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UniSAFE
ENDING GENDER-BASED VIOLENCE

Deliverable No. 5.1

Inventory of policies and measures to respond to GBV in European universities and research organisations

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SUMMARY

The central objective of this report is to provide an inventory of policies and measures to address and combat GBV in European universities and research organisations. This deliverable aggregates the country reports and provides a typology of measures, including a mapping of the actors involved in their implementation.

This deliverable report presents a **meso-level analysis of organisational responses and infrastructures** through a strategic mapping of 48 universities and research organisations' GBV policies included in the UNiSAFE sample in 15 European countries.

This deliverable report is part of Task 5.1 'Development of an inventory of existing policies and measures in RPOs'. It is closely linked to the other WP 5 tasks, as Task 5.2 uses the inventory from Task 5.1 to identify its case studies for an in-depth analysis of the implementation process to gain a better understanding of the relationship between institutional responses and gender-based violence in RPOs, their consequences for individuals, and their effectiveness.

This deliverable report also makes use of the **7P model (prevalence, prevention, protection, prosecution, provision of services, partnerships, policies)** developed in deliverable report D3.1. The framework was used also in the analysis of national laws and policies and the policies of RFOs in Work Package 3. The classification of actions within the 7Ps was adapted to fit the institutional level (for further details please see the Methodology section below).

The collected data relate to organisational-level policies, measures, and actions adopted to address GBV in cooperating universities and research organisations in 15 countries. The mapping was conducted in 11 EU-27 countries (Belgium, the Czech Republic, Finland, France, Germany, Ireland, Italy, Lithuania, Poland, Spain, Sweden) and four Associated Countries (Iceland, Serbia, Turkey, the United Kingdom). The period covered by the mapping was the past six years, between 2015 and October 2021. The institutional policies 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, the Czech Republic, Lithuania, and Spain), the mapping was conducted by researchers working on the project.

Due to the fact that it was not possible to assure the signature of the Memoranda of Understanding with all the organisations to carry out the mapping prior to the summer months of 2021, a decision was made to conduct it in two rounds: one prior to the summer and the other in September 2021. The first round was composed of BE, DE, ES, FR, IE, IT, and LT with an initial deadline of 30 June 2021. The second round was composed of CZ, FI, IS, PL, SE, SRB, TR and UK with an initial deadline of 8 October 2021.

Overall, 59 out of 105 (or 56%) of the examined institutional policies can be found among the eight RPOs mapped in EU-14[2] countries (BE, FI, FR, DE, IE, IT, ES, SE), 31 out of 105 (or 29%) among the four RPOs located in Associated Countries (IS, SRB, TR, UK), and 15 out of 105 (or 14%) among the three RPOs located in EU-13 countries (CZ, LT, PL). This also suggests a lower rate of institutional policies in place in the EU-13 countries compared to EU-14 and AC.

When looking at the level of each university or research organisation, we can see that most of them have more than one relevant document addressing GBV. Of the 48 institutions mapped, 18 RPOs have only **more general documents,** 19 RPOs have **a mix of GBV-focused and general documents,** and eight RPOs have only **GBV-focused documents**.

In terms of the scope of the institutional policies, 37 out of 105 (35%) of the institutional policies are **documents focused solely on addressing and combating GBV** at the RPOs. These are documents with a dedicated focus on GBV or some of its forms. The documents take the form of **policies, protocols, action plans, leaflets, and informational documents**. Other documents address GBV or some of its forms as the core part of the document but also address other types of harassment different from gender or sexual harassment, such as bullying, mobbing, discrimination, violence, and/or gender equality. The types of documents are policies, protocols, strategies, regulations, procedures, codes, directives, and an explanatory document. A total of 68 out of 105 (65%) of the institutional policies are **more general documents** that mention GBV as a part of the document. These include gender equality policies and plans that address GBV, broader policies that address multiple issues, such as equality, diversity and inclusion, Codes of Ethics, and other types of documents.

The term '**gender-based violence**' is used in 11 (10%) institutional policies across five countries (BE, ES, FR, IS, PL). Concrete forms of GBV are also addressed. The most addressed forms of GBV in the 45 RPOs' policies are '**sexual harassment**' (44 out of 45 RPOs, 92 out of 105 policies or 88%), closely followed by '**gender-based harassment**' and harassment based on multiple grounds of inequality (42 out of 45 RPOs, 83 out of 105 policies or 79%). About half of the RPOs address '**sexual violence**' (24 out of 45 RPOs, 41 out of 105 policies or 24%), and 21 RPOs address 'online violence' (35 policies out of 105 or 33%). 'Physical' and 'psychological violence' are addressed by 15 RPOs (23 and 24 policies, respectively, out of 105 or 22% and 23%) and 'stalking' by 11 RPOs (13 policies out 105 or 12%). The least addressed GBV forms are 'organisational violence' (six out 45 RPOs, six policies out of 105 or 5%) and 'economic and financial violence' (four out of 45 RPOs, seven policies out of 105 or 7%).

The intersectional approach is scarcely addressed by the 45 RPOs that have policies in place. Only 12 universities and research organisations in eight countries address intersectionality. The most frequent axes of inequality mentioned are '**sexual orientation**', included in nine documents, closely followed by '**gender identity and expression**', included in eight documents, '**race**' and '**(dis)ability**' which were included in six policies.

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[2] As of 1 February 2020 there are 27 EU Member States, of which EU-14 countries refer to the older Member States and EU-13 refer to the new Member States that entered the EU from 1 May 2004 onward. The EU-14 countries are: BE, DE, DK, EL, ES, FI, FR, IE, IT, LU, NL, PT; the EU-13 are BG, CY, CZ, EE, HR, HU, LT, LV, MT, PL, RO, SI, SK. For a detailed overview see https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:EU_enlargements.

'**Age**' was mentioned four times. '**Religion and beliefs**' were mentioned three times, '**class**' two times. Other axes of inequality were mentioned only once, such as '**educational levels**', '**cultures**', and '**nationality**'.

A majority of 28 RPOs out of the 45 analysed refer to specific groups vulnerable to GBV. The remaining 17 RPOs do not refer to any specific vulnerable group. The vulnerable groups that are mentioned most frequently in the examined institutional policies are **LGBTQIA+ staff members and students**, included in 18 RPOs' policies or sets of policies. **Staff members and students with disabilities** are addressed in 16 (15 for students) RPOs' policies, and 13 RPOs refer to **staff members and students with migrant and/or ethnic minority backgrounds** as vulnerable groups in their policies. Mentioned less often are **staff with temporary contracts** (9), **international students** (9), and **international staff** (8). The least mentioned vulnerable groups are **new and expecting mothers,** mentioned by seven RPOs, and **early-career researchers**, mentioned by four RPOs.
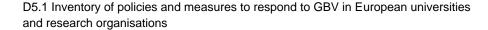
In terms of the 7Ps, the most frequently addressed Ps across the 45 RPOs studied are **protection** and **prosecution** (41 RPOs in 76 and 68 out of 105 policies, respectively), **prevention** (40 RPOs in 79 out of 105 policies), and **provision of services** (39 RPOs in 65 out of 105 policies). Less frequently addressed are **prevalence** (31 RPOs in 40 out of 105 policies), **policy** (27 RPOs), and **partnership** (22 RPOs in 33 out of 105 policies).

With respect to detailing **the institutional procedure step by step, 59 institutional policies across 41 universities and research organisations describe their procedures**. These procedures are either drafted as specific procedures for incidents between students (7 RPOs), between a student and staff (13 RPOs), or between staff and staff (12 RPOs), or there is one procedure for all incidents (24 RPOs).

Indicators are not frequently addressed in the policies, mentioned only in 19 policies out of 105 across 14 RPOs (10 EU-14, one EU-13, three AC). Ten of these policies address **prevalence** (from nine RPOs). The indicators include baseline data on the prevalence of GBV among students and staff through surveys or reports of incidents, the number of calls to help units, support given, interventions, or sanctions. **Monitoring** was identified in 40 policies out of 105 across 28 RPOs (16 EU-14, two EU-13, and 10 AC). The most frequent form of monitoring, with 29 instances, is where the **number of cases** and types of violations are registered and kept for a certain amount of time (e.g. five years). **Evaluation** was identified in 34 policies across 21 RPOs (17 EU-14, one EU-13, and three AC). Evaluation mostly takes the form of submitting reports to be reviewed by the management and/or internal committees composed of different stakeholders.

Fifteen RPOs have allocated a **budget** to implement their policies. This concerns 21 institutional policies out of 105 or 20%. These budgets take different forms, some of which are indirect, as they relate to personnel in charge of implementing the policies and other aspects (e.g. gender equality officers, anti-discrimination officers, anti-harassment commissions, equality units, equal rights committees, disability affairs coordinators, equal opportunities coordinators).

Thirty-three RPOs in one way or another mention diverse **stakeholders** involved in the drafting of their institutional policies or in the measures established under the policies. Eleven RPOs have involved stakeholders in the **drafting and design of the policies** and in **regular meetings** about their implementation (for a total of 16 policies). These actors

include members of RPOs specialising in gender equality, intersectionality, anti-discrimination, violence, etc., student representatives, HR departments, staff, diverse GBV, gender-equality, rector's committees/commissions, trade unions, but also external stakeholders such as specialist organisations (e.g. rape crisis centres, GBV-focused NGOs), alumni, the public, national and European stakeholders, other HEIs, national authorities.

Almost all RPOs have disseminated their institutional policies on their official **websites** and/or on their **intranet** (42 RPOs out of 45).

TABLE OF CONTENTS

ABBREVIATIONS

AC	Associated Countries
BE	Belgium
CZ	Czechia
DE	Germany
EC	European Commission
ES	Spain
EU	European Union
FI	Feminist Institutionalism
FI	Finland
FR	France
GBV	Gender-Based Violence
GEP	Gender Equality Plan
HEI	Higher Education Institution
IE	Ireland
IT	Italy
IS	Iceland
LT	Lithuania
MS	Member States
NGO	Non-profit non-governmental organisation
NR	National Researcher
PL	Poland
R&I	Research and Innovation
RPO	Research Performing Organisation
SRB	Serbia
TR	Turkey
UK	United Kingdom
WP	Work Package

LIST OF TABLES

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 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 this knowledge into operational tools and recommendations for universities, research organisations, and policy-makers designed 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**, which will be studied using 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 focuses specifically on GBV in universities and research organisations, and that was carried out in cooperation with national experts in 27 EU member states, four Associated Countries,[3] and two Third Countries.[4]

This deliverable report focuses on the second pillar, **the meso-level analysis of organisational responses and infrastructures** through a strategic mapping of universities and research organisations' GBV policies in 15 European countries.

OBJECTIVES OF THE REPORT

The central objective of this report is to provide an inventory of policies and measures that are designed to address and combat GBV in European universities and research

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[3] 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

[4] 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.

organisations. This deliverable aggregates the country reports and provides a typology of measures, including a mapping of actors involved in their implementation.

THE RELATIONSHIP OF THIS REPORT TO OTHER TASKS AND WORK PACKAGES

This report builds on the theoretical framework developed in WP 3 Task 3.1 and described in Deliverable Report 3.1 and in particular on the theorisation of the 7P model. It is closely linked to two Work Packages (WPs): WP 3, which mapped national and/or regional laws, policies, and strategies on GBV in the context of universities and research organisations, and WP 6, which delivers a synthesised and comparative analysis across different levels and data sets. In this report, we will be using the findings from WP 3 to investigate links between national policies and institutional policies, and see whether or not having national laws or policies in place corresponds with more comprehensive policies in place at the institutional level and the impacts of GBV at the individual level. This will complement the data collection at the micro and macro levels (WP 4 and WP 3). 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.

