use or not)	
Were there any amendments/updates? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, specify when and what was changed:	
<b>Name of the Authority (author of the document):</b>	
<b>Type of authority:</b> Choose among the choices in the drop-down list on the right	List: National, Regional, Other
If other, please specify:	



<b>Type of authority:</b> Choose among the choices in the drop-down list on the right	List: Ministry, Umbrella organisation, RFO, NGO, Other
If other, please specify:	
Please specify the place of the authority in the system:	
<b>Was the document actively disseminated to the target groups (e.g., communication campaign, press release, letter to the heads of institutions etc.)?</b> Choose "yes", "no", or "don't know" in the drop-down list on the right	List: Yes, No, Don't know
If yes, please specify:	
<b>Is there a budget allocated to the document?</b> Choose "yes", "no", or "don't know" in the drop-down list on the right	List: Yes, No, Don't know
If yes, specify the volume of the budget:	
<b>URL of the document:</b>	

Target entities, groups	
<b>Institutional level (Who are the primary target entities?)</b> Tick the relevant choices. Multiple answers are possible.	Public universities
	Private universities
	Public research organisations
	Private research organisations
	Public research funding organisations
	Private research funding organisations
	Other
If other, please specify:	
<b>Individual level (Who are the target groups of the measurements at the individual level?)</b> Tick the relevant choices. Multiple answers are possible.	Academic staff
	Non-academic staff (administrative, technical, etc.)
	Students
	Other
If other, please specify:	
<b>Specific vulnerable groups (Does the document mention any of</b>	International students International staff

those?) <b>Tick the relevant choices.</b> <b>Multiple answers are possible.</b>	Early-career researchers
	Non-binary staff
	Non-binary students
	Staff with disabilities
	Students with disabilities
	Ethnic minority groups
	Other
	None
If other, please specify:	
<b>Does the document make it explicit what/who needs to change (e.g., organisational culture, men, etc.)?</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
If yes, please specify:	
<b>Does the document specify who is responsible for that change (at the national and/or institutional level)?</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
If yes, please specify:	
<b>Does the document specify who is the explicit beneficiary (the higher education system as a whole, students, victims of harassment, women etc.)?</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
If yes, please specify:	
Content	
<b>Which forms of GBV does the document or its part about GBV in universities and research organisations refer to?</b> <b>Please name <i>all forms</i> of GBV the document refer to (you can find the different forms of GBV in the</b>	

<i>Guidelines, e.g., gender based violence, sexual harassment, gender harassment, environmental harassment, etc.)</i>	
Does the document refer to online GBV?	List: Yes, No
If yes, please specify:	
Does the document <b>define</b> GBV, or its different forms? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, please insert the definition(s) of all forms of GBV here in your native language and its translation in English:	
Does the document incorporate an intersectional perspective (gender at the intersection of other axes of inequalities)? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, please specify which inequalities:	
Does the document positively promote peaceful, respectful culture and/or social relations that would prevent GBV in the RPOs? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, please specify:	
Does the document provide sanctions at the collective, group or organisational level in the RPOs against those that directly or indirectly promote GBV culture (e.g., abuse of feminist students or Gender Studies, laissez-faire or authoritarian management, use of pornography, sexist "lad culture")? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, please specify:	



<b>Prevalence</b> <b>Does the document set a mechanism for collecting data on the prevalence of GBV?</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
If yes, please describe how the data is collected, how often, if it differentiates among different forms of GBV, who is responsible for the data collection, whether there is a regular reporting to higher levels, etc.	
<b>Prevention</b> <b>Does the document set any preventive measures (e.g., that the RPO must run trainings,...)?</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
If yes, please specify what exactly the document says about prevention and preventive measures:	
<b>Protection</b> <b>Does the document set any measures which ensure the safety and meet the needs of (potential) victims? (e.g., reporting the occurrence of or potential for abuse or harassment, measures against revictimisation of reporting persons)</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
Please specify what the document says about protection:	
<b>Prosecution</b> <b>Does the document mention measures related to prosecution or disciplinary action (e.g., investigative measures, disciplinary measures...)?</b> <b>Please distinguish</b>	List: Yes, No

<b>between judicial and disciplinary measures below.</b> <b>Choose yes, in case the document includes at least one of those.</b>	
If yes, please specify what the document says about judicial measures:	
If yes, please specify what the document says about disciplinary measures:	
<b>Provision of services</b> <b>Does the document mention the provision of services for victims of GBV (e.g., counselling, mediation, redress procedures)?</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
If yes, please specify what the document says about the provision of services to victims of GBV:	
Does the document mention the provision of services focused on perpetrators of GBV (counselling, follow-up)? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, please specify what the document says about the provision of services for perpetrators:	
<b>Partnerships</b> <b>Does the document mention partnerships and support their creation (e.g., cooperation of different stakeholders on combating GBV in academia...)?</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
If yes, please specify who are the parties that are considered in such partnerships (e.g., the	

parties / entities mentioned, their purpose, activities,...):	
<b>Mobility</b> Does the document specifically mention the safety of international students and staff? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, please specify what the document says about internationally mobile students and staff:	
<b>Additional information</b> Please provide a short summary or Google translation of the document or its relevant part and mention any important detail not covered above, especially in case the document is not in English:	

Implementation	
<b>Objectives</b> Does the document define concrete objectives to be reached by the target institutions? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, please specify for which of the 7P objectives are defined Tick the relevant choices. Multiple answers are possible.	Prevalence
	Prevention
	Protection
	Prosecution
	Provision of services
	Partnership
	Policies
	Not specified
Please specify the objectives for boxes ticked above:	

<b>Indicators</b> Does the document contain (implicit or explicit) measurable indicators to assess the degree of implementation? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No	
If yes, please specify for which of the 7P objectives are defined Tick the relevant choices. Multiple answers are possible.		Prevalence
		Prevention
		Protection
		Prosecution
		Provision of services
		Partnership
		Policies
		Not specified
Please specify the indicators for boxes ticked above:		
<b>Monitoring</b> Does the document set a mechanism for monitoring the compliance with the policy/strategy by the responsible authority? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No	
If yes, please specify for which of the 7P the monitoring mechanism is defined Tick the relevant choices. Multiple answers are possible.		Prevalence
		Prevention
		Protection
		Prosecution
		Provision of services
		Partnership
		Policies
		Not specified
Please specify the monitoring mechanism for boxes ticked above:		
<b>Evaluation of monitored compliance</b> Are the monitoring data that are collected then evaluated by the responsible authority?	List: Yes, No, Don't know	

<b>Choose "yes", "no" or "don't know" in the drop-down list on the right</b>	
If yes, please specify for which of the 7P the evaluation of compliance is defined Tick the relevant choices. Multiple answers are possible.	Prevalence
	Prevention
	Protection
	Prosecution
	Provision of services
	Partnership
	Policies
	Not specified
Please specify the evaluation of compliance for boxes ticked above:	
Who is responsible for it (specify according to boxes ticked above if relevant):	
If available, describe the results of the evaluation/monitored state (state of the implementation specific to 7P if available/relevant):	
Does the document state that GBV is part of the quality assurance (e.g., accreditation, evaluation of universities and research organisations)? Choose "yes" or "no" in the drop-down list on the right	
If yes, please specify:	
<b>Consequences of noncompliance</b> <b>Are any sanctions defined in case of noncompliance?</b> <b>Choose "yes" or "no" in the drop-down list on the right</b>	List: Yes, No
If yes, please specify for which of the 7P the sanctions are defined Tick the relevant choices. Multiple answers are possible.	Prevalence
	Prevention
	Protection
	Prosecution
	Provision of services



	Partnership
	Policies
	Not specified
Please specify the sanctions for boxes ticked above:	
<b>(Financial) incentives</b> Are any incentives in place to support the targeted institutions to implement the document? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No
If yes, who provides the incentive:	
If yes, please specify for which of the 7P the incentives are in place. Tick the relevant choices. Multiple answers are possible.	Prevalence
	Prevention
	Protection
	Prosecution
	Provision of services
	Partnership
	Policies
	Not specified
Please specify the incentives for boxes ticked above:	
If yes, has any institution used it? Choose "yes", "no" or "don't know" in the drop-down list on the right	
If yes, please specify for the each of the 7P if relevant:	
(optional question) If you have available data, what is the percentage of institutions that used the incentive?	
<b>Context</b>	
Was the creation/approval of the document enabled by any particular occurrence? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No, Don't know

If yes, please provide details:	
Were there resistances against the creation/approval of the document? Choose "yes" or "no" in the drop-down list on the right	List: Yes, No, Don't know
If yes, please specify:	
Was there any coincidence with the #MeToo or other similar/related movement? Choose "yes", "no", or "don't know" in the drop-down list on the right	List: Yes, No, Don't know
If yes, please specify:	
Was there any coincidence with the ratification process of the Istanbul convention? Choose "yes", "no", or "don't know" in the drop-down list on the right	List: Yes, No, Don't know
If yes, please specify:	