This deliverable report is part of Task 5.1 'Development of inventory of existing policies and measures in RPOs', described above in Objectives. It is closely linked to the other tasks of WP 5 as Task 5.2 uses the inventory from Task 5.1 to identify its case studies for in-depth analysis of the implementation process to gain a better understanding of the relationship between institutional responses and gender-based violence in RPOs, their consequences for individuals, and their effectiveness.

- Selection of countries: These countries were selected based on the following criteria: the need for a diverse representation of European countries, that is why there is a mix of older and newer member states (eight EU-14: BE, DE, ES, FI, FR, IE, IT, SE, and three EU-13: CZ, LT, PL) as well as of Associated Countries (two in Northern Europe – IS and UK, one in Balkan countries – SRB, and one in Middle-East countries – TR), using the researchers from the Consortium (BE, CZ, ES, LT). A larger proportion of the EU-14 countries (eight or 57%) compared to EU-13 countries (three or 23%).
- Selection of RPOs: When selecting the RPOs for WP 5, the following criteria were used: Balance between universities and research institutions, disciplinary balance, size of the organisation in terms of staff and student population. In addition, the selection was purposive in the sense members of the consortium had previous contact or awareness of an interest on the part of the institutions to be involved in the study. For an overview of the distribution of RPOs across countries see Table 2 below.

These RPOs are the same where the prevalence study is being conducted in WP 4 and at a selection of these RPOs case studies will be conducted as Task 5.2.

STRUCTURE OF THE REPORT

After this introductory section, the report briefly references the 7P model that is the backbone of UniSAFE, followed by a methodological section. This is followed by the findings section where, first, a broad overview is presented, followed by a more detailed analysis of the content of the institutional policies as well as processual aspects. In conclusion, we consider the potential correlations between national policies (addressed in D3.1) and the institutional policies and present an inventory of policies.

THE THEORETICAL FRAMEWORK

This deliverable report makes use of the **7P model (prevalence, prevention, protection, prosecution, provision of services, partnerships, policies)** developed in deliverable report D3.1 building on Mergaert et al (2016). The framework was applied to the analyses of national laws and policies and the policies of RFOs in Deliverable 3.2. The classification of actions within the 7Ps was adapted to fit the institutional level (for further details please see the section Methodology below).

Furthermore, the theoretical framework for the analysis also made use of the good practice criteria for policy making, developed in WP 3 for the policy analysis. These criterial build on Wroblewski's good practice criteria for policy-making (2018, 31), developed to analyse gender equality policies specifically in Research and Innovation (R&I) in the European Research Area. The adapted framework used in UniSAFE defines the good practice policy on GBV as one which:

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

METHODOLOGY

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

The data collected gathered organisational level policies, measures and actions adopted to address GBV in cooperating universities and research organisations in 15 countries. The mapping was conducted in 11 EU-27 countries (Belgium, the Czech Republic, Finland, France, Germany, Ireland, Italy, Lithuania, Poland, Spain, Sweden) and four Associated Countries (Iceland, Serbia, Turkey, the United Kingdom). The period covered by the mapping was the past six years, between 2015 and October 2021. The institutional policies 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, the Czech Republic, Lithuania, and Spain) 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 for the national mapping in WP 3 and WP 5 with the intention to use the same NR to the extent possible. 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. The NRs who worked on WP3 mapping were invited to continue cooperating with UniSAFE for WP5 Task 5.1 mapping. All agreed except two for whom the schedule was not compatible. 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.

TWO ROUNDS OF INSTITUTIONAL MAPPING

Given that it proved impossible to obtain a signature to the Memoranda of Understanding from all the organisations to carry out the mapping prior to the summer months of 2021, a decision was made to conduct the mapping in two rounds. One before the summer of 2021 and the other in September 2021. The first round was composed of BE, DE, ES, FR, IE, IT, and LT, with an initial deadline of 30 June 2021. The second round was composed of CZ, FI, IS, PL, SE, SRB, TR, and UK, with an initial deadline of 8 October 2021. In both rounds, an extension was granted to several researchers for various individual reasons but also because the number of RPOs mapped was increased in two countries, two additional RPOs for DE and one additional for ES. **Given this change in the timing of the mapping, it was necessary to extend the period required for the deliverable report preparation.** Hence, **instead of the submission by end of September 2021, the deliverable report is submitted on 31 January 2022.**s

DATA COLLECTION

The period of data collection was between 28 May and 30 June 2021 for Round 1 and between 23 August and 30 October 2021 for Round 2. The NRs were asked to complete desk-based, online research by accessing public, online resources in their national language and/or, if available, in English. The collection of supplementary information and/or its verification with contact persons at cooperating institutions were also part of the mapping.

To facilitate their work, the WP leader (ISAS) drafted guidelines, a report template, and a grid template reflecting the theoretical framework described 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 on 28 May 2021, where the project, the theoretical framework, and the mapping tools were presented and discussed. The NRs who could not attend were given a PowerPoint presentation, a recording of the workshop, and a private phone call to summarise the information.

For each round, an online workshop was organised after the first draft of the grid and the national fieldwork report were completed and uploaded in order to ensure that the discussion was as fruitful as possible. This offered NRs an opportunity to discuss their findings and ask any questions that may have arisen during the research. They took place online on 1 July 2021 for Round 1 and 4 October 2021 for Round 2.

In order to ensure the consistency of the research outputs across the network, quality assurance calls were carried out with the NRs to discuss the progress of work on their deliverables, to answer any questions, and to clarify issues connected with the classification of the mapped actions. The quality assurance calls took place on 1 – 14 July 2021 for Round 1 and 11 – 22 October 2021 for Round 2.

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: completed reporting grids and a national fieldwork report.

<u>National fieldwork report</u>

The national fieldwork report was intended to be a summary of all the information gathered. The NRs were requested to submit a report of max. 3,000 words, summarising the evolution of how GBV has been addressed in the cooperating universities and research organisations at the institutional level over the past five years and identifying the institutional policies and strategies in place during the period covered by the mapping and any other relevant activities designed to address and combat GBV at the various institutional levels. NRs identified actors/stakeholders responsible for implementing these initiatives at the various institutional levels. NRs were also asked to report on the occurrence of public controversies related to GBV at the given institutions, on the role of the institutions in providing knowledge

on GBV, on the impact of the #MeToo movement and other similar movements and the ratification/signature of the Istanbul Convention on discourses and policies on GBV at the institutional level. Finally, NRs reported on the potential changes related to GBV that arose in relation to COVID-19. Annex 2: National report template provides the template.

Institutional policy reporting grid

The grid was created as a reporting template to obtain harmonised and detailed information, in each of the RPOs studied, about the content of the different GBV policies, Gender Equality policies or plans that address GBV, Codes of Ethics or Conduct that address GBV, HR award action plans that address GBV, or other documents that may be more general but that at least mention GBV. If a document was more general, the NRs were asked to report only on the GBV-related aspects of this document. The template can be found in Annex 3: Grid template.

DATA CLEARING

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

Grids: A total of 131 grids were submitted by the NRs. The following criteria were used to verify the relevance of the grids for the analysis:

- By '**institutional**', we mean policies, actions, and measures that operate on or reach mainly the **level of a whole institution** or the level of a faculty, department, or other relevant unit. This means that **inter-institutional** level policies were not considered (Belgium, ARES Opinion on measures to tackle violence and harassment in higher education).
- A **policy document** that **explicitly mentions GBV** in universities and research organisations, whether it is the main focus or a more general document. In general, included in the analysis are any institutional policies that could be applied specifically in connection with efforts to deal with GBV in universities and research organisations. This means that measures or documents that address other topics without mentioning GBV in any of its forms, such as mobbing, gender equality, diversity and inclusion, gender balance, or other recruitment policies were considered to be outside our scope. This applied to 15 grids from four countries (IS, LT, PL, SE).
- A **policy document** that explicitly mentions GBV in universities and research organisations can fall under the **following types of documents**: a dedicated GBV policy, a gender equality policy that addresses GBV, a Gender Equality Plan that addresses GBV, a Code of Ethics that addresses GBV, a Code of Conduct that addresses GBV, an HR AWARD action plan that addresses GBV, or any other relevant document addressing GBV. This means that actions/measures such as reports, workshops, awareness campaigns, very broad opinions, websites, resources, and help desks were not considered an institutional policy. Moreover, when actions/measures were a **part of the implementation** of an institutional policy, they were not detailed in a dedicated grid but were included in the grid of the relevant policy. This applied to eight grids from four countries (BE, DE, FI, FR).

- The mapping **covers the period since 2015**. Institutional policies may have been adopted before and been in use at least partially during the period covered and replaced with a revised version. For this reason, two grids were not considered, as the policies in them had been replaced by newer policies and it was the newer policies that were analysed (Germany, Cologne University).

After the assessment of the grids against these criteria, a **total of 105** grids were retained for analysis. A total of 26 grids were removed for failing to fulfil the defined criteria or being outside the scope of this mapping or for not complying with the criteria of an institutional policy (for example, the policy was not in force in the period of the past five years; the document was a single opinion of an ethics committee; it was an individual e-mail sent; it was a policy that applied to just one conference organisation; or it was a single awareness raising campaign etc.).

We systematically asked the NRs to include any interesting information from these selected grids in the report so that no relevant information would be lost.

The grids were then imported into one dataset, and the following changes were made:

● All empty cells were coded as either 'Not Applicable' (NA) or 'Missing Answer' (99) according to the type of response provided.
● Some researchers shared additional information in cells that were not designated for comments. This relates to sub-questions where details were requested for those answering 'yes' to the previous question. In several instances the NR wished to provide further specification in the event of 'no' or 'I don't know' answers. Therefore, an additional column was added for each of these cases entitled 'extra comments', the original answers were copy pasted in this 'extra comments' column and replaced with NA in the original cell.
● Forms of GBV: Definitions of GBV and its different forms vary greatly across countries and sometimes across universities and research organisations in the same country. In order to have a coherent classification, the forms of GBV addressed in institutional policies were categorised according to the UniSAFE Theoretical Framework, which distinguishes between (but is not limited to) ten forms of GBV: physical violence, psychological violence, economic and financial violence, sexual violence, sexual harassment, gender-based harassment, online violence, stalking, organisational (gender-based) violence, and other emerging forms of violence. A typical example of such a re-categorisation would be when an NR ticks 'sexual harassment' as the sole form of GBV, but it encompasses stalking and sexual violence. In this instance, this would be broken down into three forms of GBV.

National reports: The national reports were reviewed by the WP leader's team from the perspective 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	Grids
No.	15	105

DATA ANALYSIS: STATISTICAL AND QUALITATIVE METHODS

Qualitative and quantitative methods were used to analyse the data received from the NRs. The task leader ISAS drafted a code book, building on the coding work done in the WP3 analysis of national policies and laws, 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 forms of GBV, intersectionality, and especially for the individual Ps). The code book was discussed within the consortium to clarify the classification of specific institutional actions within the 7P model. The code book was expanded during the data analysis as the 7P code families were filled with individual codes for types of institutional-level 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. This widening gap has also been identified in relation to the policies and laws in place to combat GBV in higher education and research (for details see deliverable report D3.2[5]) For this reason, a decision was made to apply this optic also to analysing the institutional policies to see whether similar differences can be identified.

Excel software was used to create empirical descriptives.

LIMITATIONS

Time constraints: The project planned and budgeted for approximately five working days to carry out the institutional mapping. Like the mapping of the national laws and policies, there were instances of NRs who expressed concerns about the inadequacy of this effort allocation. In the case of institutions with a well-developed and/or comprehensive policy mix (for example, a combination of relevant equality, diversity, and inclusiveness policies or LGBTQI+ protection policies), the allocation may have put constraints on the level of detail provided.

The complexity of the 7P theoretical model: Following the experience gained during the mapping of national laws and policies, special attention was paid during the training and workshop for the NR to address the complexity of the 7P model, and provide additional examples and guidance, in order to facilitate the classification of actions. Despite these efforts, the NRs still classified some actions in ways that departed from the intended

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[5] Available at https://zenodo.org/record/5780037#.YeGRTFmLpPY.

classification. During the quality check, these instances were identified and checked with the NR; a final classification was agreed. In several instances this involved a confusion between prevention and protection or between prevalence and protection.

ANONYMISATION

For the purposes of this report, the RPOs studied are anonymised and listed under a code assigned consisting of a country code and a number assigned to the institution.

Table 2: An overview of the anonymised RPOs organised by country

Country	Codes	Country	Codes
BE	BE1	IT	IT1
	BE2		IT2
	BE3		IT3
CZ	CZ1	LT	LT1
	CZ2		LT2
	CZ3		LT3
DE	DE1	PL	PL1
	DE2		PL2
	DE3		PL3
	DE4		
	DE5		
ES	ES1	SE	SE1
	ES2		SE2
	ES3		SE3
	ES4		
FI	FI1	SRB	SRB1
	FI2		SRB2
	FI3		SRB3
FR	FR1	TR	TR1
	FR2		TR2
	FR3		TR3
IE	IE1	UK	UK1
	IE2		UK2

	IE3		UK3
IS	IS1 IS2 IS3		

RESULTS

AN OVERVIEW OF THE FINDINGS

This chapter presents an overview of the findings at the institutional level. This chapter consists of the following sections: an overview of the contextual aspects of the institutional policies; an overview of the content-related aspects of the institutional policies at the RPO level; and an overview of the implementation and process-related aspects of the institutional policies at the RPO level.

Table 3: An overview of the number of examined RPOs and policies per country

Type of country	Number of countries	Number of RPOs	Number of policies	No. of which are GBV focused		No. of which are mixed GBV and general			No. of which are more general		No. of which have no policy in place	
				RPOs	policies	RPOs	GBV-focused policy	General policy	RPOs	Policies	RPOs	Policies
EU-14	8	27	59	4	4	10	13	18	12	24	1	0
EU-13	3	9	15	0	0	2	2	3	6	10	1	0
Associated Country	4	12	31	4	7	7	11	12	0	0	1	0
Total	**15**	**48**	**105**	**8**	**11**	**19**	**26**	**33**	**18**	**34**	**3**	**0**

Altogether, 59 out of 105 (or 56%) of the institutional policies examined here can be found among the eight RPOs that were mapped in EU-14 countries (BE, FI, FR, DE, IE, IT, ES, SE), 31 out of 105 (or 29%) are found among the four RPOs in Associated Countries (IS, SRB, TR, UK), and 15 out of 105 (or 14%) are among the three RPOs in EU-13 countries (CZ, LT, PL). This also suggests a lower rate of institutional policies in place in the EU-13 countries compared to EU-14 and AC.

When we look at the level of each university or research organisation, we can see that most of them have more than one relevant document addressing GBV. Of note is that none of the institutions in an EU-13 country has a GBV focused policy; in contrast, none of the institutions in AC has a more general policy. The most common type of policy in the EU-14 institutions are **more general policies** in place at 44% of the institutions, followed by a **mix of GBV-focused and general documents** with 37% and GBV-focused policies in 14%, with 3% of institutions having no policy. In EU-13 institutions, 66% have only more general policies followed by 12% with mixed policies, 11% with no policy and none with a GBV-focused policy. In the AC, 58% have mixed policies, 33% GBV-focused policy, 8% have no policy in place and one have only more general policy in place.

Specifically, of the 48 institutions mapped, 18 RPOs have only **more general documents** (12 in EU-14: BE1, BE2, BE3, DE3, FI1, FI2, FR2, FR3, IT2, IT3, SE1, SE3; six in EU-13: CZ1, CZ2, LT1, LT2, LT3, PL3), 19 RPOs have **a mix of GBV-focused and general documents** (9 in EU14: DE2, ES1, ES2, ES3, ES4, FR1, IE1, IE2, IE3; two in EU-13: PL1,

PL2; seven in AC: IS1, IS2, IS3, TR1, UK1, UK2, UK3), and eight RPOs have only **GBV-focused documents** (four in EU-14: DE1, DE4, DE5, IT1; none in EU-13; four in AC: SRB1, SRB2, SRB3, TR2). Finally, three do not have any relevant policy in place (CZ3, FI3, TR3).

A total of 37 out of 105 (35%) of the institutional policies are **documents focused solely on addressing and combating GBV** at the RPOs. There are documents with a dedicated focus on GBV or some of its forms. The documents take the form of **policies, protocols, action plans, leaflets, and informational documents**. Other documents address GBV or some of its forms as the core part of the document but also address, for example, other types of harassment than gender or sexual harassment, such as bullying, mobbing, discrimination, violence, and/or gender equality. By type these documents include policies, protocols, strategies, regulations, procedures, codes, directives, and an explanatory document.

A total of 68 out of 105 (65%) of the institutional policies are **more general documents** that mention GBV as a part of the document. These include gender equality policies and plans that address GBV (16), broader policies that address multiple issues, such as equality, diversity, and inclusion (17), Codes of Ethics (8), and other types of documents (27).

CONTEXTUAL ASPECTS

A total of 88 institutional policies implement a national or regional law or policy: of these 55 implement a national law, 12 implement a national policy, one a regional policy and in two instances the policy is a result of an individual activity of the institution. Seven policies implement a combination of national and regional laws (all ES institutions).

In terms of the type of policy, 34 policies are specific GBV policies (primarily DE, ES, IE, IS, SRB and UK), 18 are Equality, Diversity and Inclusion documents (primarily IE, LT, SE, and UK), 12 are gender equality policies (primarily IE, IS and one from PL and TR), eight are codes of ethics (primarily IT, IS, LT, PL) and 30 are other types of documents (IE, PL, SE, UK) such as anti-bullying policies, work environment policies, or dignity and respect policies.

It also appears that a large portion of the policies have been adopted and started to be implement in recent years; there are, in fact, only eight policies that were issued in 2015 or earlier (BE1, DE2, FR2, IS1, IT3, SE3, SRB2, TR2 and UK3). The rest of the policies were adopted in 2016 and later, with 36 policies adopted since 2018. This reflects an increasing institutional attention to the issue.

Table 4: An overview of the contextual aspects of institutional policies

Country	RPO code	Policy ID	Type of policy	Coming into force	Validity	Puts into effect a national/regional legal/policy requirement
EU-14						
BE	BE1	1	Other	2015	Unlimited	National law
		2	Other	2012	Unlimited	Regional policy
	BE2	3	Gender equality policy	2020	2020 - 2021	Other
	BE3	4	Other	2018	Unlimited	National law
		5	Other	Unknown	Unlimited	National law
		6	Other	2017	Unlimited	National law

DE	DE1	10	Other	2013	Unlimited	No
	DE2	11	Other	2015	No longer valid	No
		12	Other	2019	Unlimited	National policy
	DE3	13	Equality, diversity and inclusion policy	2018	Unlimited	National policy
	DE4	14	GBV policy	2019	Unlimited	No
	DE5	15	GBV policy	2019	Unlimited	National law
ES	ES1	16	Gender equality policy	2020	2020-2022	National and regional laws
		17	GBV policy	2017	Unlimited	National and regional laws
	ES2	18	Gender equality policy	2016	2016-2020	National and regional laws
		19	GBV policy	2020	Unlimited	National and regional laws
	ES3	20	Gender equality plan	2019	2019-2022	National and regional laws
		21	GBV policy	2018	Unlimited	National and regional laws
	ES4	22	Gender equality policy	2020	2020-2024	National and regional laws
		23	GBV policy	2016	Unlimited	National and regional laws
FI	FI1	24	Gender equality policy	2021	2021-2024	National law
		25	Other	2016	Not specified but still in use	No
	FI2	26	Equality, diversity and inclusion policy	2021	2021-2022	National law
FR	FR1	27	Gender equality plan	2021	2021-2023	National law
		28	Other	2021	Unlimited	National law
		29	Other	2021	Unlimited	National law
	FR2	30	Other	2015	Unlimited	No

		31	Other	2019	Unlimited	No
	FR3	32	Gender equality plan	2021	2021-2023	National law
IE	IE1	33	GBV policy	2021	Valid	National policy
		34	Equality, diversity and inclusion policy	2018	Valid	National law
		35	GBV policy	2008	Valid	National law
		36	Gender equality policy	2018	Valid	National law
	IE2	37	GBV policy	2021	Valid	National policy
		38	GBV policy	2018	Valid	No
		39	GBV policy	2020	Valid	National law
		40	Equality, diversity and inclusion policy	2020	Valid	National policy
		41	Equality, diversity and inclusion policy	2018	Valid	National law
		42	Other	2019	Valid	National law
		43	Gender equality policy	2018	Valid	National law
		48	Other	2018	Valid	No
	IE3	44	GBV policy	2021	2021 - 2024	National policy
		45	GBV policy	2001	Valid	National policy
		46	Gender equality policy	2019	Valid	National law
		47	Other	2019	Valid	National law
IT	IT1	59	GBV policy	2020	Unlimited	National law
	IT2	60	Gender equality plan	2021	2021-2024	No
		61	Code of ethics	2019	Unlimited	National law

	IT3	62	Code of Ethics	2016	Unlimited	National law
SE	SE1	75	Equality, diversity and inclusion policy	2021	2021-2024	National law and policy, Individual activity of RPO
		76	Other	2019	Unlimited	National law
		77	Equality, diversity and inclusion policy	2021	2021-2024	National law and policy, Individual activity of RPO
		78	Other	2019	Unlimited	National law
	SE2	79	Equality, diversity and inclusion policy	2018	Unlimited	National law and Individual activity of RPO
		82	Other	2018	Unlimited	National law, policy and Individual activity of RPO
		84	Other	2021	2021-2023	National law and policy, international policy framework /Agenda 2030)
	SE3	80	Equality, diversity and inclusion policy	2020	Unlimited	National law
		83	Other	2011	Unlimited	National law
		85	Other	2020	Unlimited	National law
EU-13						
CZ	CZ1	7	Other	2019	Unlimited	National law
		8	Other	2021	2021-2025	National policy
	CZ2	9	Code of ethics	2019	unlimited	National policy
LT	LT1	63	Equality, diversity and inclusion policy	2018	Unlimited	National policy
	LT2	64	Equality, diversity and inclusion policy	2020	Unlimited	National law
		65	Equality, diversity and inclusion policy	2020	2022	No
	LT3	66	Equality, diversity and inclusion policy	2020	2020-2025	National law

		67	Code of ethics	2018	Unlimited	National law and institutional law
PL	PL1	68	Other	2019	Unlimited	National policy
		69	GBV policy	2021	Unlimited	No
		70	Code of ethics	2016	Unlimited	No
	PL2	71	Code of ethics	2017	Unlimited	No
		72	GBV policy	2020	Unlimited	National law
	PL3	73	Other	2019	Unlimited	National law
		74	Gender equality policy	2021	Unlimited	Individual activity of RPO
Associated Countries						
IS	IS1	49	GBV policy	2012	Unlimited	National law
		50	Code of ethics	Unknown	Unlimited	National law
		51	Gender equality policy	2021	2021-2023	National law
	IS2	52	GBV policy	2019	Unlimited	National law
		53	Gender equality policy	2021	2021-2024	National law
		54	Code of ethics	2017	Unlimited	National law
	IS3	55	Equality, diversity and inclusion policy	2021	2021-2023	National law
		56	GBV policy	2018	Unlimited	National law
		58	GBV policy	2018	Unlimited	No
SRB	SRB1	86	GBV policy	2021	Unlimited	Statute of the Faculty
	SRB2	87	GBV policy	2014	Unlimited	National law
		88	GBV policy	2021	Unlimited	Individual activity of RPO

		89	GBV policy	2019	Unlimited	Statute of the Faculty
		90	GBV policy	2019	Unlimited	National policy
	SRB3	91	GBV policy	2019	Unlimited	National law
TR	TR1	92	GBV policy	2016	Unlimited	International and national policies
		93	Gender equality policy	2016	Unlimited	International and national policies
	TR2	94	GBV policy	2007	Unlimited	No
UK	UK1	95	Equality, diversity and inclusion policy	2021	2021	National law
		96	GBV policy	2021	2021	National law
		97	GBV policy	2021	2021	National law
		98	Other	2021	Unknown	National law
	UK2	99	GBV policy	2019	Not specified but still in use	National law
		100	Equality, diversity and inclusion policy	2019	2022	National law
		101	Other	2017	Review due 2019	No
		102	GBV policy	2019	Unknown	National law
		103	Equality, diversity and inclusion policy	2018	2020 - still in use	National law
	UK3	104	GBV policy	Unknown	Unknown	No
		105	Equality, diversity and inclusion policy	2016	Valid to 2019 - live on website	National law
		106	Other	Unknown	Unknown	National law
		107	Other	2014	Valid to 2019 - live on website	National law

CONTENT RELATED ASPECTS

In this section the institutional policies are analysed in terms of the forms of GBV they cover, the vulnerable groups and intersectionality, the 7Ps and procedures in place to address GBV.

Gender-based violence and its forms

The term '**gender-based violence**' is used in 11 institutional policies across five countries (BE, ES, FR, IS, PL). Concrete forms of GBV are also addressed.

The most addressed forms of GBV in the 45 RPOs' policies are '**sexual harassment**' (44 out of 45 RPOs, 92 out of 105 policies or 88%), closely followed by '**gender-based harassment**' or harassment based on multiple grounds of inequality (42 out of 45 RPOs, 83 out of 105 policies or 79%). About half of the RPOs address '**sexual violence**' (24 out of 45 RPOs, 41 out of 105 policies or 39%). A total of 21 RPOs address 'online violence' (35 policies out of 105 or 33%). 'Physical' and 'psychological violence' are addressed by 15 RPOs (23 and 24 policies, respectively, out of 105 or 22% and 23%) and 'stalking' by 11 RPOs (13 policies out 105 or 12%). The least addressed forms of GBV are 'organisational violence' (six out 45 RPOs, six policies out of 105 or 5%), and 'economic and financial violence' (four out of 45 RPOs, seven policies out of 105 or 6%).

'Other' forms of GBV addressed by three RPOs are of note. One RPO addresses harassment in general terms and other issues such as the prohibition of intimate relations between a staff member and a student (LT3). The two other RPOs address child abuse (TR1 and UK1); 40 RPOs also address bullying.

A total of 17 RPOs address one to three different forms of GBV across their policies (when they have more than one policy). These include three RPOs from AC (IS1, IS3, SRB3), six from EU-13 countries (CZ1, CZ2, LT3, PL1, PL2, PL3), and eight from EU-14 countries (BE2, DE1, DE3, ES1, FI1, IT1, IT2, IT3).

There are 19 RPOs that address four to five different forms of GBV across their policies. Five of these RPOs are from AC (IS2, SRB1, SRB2, TR1, TR2), two are RPOs from one EU-13 country (LT1, LT2), and 12 are RPOs from EU-14 countries (BE1, DE2, DE4, DE5, ES2, FI2, FR3, IE2, IE3, SE1, SE2, SE3).

Only nine RPOs address six to eight different forms of GBV across their policies. These are three RPOs from one AC (UK1, UK2, UK3) and six RPOs from EU-14 countries (BE3, ES3, ES4, FR1, FR2, IE1).

Table 5: An overview of forms of GBV across cooperating universities and research organisations

RPO code	Definition	GBV	Physical Violence	Psychological Violence	Sexual Violence	Sexual Harassment	Gender-Based Harassment	Economic and Financial Violence	Stalking	Organisational Violence	Online Violence	Other
EU-14												
BE1	✓		✓	✓	✓	✓	✓					
BE2		✓				✓	✓					
BE3	✓		✓	✓	✓	✓	✓		✓		✓	
DE1	✓				✓	✓						
DE2	✓				✓	✓	✓				✓	
DE3			✓				✓					
DE4	✓				✓	✓	✓		✓			
DE5	✓				✓	✓			✓		✓	
ES1	✓	✓		✓		✓	✓					
ES2	✓		✓	✓		✓	✓				✓	
ES3	✓	✓	✓	✓	✓	✓	✓				✓	
ES4	✓		✓	✓		✓	✓		✓		✓	
FI1	✓					✓	✓					
FI2	✓					✓	✓			✓	✓	
FR1	✓	✓	✓	✓	✓	✓	✓				✓	
FR2	✓		✓	✓	✓	✓	✓		✓	✓	✓	
FR3			✓	✓		✓	✓					
IE1	✓				✓	✓	✓		✓	✓	✓	
IE2	✓				✓	✓	✓			✓	✓	
IE3	✓				✓	✓	✓				✓	

IT1	✓					✓	✓						
IT2						✓							
IT3	✓					✓	✓						
SE1	✓				✓	✓	✓				✓		
SE2	✓			✓	✓	✓	✓		✓				
SE3	✓			✓	✓	✓	✓		✓				
EU-13													
CZ1	✓					✓	✓						
CZ2	✓					✓	✓						
LT1	✓				✓	✓	✓		✓				
LT2	✓				✓	✓	✓		✓		✓		
LT3						✓	✓						✓
PL1	✓	✓				✓	✓	✓					
PL2	✓					✓	✓						
PL3		✓		✓		✓	✓						
Associated Countries													
IS1	✓					✓	✓						
IS2	✓	✓			✓	✓	✓				✓		
IS3	✓	✓			✓	✓	✓						
SRB1	✓		✓			✓	✓				✓		
SRB2	✓		✓			✓	✓				✓		
SRB3	✓		✓			✓	✓						
TR1	✓				✓	✓	✓		✓				✓
TR2	✓				✓	✓	✓		✓		✓		
UK1	✓		✓	✓	✓	✓	✓	✓		✓	✓		✓
UK2	✓		✓	✓	✓	✓	✓		✓		✓		
UK3	✓		✓	✓	✓	✓	✓			✓	✓		

Definitions

A total of 39 RPOs in 65 institutional policies out of 105 (or 62%) **define GBV and its different forms**. Eleven of these RPOs are in 24 policies in AC countries (IS1, IS2, IS3, SRB1, SRB2, SRB3, TR1, TR2, UK1, UK2, UK3), six are in seven policies in EU-13 countries (CZ1, CZ2, LT1, LT2, PL1, PL2), and 22 in are in 34 policies in EU-14 countries (BE1, BE3, DE1, DE2, DE4, DE5, ES1, ES2, ES3, ES4, FI1, FI2, FR1, FR2, IE1, IE2, IE3, IT1, IT3, SE1, SE2, SE3).

There are 17 policies in 13 RPOs that refer to a legal or policy framework at the European, national, and/or regional levels when defining GBV (ES4, FI1, FR1, IE1, IE2, IE3, IS2, IS3, IT3, SE1, SE2, SE3, and UK3).

There are also 14 policies of note from ten RPOs across five countries (two AC, two EU-14 and one EU-13) that take **power relations** between individuals into consideration when defining GBV and its forms.

Intersectionality and vulnerable groups

Intersectionality is scarcely addressed by the 45 RPOs that have policies in place. Only 12 universities and research organisations in eight countries address intersectionality and none of EU-13 RPOs do so, while ten RPOs in EU-14 countries (DE5, ES2, ES3, ES4, FI2, IE1, IE2, IE3, IT1, and SE2) and two in AC (IS2 and UK2) do so. Where addressed, the intersection is not always explicitly mentioned, but it is evident that within the given policy there is an awareness of other axes of inequality. Seven policies address intersectionality in general terms, either giving examples of axes of inequality and stating that there may be more or not giving any examples of axes of inequality (EU-14: DE5, ES3, ES4, FI2, SE2, AC: IS2, UK2).

Table 6: An overview of intersectionality and vulnerable groups across the cooperating universities and research organisations

RPO code	Intersectionality	Vulnerable groups											
		International students	International staff	Early-career researchers	Staff with disabilities	Students with disabilities	Staff with migrant and/or ethnic minority backgrounds	Students with migrant and/or ethnic minority backgrounds	LGBTQIA+ staff	LGBTQIA+ students	Staff with temporary contracts	New and expecting mothers	Other
EU-14													
BE1													
BE2													
BE3					✓	✓							✓
DE1											✓		
DE2													✓
DE3													✓
DE4													
DE5	✓										✓		
ES1													
ES2	✓								✓	✓			
ES3	✓								✓	✓	✓		
ES4	✓	✓							✓	✓			
FI1									✓	✓			✓
FI2	✓				✓	✓							
FR1		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
FR2					✓	✓	✓	✓	✓	✓		✓	✓
FR3													
IE1									✓	✓	✓		✓
IE2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
IE3					✓	✓	✓	✓	✓	✓			✓

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14
IT1	✔													
IT2														
IT3														
SE1					✔	✔	✔	✔	✔	✔				✔
SE2	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔
SE3					✔	✔	✔	✔	✔	✔				
EU-13														
CZ1														
CZ2														
LT1		✔	✔											
LT2														
LT3		✔	✔		✔	✔								✔
PL1														
PL2														
PL3														
Associated Countries														
IS1		✔	✔		✔	✔	✔	✔	✔	✔				✔
IS2	✔	✔	✔		✔	✔	✔	✔	✔	✔				✔
IS3				✔	✔	✔	✔	✔	✔	✔				✔
SRB1														
SRB2														
SRB3														
TR1														✔
TR2														✔
UK1		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔		✔
UK2	✔				✔	✔	✔	✔	✔	✔	✔	✔		✔
UK3					✔	✔	✔	✔	✔	✔			✔	✔

The most frequent axes of inequality mentioned are '**sexual orientation**', included in nine documents, closely followed by '**gender identity**[6] **and expression**',[7] included in eight documents, and '**race**' and '**(dis)ability**', which were included in six policies. '**Age**' is mentioned four times, '**religion and beliefs**' were mentioned three times, and '**class**' was mentioned twice. Other axes of inequality, such as '**educational levels**', '**cultures**', and '**nationality**', were mentioned once.

Table 7 below shows the axes of inequalities that are addressed in the 12 RPOs' policies.

Table 7: The framing of intersectionality across the cooperating universities and research organisations

RPO code	General	Sexual orientation	Gender identity	Gender expression	Race	Disability	Age	Religion and Beliefs	Class	Other
EU-14										
DE5	✓									
ES2		✓	✓	✓						
ES3	✓	✓	✓	✓			✓		✓	✓
ES4	✓	✓			✓	✓		✓		
FI2	✓									
IE1			✓	✓						
IE2		✓	✓	✓	✓	✓	✓			
IE3			✓	✓						
IT1		✓			✓	✓	✓			
SE2	✓	✓			✓	✓	✓		✓	
Associated Countries										
IS2	✓	✓			✓	✓		✓		✓
UK2	✓	✓	✓	✓	✓	✓		✓		

Vulnerable groups

A majority of 28 RPOs out of the 45 analysed refer to specific groups vulnerable to GBV. The remaining 17 RPOs do not refer to any specific vulnerable group; these include the three Serbian RPOs studied (SRB1, SRB2, SRB3), six RPOs in EU-13 countries (CZ1, CZ2, LT2, PL1, PL2, PL3), and eight RPOs in EU-14 countries (BE1, BE2, DE4, ES1, FR3, IT,1, IT2, IT3).

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[6] **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.

[7] **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.

The vulnerable groups that are mentioned most frequently in the cooperating institutional policies are **LGBTQIA+ staff members and students**, which are included in 18 RPOs' policies or sets of policies. **Staff members and students with disabilities** are addressed in 16 (15 for students) RPOs' policies. There are 13 RPOs that refer to **staff members and students with migrant and/or ethnic minority backgrounds** as vulnerable groups in their policies. Mentioned less often are **staff with temporary contracts** (9), **international students** (9), and **international staff** (8). The least mentioned vulnerable groups are **new and expecting mothers,** mentioned by seven RPOs, and **early-career researchers**, mentioned by four RPOs.

Twenty of the 28 RPOs that mention vulnerable groups also mention '**other**' groups. Instead of focusing on groups, 12 RPOs adopt a broader approach, where they address the prohibition of different grounds of **discrimination**, which then applies to all groups that fall under one or more grounds of discrimination. Some issues other than the usual nine grounds of discrimination are mentioned, such as **appearance and body shape, drug and alcohol use, health issues, and philosophical or political opinions and activities**, etc. There is mention of **minors** (DE2, UK1) and **vulnerable adults** or groups of people in **imbalanced power relations** (DE2, TR1, TR2, UK1), and **parenthood** is also addressed in three RPOs (IS1, LT3, SE1). It is important to note that the three RPOs studied in Ireland detail the scope of their policies as applying to the **broader university community**. As well as students, staff, and staff with temporary contracts, this can include applicants (students and staff), former employees, alumni, student union officers, all service users, third-party contractors, visitors, and customers and clients of the university. DE2 is the only RPO that mentions **survivors** of GBV as especially vulnerable to GBV.

Only three RPOs mention all vulnerable groups listed (IE2, SE2 and UK1). FR1 addresses all but early-career researchers. Nine RPOs mention between six and nine groups vulnerable to GBV. Of these, five are from AC (IS1, IS2, IS3, UK2, UK3) and four from EU-14 (FR2, IE3, SE1, SE2). Fifteen RPOs address between one and five different vulnerable groups. Of these, two are from AC (TR1, TR2), two from EU-13 countries (LT1, LT3), and 11 from EU-14 countries (BE3, DE1, DE2, DE3, DE5, ES2, ES3, ES4, FI1, FI2, IE1).

7Ps

The Ps that are addressed most frequently across the 45 RPOs studied are **protection, prosecution and policy** (41 RPOs in 76, 68 and 87 policies, respectively, out of 105 policies), **prevention** (40 RPOs in 79 out of 105 policies), and **provision of services** (39 RPOs in 65 out of 105 policies). Less frequently addressed are **prevalence** (31 RPOs in 40 out of 105 policies), and **partnership** (22 RPOs in 33 out of 105 policies).

Six or seven Ps are addressed in policies by 28 out of 45 RPOs (19 EU-14, three EU-13, six AC). Between three and five Ps are addressed in policies by 15 RPOs (seven EU-14, three EU-13, five AC). Between one and two Ps are addressed by just two RPOs from EU-13 countries (CZ2 and LT3).

Table 8: An overview of 7Ps across the cooperating universities and research organisations

RPO code	7Ps							Total number of Ps
	Prevalence	Prevention	Protection	Prosecution	Provision of services	Partnership	Policy	
EU-14								
BE1	✔	✔	✔	✔	✔		✔	6
BE2	✔	✔	✔	✔	✔	✔		6
BE3	✔	✔	✔	✔	✔	✔	✔	7
DE1		✔	✔	✔	✔		✔	5
DE2		✔	✔	✔	✔	✔	✔	6
DE3		✔	✔	✔	✔	✔	✔	6
DE4	✔	✔	✔	✔	✔	✔	✔	7
DE5	✔	✔	✔	✔	✔	✔	✔	7
ES1	✔	✔	✔	✔	✔	✔	✔	7
ES2	✔	✔	✔	✔	✔		✔	6
ES3	✔	✔	✔	✔	✔	✔	✔	7
ES4	✔	✔	✔	✔	✔	✔	✔	7
FI1		✔	✔	✔	✔		✔	5
FI2	✔	✔	✔					3
FR1	✔	✔	✔	✔	✔	✔	✔	7
FR2			✔	✔	✔		✔	4
FR3	✔	✔	✔	✔	✔	✔		6
IE1	✔	✔	✔	✔	✔	✔	✔	7
IE2	✔	✔	✔	✔	✔	✔	✔	7
IE3	✔	✔	✔	✔	✔	✔	✔	7
IT1	✔	✔	✔	✔	✔		✔	6
IT2	✔	✔	✔	✔			✔	5
IT3			✔	✔	✔		✔	3
SE1	✔	✔	✔	✔	✔	✔	✔	7
SE2	✔	✔	✔	✔	✔	✔	✔	7
SE3			✔	✔	✔	✔	✔	5
EU-13								
CZ1	✔	✔	✔	✔	✔		✔	6
CZ2							✔	1
LT1	✔	✔	✔		✔	✔	✔	5
LT2		✔	✔	✔	✔		✔	5
LT3	✔	✔						2
PL1		✔		✔	✔	✔	✔	5
PL2	✔	✔	✔	✔	✔	✔	✔	7
PL3	✔	✔	✔	✔			✔	5

Associated Countries								
IS1		✔	✔	✔	✔		✔	5
IS2	✔	✔	✔	✔	✔		✔	6
IS3	✔	✔	✔	✔	✔		✔	6
SRB1	✔		✔	✔	✔		✔	5
SRB2	✔	✔	✔	✔	✔		✔	6
SRB3		✔		✔			✔	3
TR1		✔	✔	✔	✔		✔	5
TR2		✔	✔	✔	✔		✔	5
UK1	✔	✔	✔	✔	✔		✔	6
UK2	✔	✔	✔	✔	✔	✔	✔	7
UK3	✔	✔	✔	✔	✔	✔	✔	7

Prevalence

Prevalence is one of the least represented Ps, addressed in 40 policies by 31 RPOs, and more specifically by 19 out of the 26 EU-14 RPOs, by five out of the eight EU-13 RPOs, and by seven out of the 11 AC RPOs. There are two types of measures taken by RPOs: **monitoring the prevalence of GBV through surveys and studies** (10 RPOs) and/or **reporting the number of cases through administrative data and reporting mechanisms** (23 RPOs).

Prevention

There are 79 policies across 40 RPOs that tackle prevention. The most common preventative measures are **trainings,** which are included in 52 policies (29 RPOs). Trainings are aimed at students, staff, or the whole university community. The second most commonly mentioned preventative measures are **awareness-raising activities** (36 policies across 25 RPOs). While trainings can be considered a means of awareness raising, there are others as well, such as **information campaigns**. A total of 14 RPOs created **guidance** for the university units to use in order to prevent cases of GBV, and 11 RPOs established **help desks** or a **trust point** as an organisational unit, which in addition to being available to victims, alleged perpetrators, and bystanders in an inquiry, also function as a unit responsible for trainings. Among the least commonly used preventative measures are **physical changes to the campus environment to make it safer**, a measure used by just two RPOs.

Protection

Protection is among the most commonly addressed Ps (76 policies across 41 institutions). In order to ensure the safety of (potential) victims, universities and RPOs usually establish an **infrastructure** to deal with cases (55 policies at 40 RPOs) and set up **detailed procedures for handling cases** (54 policies at 35 RPOs). The established procedures can be both **formal** and **informal**. Other protective measures include providing an option for a **victim to transfer** (7 RPOs) and **trainings for staff on how to handle cases** (6 RPOs).

Prosecution

Prosecution is one of the two most commonly addressed Ps (68 policies at 41 RPOs). There is either a **comprehensive description of the prosecution of GBV cases** (18 RPOs), or prosecution in reference to GBV is dealt with as part of **more general procedures aimed at prosecution at the institutional level**. A reference to some kind of procedure (be it GBV-specific or a more general disciplinary procedure) is made in 47 policies across 34 RPOs. The same number of RPOs also establish **sanctions**, and 32 RPOs have set up an **infrastructure** dedicated to the prosecution of cases in the form of, for example, special bodies. There are 24 RPOs that explicitly reflect the duality disciplinary and judicial proceedings, either by mentioning that victims have the option of reporting the case to the police, or by specifying the obligations of university personnel in relation to criminal proceedings.

Provision of services

RPOs that provide services in connection with GBV do so in relation to **victims** (39 RPOs), **perpetrators** (17 RPOs), and **bystanders** (7 RPOs). With regard to the services provided to victims, two RPOs refer victims to external services only, and 37 RPOs provide services either on campus or in combination with external services. By far the most common service provided to victims is **counselling** (28 RPOs), usually psycho-social or/and legal counselling, provided to both the victim and the alleged perpetrator. Among other services provided are **health care services** (8 RPOs) and **mediation** (9 RPOs).

Partnership

22 RPOs make use of some kind of partnership in their work to combat GBV. Most often the partnership is used in the process of **policy design** (19 policies at 12 RPOs). Other reasons to establish partnership are the **provision of services** (8 RPOs), **sharing or learning from the best practices of external entities** (4 RPOs), and providing **training on GBV** (2 RPOs). Partnerships are also formed with both internal and external bodies for the purpose of **communicating policies** (3 RPOs).

Policy

The P 'policy' was not mapped directly by NRs through the UniSAFE mapping documents but was instead subsequently coded in the analysis based on the information provided. Any RPO that has at least one document specifically addressing GBV or some of its forms is considered relevant under this category. This includes 27 RPOs (14 EU-14 RPOs, two EU-13 RPOs, and all 11 AC RPOs).[8] In addition, any RPO that has an institutional procedure for reporting and investigation in place is also considered to have covered this category. This adds 14 RPOs that have only more general documents (nine EU-14 RPOs and five EU-13 RPOs).[9]

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[8] EU-14: DE2, DE4, DE5, ES1, ES2, ES3, ES4, FR1, IE1, IE2, IE3, IT1, SE2; EU-13: PL1, PL2; AC: IS1, IS2, IS3, SRB1, SRB2, SRB3, TR1, TR2, UK1, UK2, UK3.
[9] EU-14: BE1, BE3, DE3, FI1, FR2, IT2, IT3, SE1, SE3; EU-13: CZ1, CZ2, LT1, LT2, PL3.

The institutional procedure of reporting and investigation

The institutional policies studied differ not only in terms of their **coverage of individual Ps** but also in terms of **the depth of their coverage**. In relation to protection (reporting in particular) and prosecution, there are **58 institutional policies across 41 universities and research organisations that describe their institutional procedure in place step by step**. Those procedures can either be drafted as specific procedures for incidents between students (7 RPOs), student vs staff (13 RPOs) or staff vs staff (12 RPOs), or there can be one procedure for all incidents (24 RPOs).

Table 9: An overview of the institutional procedures for reporting and investigation across RPOs

RPO code	Procedure step by step	Type of procedures			
		Student vs. student	Student vs. staff	Staff vs. staff	One procedure for all
EU-14					
BE1	✔		✔		
BE2					
BE3	✔	✔	✔	✔	
DE1	✔			✔	
DE2	✔			✔	✔
DE3	✔				✔
DE4	✔				✔
DE5	✔	✔		✔	
ES1	✔	✔	✔	✔	
ES2	✔				✔
ES3	✔				✔
ES4	✔				✔
FI1	✔	✔	✔	✔	
FI2					
FR1	✔				✔
FR2	✔				✔
FR3					
IE1	✔				✔
IE2	✔	✔	✔	✔	
IE3	✔	✔	✔	✔	✔
IT1	✔				✔
IT2	✔		✔	✔	
IT3	✔				
SE1	✔		✔		
SE2	✔		✔		

SE3	✔		✔		
EU-13					
CZ1	✔			✔	
CZ2	✔		✔		
LT1	✔				✔
LT2	✔				✔
LT3					
PL1	✔				✔
PL2	✔				✔
PL3	✔				✔
Associated countries					
IS1	✔				✔
IS2	✔				✔
IS3	✔				✔
SRB1	✔		✔		
SRB2	✔		✔		✔
SRB3	✔				✔
TR1	✔				✔
TR2	✔				✔
UK1	✔				✔
UK2	✔	✔	✔	✔	
UK3	✔	✔	✔	✔	

Table 10: An overview of the procedural aspects of reporting and investigation across RPOs

Procedural aspects	Types of incidents				
	Students vs. staff	Students vs. staff	Staff vs. staff	One procedure for all	Total
Who to contact	10	18	16	26	71
How to report	9	15	12	24	60
Description of the investigation	7	13	10	21	51
Time frame	6	11	9	15	41
Responsible persons	11	17	14	26	68
Outcomes	4	9	7	20	40
Sanctions	4	9	6	13	32
Other	1	2	1	5	9

IMPLEMENTATION AND PROCESSUAL ASPECTS

In this section are addressed issues of policy implementation and processual aspects. Specifically, we investigated whether the institutional policies in place define objectives to be achieved through the policy; whether indicators are defined; whether monitoring is put in place; whether the implementation of the policy is evaluated; and whether a specific budget is dedicated. Table 11 then provides an overview of these various aspects in place at the RPOs studied.

Table 11: An overview of implementation and processual aspects across the RPOs

RPO code	Implementation					Process			Total
	Objectives	Indicators	Monitoring	Evaluation	Budget	Target audiences	Stakeholder involvement	Dissemination and Communication	
EU-14									
BE1	✓		✓	✓	✓	✓	✓	✓	7
BE2	✓		✓	✓		✓	✓		5
BE3	✓		✓	✓	✓	✓	✓	✓	7
DE1			✓	✓		✓	✓	✓	5
DE2						✓	✓	✓	3
DE3						✓	✓		2
DE4				✓		✓	✓	✓	4
DE5			✓		✓	✓	✓		4
ES1	✓	✓	✓	✓	✓	✓	✓	✓	8
ES2			✓	✓	✓	✓		✓	5
ES3		✓	✓	✓	✓	✓	✓	✓	7
ES4	✓		✓	✓	✓	✓	✓	✓	7
FI1	✓			✓		✓			3
FI2				✓		✓			2
FR1	✓	✓	✓	✓		✓	✓	✓	7
FR2	✓					✓		✓	3
FR3		✓	✓	✓		✓	✓		5
IE1	✓	✓	✓	✓	✓	✓	✓	✓	8
IE2	✓	✓	✓	✓	✓	✓	✓	✓	8
IE3	✓	✓	✓	✓	✓	✓	✓	✓	8
IT1	✓		✓			✓			3
IT2	✓	✓			✓	✓		✓	5
IT3						✓			1
SE1	✓	✓				✓	✓	✓	5
SE2	✓		✓	✓		✓	✓	✓	6
SE3						✓	✓		2

EU-13									
CZ1	✓				✓	✓		✓	4
CZ2						✓		✓	2
LT1	✓					✓	✓		3
LT2	✓					✓			2
LT3	✓		✓		✓	✓		✓	5
PL1	✓		✓	✓		✓	✓	✓	6
PL2					✓	✓	✓		3
PL3		✓				✓		✓	3
Associated Countries									
IS1	✓		✓			✓	✓		4
IS2	✓	✓	✓			✓	✓		5
IS3	✓	✓	✓	✓	✓	✓	✓	✓	8
SRB1			✓			✓	✓	✓	4
SRB2	✓		✓			✓	✓	✓	5
SRB3			✓			✓	✓	✓	4
TR1	✓					✓	✓	✓	4
TR2	✓		✓			✓	✓	✓	5
UK1			✓	✓		✓	✓	✓	5
UK2	✓		✓	✓		✓	✓		5
UK3			✓			✓	✓		3

Objectives

Looking at the (formal) objectives of the institutional policies and the way they address the 7Ps, 42 institutional policies out of 105 from 27 RPOs include at least one of the 7Ps in their objectives. There are 16 RPOs from EU-14 countries, five from EU-13 countries, and six from AC. There are 19 policies that address between one and two Ps (from nine EU-14 RPOs, three EU-13 RPOs, and two AC RPOs), 17 policies that address between three and four Ps (from five EU-14 RPOs, one EU-13 RPO, and six AC RPOs), and only five policies that address between five and six Ps.

Prevention is the P that is addressed most in the objectives, as it is dealt with in 35 policies (from 21 RPOs). The form in which it is addressed ranges from the general objectives of, e.g., preventing GBV or some forms of GBV from occurring and sending a clear message that GBV is not tolerated, to more concrete objectives such as raising awareness, conducting training, information and awareness campaigns, improving features and knowledge (e.g. a button to report GBV on websites, teacher evaluation surveys, textbooks and curricula, lighting on campuses), etc.

Protection is addressed in the objectives of 31 policies (from 20 RPOs), ranging from the formulation of general aims to protect victims/survivors and bystanders, solve cases, and create a safe space for all, to more concrete objectives such as creating special units in charge of dealing with the cases, having mechanisms in place, providing methodological support and training to responsible personnel, improving information and the mechanisms for reporting and dealing with GBV, introducing new protective measures (e.g. prohibiting

relations between students and staff, prohibiting prostitution, protecting teachers from harassment through teaching evaluations, etc.).

Provision of services is addressed in the objectives of 17 policies (from 14 RPOs), and mainly address the objectives of ensuring optimal support for victims and bystanders, the creation of listening desks and counsellor positions, and providing adequate information on support services and tools.

Prosecution is addressed in the objectives of 13 policies (from ten RPOs) and involves providing the correct disciplinary and/or judicial response to complaints in accordance with institutional policies and national or regional laws and policies. One policy specifies the objective to develop a framework and procedural rules on harassment on multiple grounds, and another intends to create a specialised unit.

Prevalence is addressed in the objectives of nine policies (from seven RPOs) that aim, for example, to ensure that incidents are reported, recorded, and used to inform future policies, or to set up prevalence surveys.

Policy is addressed in the objectives of two policies (BE3, IE3) that relate to the fulfilment of national or regional legal obligations to set up institutional policies.

The P that is addressed least in policies is **partnership,** which is addressed in the objectives of just four policies from four RPOs. These objectives mainly relate to cooperation between stakeholders and the provision of services.

Indicators

Indicators are not frequently addressed in the policies and are mentioned in only 19 policies out of 105 across 14 RPOs (10 EU-14, one EU-13, three AC). Ten of these policies address **prevalence** (from nine RPOs). The indicators include baseline data on the prevalence of GBV among students and staff through surveys or reports of incidents, the number of calls to help units, and on the amount of support given and interventions or sanctions. Of note are implementation indicators such as the creation of reporting mechanisms or tools. **Prevention** is addressed in eight policies (from seven RPOs). The indicators relate to the dissemination of policies, awareness-raising (campaigns, training), the creation of procedures, and the number of laboratories that adopting the procedures. **Protection** is also addressed in eight policies (from six RPOs), and the indicators include the setting up of reporting procedures, the number of reports and calls received and sanctions given, changes to be made to teaching, a performance of an evaluation survey, and reporting processes. **Policy** is addressed in five policies (from four RPOs) and the indicators relate to the publishing of a GBV policy, the proportion of laboratories that address GBV in their internal regulations, the regular reviewing of policy, and the establishment of a working group. **Provision of Services** is addressed in three policies, and the indicators relate to the setting up of counselling services, the number of calls to the unit, and the support given to complainants. **Partnership** is addressed in three policies, and the indicators relate to cooperation with external experts and organisations to provide information on the implementation of a policy, engaging with external specialist agencies (e.g. rape crisis centres), and the number and type of alliances created with external agents to address cases of GBV and the number of events carried out in collaboration with them. The P that

is least addressed in indicators is **Prosecution,** which only one policy deals with and it relates to the development of a framework and procedural rules.

Monitoring

Monitoring was identified in 40 policies out of 105 across 28 RPOs (16 EU-14, two EU-13, and ten AC). In 29 policies, the **number of cases** and types of violations are required to be registered and kept for a certain amount of time (e.g. five years). Two RPOs also analyse cases in order to identify risk factors and patterns. Through 15 policies 11 RPOs report on the **results** of institutional procedures, five RPOs report on the **services** provided to victims, none report on services to bystanders, and only one policy from one RPO reports on services provided to perpetrators. Six RPOs through six policies report on the **outcomes** of the procedure. Six RPOs through seven policies report on the **follow-up** with victims after a defined period of time, none report on follow-up with bystanders, and one reports on follow-up with perpetrators. Six policies also address monitoring in order to **evaluate** and improve measures and the policy itself. Most of the 28 RPOs have a reporting mechanism in place where bodies assigned with the responsibility (units, gender equality officers, counsellors, etc.) report to the RPO's management on an annual or biannual basis.

Evaluation

Evaluation was identified in 34 policies across 21 RPOs (17 EU-14, one EU-13, and three AC). Evaluation mostly involves submitting reports to be reviewed by management and/or internal committees made up of different stakeholders. One RPO calls on external and independent evaluators (ES2), and some RPOs have to submit their reports to national authorities (IE1, IE2, IE3, SE2). Some RPOs work on a monthly or biennial basis, while most RPOs work on a yearly basis. Evaluation in some cases happens after two, three or four years after the policy entered into force. Three RPOs (BE2, FR1, IS3) publish their evaluation publicly, while three other RPOs only make them available to a number of stakeholders (IE1, IE2, IE3).

The results of an evaluation are available in the case of five policies from four RPOs (BE3, FI1, IS3, UK2) and these results consist of figures and trends over the years and recommendations on how to improve policy and policy implementation. In three policies the evaluation feeds into internal quality assurance processes (IE1, IS3, SE2).

Budget

One-third of RPOs, that is 15, have allocated a budget to implement their policies. This concerns 21 institutional policies out of 105. These budgets take different forms. Some of them cover indirect costs, as they provide for the costs of personnel in charge of implementing policies and other functions (e.g. gender equality officers, anti-discrimination officers, anti-harassment commissions, equality units, equal rights committees, disability affairs coordinators, equal opportunities coordinators). The budgets available come from national or regional authorities, from EU projects funded by Horizon 2020 (European Commission), and from the universities and research organisations themselves. On top of

these expert positions, a budget may also be specifically allocated for the provision of services and awareness-raising instruments (e.g. booklets, posters). In nine cases the national researchers have no knowledge of the budget available.

Target audiences

All 45 RPOs address target audiences in their institutional policies. All 45 RPOs have at least one policy directed at **academic staff** and at least one policy directed at **non-academic staff** (e.g. administrative, technical staff). All but two RPOs have at least one policy directed at **students**. These two RPOs are research organisations that do not provide teaching (DE2 and IT1), which explains why students are not the target audience. And 24 RPOs have at least one policy directed at **other** targets. These include third parties such as suppliers, visitors, customers, clients, services, contractors, companies that employ students of RPOs as interns. They also include other types of audiences that may have a status other than student or employee, such as participants in life-long learning courses, students of incoming mobility programmes, student or staff applicants, alumni or former employees, student or staff on parental leave, honorary members, volunteers, guest auditors, lecturers or researchers, trainees or interns, scholarship holders, candidates for tenure and non-scheduled professors, or the overall community associated with the RPO.

Stakeholder involvement

A total of 33 RPOs in some way or another also involve diverse stakeholders in the drafting of institutional policies or the measures established under the policies. Eleven RPOs involve stakeholders in the **drafting and design of policies** and in **regular meetings** on the policies' implementation (for a total of 16 policies). These stakeholders include members of RPOs specialising in gender equality, intersectionality, anti-discrimination, violence, etc., student representatives, HR departments, staff, various GBV, gender-equality and rector's committees/commissions, trade unions, as well as external stakeholders such as specialist organisations (e.g. rape crisis centres, GBV-focused NGOs), alumni, the public, national and European stakeholders, other HEIs, national authorities. In addition, 23 RPOs have at least one policy in which they identify **the stakeholders in charge of effecting change**. Those stakeholders range from individuals and the whole university community in respecting policies, to appointed persons or bodies, to line managers, and people in decision-making positions (e.g. deans, rectors, etc.) in implementing the policies and addressing and reacting to GBV cases. Notably, 12 RPOs also identify **external services to be provided to survivors of GBV** in terms of legal and judicial counselling, psychological and health support, accommodation measures, or contact with the Police. A few RPOs also involve diverse stakeholders for **communication** and **prosecution** purposes.

Communication and dissemination

Almost all RPOs disseminate their institutional policies on their official **websites** and/or on their **intranet** (42 RPOs out of 45). This can be considered a form of passive dissemination, in that the institutions do not take proactive steps to disseminate information about the policy

or raise awareness about its existence. Fewer RPOs actively communicate and disseminate their policies. Among the 42 RPOs that have done this, a few also share information about the policies on **other platforms** than the official website/intranet, such as student learning platforms, teaching platforms, HR departments' webpages, gender equality or other EDI-specific webpages, students union websites, or specific GBV-related webpages created by the RPO (6 RPOs). A total of eight RPOs refer to the policies in **other documents** such as in information leaflets or study regulations for new or prospective students, recruitment and employment policies, charters and contracts to be signed by student and staff applicants, official bulletins, and other relevant policies. **Communication tools** are used by 18 RPOs to disseminate their policies – for example, e-mail, social media, newsletters, or other forms of dissemination. Also, 12 RPOs have set up **training and informational sessions** to disseminate their policies. These trainings are aimed at various stakeholders, such as students, academic and non-academic staff, ethics committees, managers and supervisors, third-party entities like companies that welcome students for internships, government representatives, student and trade union representatives. They are usually organised on a yearly basis or for new students or employees. A total of 11 RPOs have developed **awareness-raising activities** to disseminate their policies, and these can take the form of posters, videos/media dissemination, film evenings, conferences, public informational meetings, and other events. Of note is the inclusion of the policies in one course on GBV in one Spanish RPO.

A COMPARISON OF GBV-FOCUSED AND NON-FOCUSED POLICIES

In this section we example whether differences exist between policies that specifically focus on GBV and those that are more generic. This analysis aims to assess whether GBV-focused policies are, in fact more comprehensives in terms of the forms of violence addressed, the vulnerable groups defined, the Ps covered, the implementation process and the institutional procedures put in place.

Forms of GBV

GBV-focused policies tend to define the forms of GBV addressed in the policies more than general policies do, with 31 out of 37 GBV-focused policies doing so (84%) and 34 out of 50 general policies doing so (50%).

No significant difference is observed in the order in which the forms of GBV are addressed. There is an inversion in the order of psychological and physical violence, and between stalking and GBV addressed in general. GBV-focused policies address more of its forms than general policies do (a median of four forms of GBV are addressed in GBV-focused policies compared to two in general policies).

The following forms of GBV are addressed in about the same percentages across both GBV-focused and general policies (≤10% difference): **gender harassment** (84% for the former and 76% for the latter), **psychological violence** (27% and 21%), **stalking** (19% and 9%), **GBV in general** (11% and 10%), **economic and financial violence** (5% and 7%), and **organisational violence** (5% and 6%).

GBV-focused policies address more often than general policies the following forms of GBV (≥11% difference): **sexual harassment** (100% vs 81%), **sexual violence** (57% vs 29%), **online violence** (51% vs 24%), and **physical violence** (32% vs 16%).

Table 12: An overview of forms of GBV by type of policy

GBV-focused policies	General policies
Sexual harassment (100%)	Sexual harassment (81%)
Gender-based harassment (84%)	Gender-based harassment (76%)
Sexual violence (57%)	Sexual violence (29%)
Online violence (51%)	Online violence (24%)
Physical violence (32%)	Psychological violence (21%)
Psychological violence (27%)	Physical violence (16%)
Stalking (19%)	GBV in general (10%)
GBV in general (11%)	Stalking (9%)
Financial and economic violence (5%)	Financial and economic violence (7%)
Organisational violence (5%)	Organisational violence (6%)
Other (3%)	Other (6%)

Intersectionality and vulnerable groups

Very few institutional policies address intersectionality, which is addressed in just six GBV-focused policies (16%) and nine more general policies (12%).

More general policies tend to address specific vulnerable groups more than GBV-focused policies. Indeed, 23 GBV-focused policies out of 37 (62%) do not address any specific vulnerable groups, compared to the 27 more general policies out of 68 (40%) that do not do so.

The following vulnerable groups are addressed approximately in the same percentages across both GBV-focused and general policies (≤10% difference): **LGBTQIA+ students** (24% and 37%), **staff from migrant and ethnic minority backgrounds** (22% and 31%), **students from migrant and ethnic minority backgrounds** (1% and 25%), **staff with temporary contracts** (11% and 15%), **new and expecting mothers** (14% and 12%), **international students** (5% and 15%), and **early-career researchers** (3% and 9%).

General policies address more often than GBV-focused policies the following vulnerable groups (≥11% difference): **LGBTQIA+ staff** (40% vs 24%), **staff with disabilities** (35% vs 22%), **students with disabilities** (34% vs 22%), and **international staff** (15% vs 3%).

7Ps

GBV-focused policies and more general policies address the following Ps with approximately the same percentages (≤10% difference): **prevention** (76% and 75%) and **protection** (73% and 72%). GBV-focused policies tend to address the following Ps more than more general policies (≥11% difference): policy (100% vs 41%), **prevalence** (54% vs 28%), **prosecution** (86% vs 51%), and **provision of services** (78% vs 51%), while more general policies address **partnership** more than GBV-focused policies (37% vs 24%). Among the more general policies, EDI policies address partnerships in five out of 17, gender equality plans/policies in eight out of 16, and other policies in 12 out of 27. None of the codes of ethics have partnerships (0 out of 8).

GBV-focused policies tend to address more Ps. Indeed, 32% of GBV-focused policies address **6 to 7Ps,** while only 16% of the more general policies address this many. A total of 51% of GBV-focused policies address **4 to 5Ps,** while 32% of more general policies address this number. Finally, there are more general policies than GBV-focused policies that address **0 to 3 Ps** (51% vs 16%), it is only among general policies that there are policies in which zero Ps are addressed.

Implementation

Indicators are addressed to about the same extent across both types of policies (14% and 21%), and this also applies to **evaluation** (30% and 34%). However, GBV-focused policies address **monitoring** more than general policies do (62% vs 25%).

Institutional procedure

GBV-focused policies tend to detail institutional procedures more than general policies do, with institutional procedures set out in 30 out of 37 GBV-focused policies (81%), but in only 28 out of 68 general policies (41%).

GBV-focused policies tend to have one procedure for all more than general policies do (51% vs 13%).

Most procedures are not very detailed.

OTHER INITIATIVES TO COMBAT GBV OUTSIDE OF POLICY IMPLEMENTATION

National researchers identified a total of **104 initiatives** that were put in place by 45 RPOs outside of the institutional policies implementation. There are also 28 initiatives that cover multiple Ps, which gives a total of 132 initiatives.

Seventy initiatives out of 132 (53%) relate to **prevention**. These initiatives involve awareness-raising activities, training and courses, and conferences, lectures, and seminars on GBV. The second most commonly addressed Ps are **partnership and policy,** with 16 initiatives (12%). Partnerships relate to prevalence studies, prevention activities, provision of services or policy design. Policy initiatives refer to policy developments at RPOs, such as creating or improving GBV policies, creating an ombudsperson or specialised bodies, and working closely with regional governments. **Provision of services** is addressed in 15 initiatives (11%) and involve setting up listening and help desks or units, forming partnerships with police, health and social care institutions, or creating online resources. Six initiatives (4%) address **prevalence**, five of which relate to prevalence studies and one to the reporting of cases. Finally, five initiatives address **protection** (4%) and four initiatives **prosecution** (3%).

The number of initiatives introduced at the institutional level is not affected by the type of policy (GBV-focused, mix of GBV-focused and more general policies, or general only) or by country type. Overall, 18 RPOs have general policies and these account for 37.4% of the initiatives, in contrast to 27 RPOs that have GBV-focused or a mix of focused and general policies, which account for 62.6% of the initiatives in place. Similarly, 26 RPOs in EU-14 account for 58% of initiatives, eight RPOs in the EU-13 account for 19%, and 11 RPOs in AC account for 23% of initiatives.

INSTITUTIONS WITHOUT POLICIES

In this section, we will present the three RPOs that do not have institutional policies that address GBV. Those are CZ3, FI3, and TR3. Below we detail the actions that the institutions have taken to date in relation to GBV.

Clustering of actions taken by institutions in the areas of the 7Ps

The actions taken by the three RPOs were in the areas of prevalence, prevention, prosecution, and provision of services.

In relation to **prevalence**, FI3 conducted a well-being survey in 2019 (for the fifth time). Approximately 20% of 246 respondents reported that they had experienced harassment or bullying at work. Gender-based and sexual harassment were not reported separately. A previous survey from 2015 formed the basis for an Equality and Diversity report in 2016. According to the report, experiences of sexual harassment among students in the 2015 survey decreased since the survey in 2004. Most reported incidents took place during student events. Sexual harassment is reported less among faculty/staff.

Among **preventative actions** there is an example of a brochure with information on violence against women published by TR3 in 2020. The brochure included brief definitions of violence, violence against women, and dating violence as well as a list of units within the university that the staff and students can contact in cases of violence against women. The brochure also included a list of organisations and official units that deal with GBV cases, along with their contact information and the types of **services** they provide. The printed brochures were disseminated on campus during the 8th March week in 2020 by the Women's Studies Student Club. TR3 also participated in the preparation of a manual for the use of NGOs to design workshops focusing on the theme of masculinity and gender-based violence. The manual takes an intersectional approach by integrating the violence and discrimination experiences of migrants, people with disabilities, and LGBTI+ people. The manual was designed to help increase men's engagement in efforts to combat gender-based violence in Turkey. CZ3 also organised two trainings for the department's members and management (conducted by the Centre for Gender and Science also from the Academy of Sciences) on gender equality issues in research in a more general sense, rather than just on GBV. However, there is a plan to organise a training specifically on GBV in the future. Lastly, both TR3 and FI3 organised lectures on topics related to GBV – for example, the Department of Psychology of TR3 organised events open to students and staff on topics such as domestic violence and dating violence. At FI3, there was a keynote lecture on the #MeToo movement by an American researcher on International Women's Day in 2019.

With regard to **protection**, CZ3 has a box in which employees can insert messages with their complaints or suggestions and thus communicate them to management. Although this is not a GBV-specific mechanism, it can help victims to submit a complaint.

Some of the aforementioned preventative awareness-raising activities are meant to also provide information about the **provision of services** to victims of GBV. For example, TR3's brochure contained a list of organisations and official units that deal with GBV cases with their contact information and the types of services they provide. Furthermore, there is a centre that provides **psychological support for victims of violence**. The Faculty of Law provides legal counselling mostly to victims of domestic violence and other forms of GBV free of charge, in collaboration with the Bar Association. FI3 has two contact persons for harassment, and the student union has three contact persons for harassment. There are relatively specific guidelines on how to report harassment on the university intranet, and these are available for faculty, staff, and students.

In regard to **prosecution**, in the absence of any specific GBV policy, TR3 deals with cases of GBV under the more general disciplinary regulations of the Turkish Higher Education Council. However, this same institution cancelled the Gender Equality Document of Stance, which was a crucially important official document urging university administrations to take action for gender equality and against GBV. The document has yet to be replaced by a document to empower women at universities, which the Higher Education Council requested be created by female rectors.

Trends in emerging new policy development

Although the three aforementioned institutions do not currently have a policy on GBV, two of them, TR3 and CZ3, are currently in the process of adopting such a policy. In the case of TR3, a GBV policy document was drafted along with a Gender Equality Plan in the last five years as part of its involvement as a project partner in a H2020-funded project. However, both documents are still in the process of University Senate approval. In December 2019, TR3 established a Gender Equality Unit directly under the Rectorate with Senate approval. CZ3 is not planning to adopt a GBV-specific policy; however, there is a plan to integrate the issue of GBV into the institution's Code of Ethics and its Research and Development Strategy. Furthermore, an Action Plan, already adopted, in the process of implementation of the Human Resources Strategy for Researchers, includes measures to promote gender equality and an intention to establish an Ombudsperson with a broader agenda. The post of the Ombudsperson could serve as a platform for GBV-related matters.

EXAMPLES OF INSTITUTIONAL PRACTICES

PREVALENCE

BE2: A survey was conducted and the results were presented during the summer school in August (2021) on gender equality and stereotypes in STEM. The survey explored factors that encourage or deter female students from engaging in STEM. A number of questions were asked that dealt with sexism and violence in academia, their forms and impacts, types of reaction when facing inappropriate behaviour, etc.

FI1: In 2018, a survey on sexual harassment was conducted at four Finnish universities as well as at the research institutes affiliated with institutions of Higher Education. According to the survey, half of women and a third of men have experienced sexual harassment. The survey suggests that young women in particular are targets of sexual harassment, with first-year students, doctoral students embarking on their dissertations, and fixed-term employees at primary risk.

PL1: PL1 does not have a reporting mechanism in place or a report of incidence. However, disciplinary proceedings can be found in the Rector's annual reports on the activities of the university. The Rector's Office is responsible for the preparation of this report and the inclusion of this prevalence measure, which only concerns students. It summarises cases and sanctions that have been imposed. The budget allocated for this task comes from the university's own resources

SE2: The university participated in the work on the national survey, initiated by the National Research and Collaboration Programme, on sexual harassment and gender-based vulnerability.[10] This is the first study of its kind in Sweden with a focus on how the Swedish higher education sector can jointly improve the work and study environment at universities. The purpose of the study is to establish research-based knowledge about the prevalence and consequences of sexual harassment and gender-based violence in academia, among students, doctoral students, and staff. The results are expected in spring 2022.

PREVENTION

A total of 20 RPOs have launched campaigns, issued statements, and disseminated information on their policies and organised film screenings to raise awareness about GBV:

BE1: BE1 organises an annual campaign on respect. The campaign consists of the creation of posters and postcards and the broadcasting of video capsules. The objective is to inform about prevention mechanisms and raise awareness of the whole community about harassment and its diverse forms. There is attention to racism (one video) and homophobia (one poster) but not in an intersectional perspective. The role of bystanders is also emphasised in the campaign. The same campaign will also be organised at the beginning of the new academic year 2021/2022 at BE2.

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[10]   https://ki.se/en/collaboration/national-study-on-gender-based-violence-in-academia-about-the-study

DE1: A film event around sexual violence and Q&A session was delivered by professionals of an external counselling centre.

DE3: The university participates in an annual flag-raising month exhorting people to say 'No to violence against women'. It also developed and distributed information materials for students and employees (e.g. an informational leaflet on domestic abuse), and has regular film screenings. The budget comes from the general funding of the university and third-party funding (e.g. Professorinnenprogramm).

ES1: The university has organised awareness-raising campaigns, such as the ones conducted to commemorate the 25th of November. It has also organised reflection days, such as those organised in 2018, to put a spotlight on the issue of sexual violence and harassment. This included a screening of the documentary 'Voices against Silence', which was awarded the Golden Globe at the gala of the World Media Festival in Hamburg, and it gives a voice to women who have suffered GBV.

ES3: The university holds dissemination events for its Equality Plan and GBV Protocol annually, and issues statements on the 25th of November and the 8th of March. It also organises contests, such as the one it held to select a poster for its GBV Protocol to raise awareness.

PL2: Basic information has been disseminated on anti-mobbing, discrimination, harassment, and equal treatment regulations and on institutional procedures for making a complaint and case investigation.

TR1: Students are actively involved in the dissemination of information about the institutional policies on campus. They have formed teams of volunteers to inform the internal stakeholders about the policies and practises against GBV, as a good example of the bottom-up adoption and consolidation of these policies. Some of their efforts include organising meetings and disseminating colourful flyers on campus.

UK2: Campus news, aimed at students, contains a wealth of information relating to sexual health and sexual violence.

15 RPOs have provided training:

BE2: A three-day summer academy was organised at the end of August 2021 on gender stereotypes and digital education.

DE1: Self-confidence training for women students and staff has been organised from the budget of the Equal Opportunity Officer. It consists of a two-day training that has been delivered twice in 2021 by an external expert and a police officer.

DE3: A self-assertion training course on self-defence was held over three months for women students and staff.

ES1: The university offers a course on sexual and gender-based harassment to new faculty, area managers, and members of the Harassment Technical Commissions, which combines materials and face-to-face and online sessions.

ES2: The university created an Information Point on campus to offer information and advice on sexual harassment, GBV, and sexual and gender diversity. Its main objectives are to raise awareness, promote an inclusive and non-violent environment, offer attention to

victims of violence, and prevent, combat, and eradicate all forms of discrimination. To this end, it offers training to the different groups that make up the university community. Examples of the courses offered include a course for managers and directors on the Protocol, which sought to disseminate its content and train people in management positions to prevent and offer guidance on harassment, as well as the student course on different forms of violence against women, which sought to provide information on the types and modalities of GBV, and on the tools and strategies for its prevention.

ES3: Two programmes for the prevention of GBV have been developed by the Directorate of Equality annually since 2019: one is for female students and aims to foster their empowerment, the second is for male students and aims to foster their awareness and responsibility. The programmes consist of seven two-hour sessions and ten hours of individual work, and participation in a discussion forum; these activities are evaluated. Participants who attend all sessions and participate weekly in the forum receive a participation certificate and the recognition of 1 ECTS. The content of the programmes varies every year, but it tends to be the same for both and includes an intersectional perspective (e.g., the 2021 programmes address gender and sexual diversity). Participation in both programmes is increasing (facilitated by its transition to an online format due to COVID). For example, in 2021, 253 women signed up, compared to the 66 who attended in 2020. However, of the latter, only 33 finished the programme. In 2020, 65 men attended (the figures for 2021 are unavailable).

ES4): In 2020 the university created a network against gender violence with funds from the regional Women's Institute. Through this network students and staff are trained in specialised protocols and techniques to act as agents and to be sensitised to, detect, and take action against GBV. The training takes place online, separately for students and staff, in five sessions focused on providing techniques to attend to victims and raise awareness. In addition, a 30-hour training course was organised on sensitization towards gender violence among university students, aimed at raising awareness on GBV, with a focus on gender and sexual violence.

FR1: The RPO obtained the HRS4R certification in 2017. The action plan it presented included pursuing training about sexual harassment in the workplace.

IT2: At the start of each academic year, the university screens a video made by the university to start debates on the topic of GBV. From the same date, and on an annual basis, an information campaign is organised called '25th November All the Year Long. Against Gender Violence'.

IT3: The university organised lessons dedicated to students and to the International Day for the Elimination of Violence against Women, with the involvement of professors organising lessons on GBV with a 'multidisciplinary approach'. Lessons considered GBV from a wide range of perspectives. Between 02/2020 and 07/2021, the university ran the initiative on domestic violence, consisting in training and awareness-raising activities for students, professionals, and citizenship. The type of GBV considered was that of domestic violence. The project received funding of € 20,000. Some lessons do apply an intersectional perspective and consider the relation between social and economic factors and domestic violence, but there is no reference to vulnerable groups. The initiative is still ongoing and there is no data regarding the number of persons involved in the project.

LT3: The university has set up an e-training course to recognise sexual harassment and to raise awareness about which persons/units to approach in such cases. It is expected that this course will become obligatory for all members of the university community.

PL3: The university organised free, online antidiscrimination trainings for administrative and research employees, students, and PhD candidates. Events are financed from the 'Initiative of Excellence - Research University' programme and YUFE budget.

TR2: In terms of providing information on GBV to the public, the university integrated a section on GBV in its gender equality training programme offered to high school teachers across the country since 2006.

UK1 and UK3: As part of an EU project, UK1 is trialling 'Active Bystander' training, initially for senior staff. UK3 is also using the 'Active Bystander Initiative' as part of a community values programme that is scheduled into the timetable of first year students, with access to a pioneering film 'The Bystander Moment'. This training, provided by the university, is also rolled out through the university's Students' Union.

Eight RPOs have raised awareness by holding seminars, conferences or lectures:

DE4: A cycle of lectures on GBV was independently organised by students in spring 2021.

IS1: There have been several events on GBV hosted and organised by the university, such as a conference on rape in 2018, a conference on sexual violence and the implementation of the Istanbul Convention in 2018 and on online sexual violence.

IS2: Few lectures related to GBV have been held by the university at the Equality Days since 2017. During the 2018 Equality Days, the university organised a series of events, including a collaboration with a (man) specialist at the (national) Directorate of Equality, which held a presentation on men and #metoo, challenging masculine ideals and the opposition to #metoo.

IS3: The Equality Committee of the university, often in collaboration with the Professional Council, the Division of Human Resources, and the Student Union, holds at least annually a seminar that focuses on GBV. The seminar is usually part of the Equality Days.

IT1: The RPO also organised, together with the Association Donne e Scienza, a conference on GBV in higher education in 2018.

IT2: Throughout the academic year, lectures, seminars, and workshops are organised by the CUG with the objective of prevention. In the PowerPoint of the first meeting of the project (2017), different forms of GBV were described: physical, psychological, economical, verbal, and stalking.

SE2: Guest lecturers have spoken on the topic of sexual harassment within the academy, arranged by the Diversity Centre (and within the framework of competence initiatives).

TR2: The university organised a series of webinars in 2020–2021. The series consisted of eight webinars, which are available on their YouTube channel. The webinars focused specifically on GBV in higher education, discussing experiences of different countries, and the

PROTECTION

DE1: A working group on sexual harassment has been set up to develop regulations and discuss prevention measures and procedures to address sexual harassment at the university.

LT3: A Trust Line was established in 2018 to provide help in dealing with issues related to sexual harassment and discrimination. All students and staff members who experience or witness sexual harassment are encouraged to contact the Trust Line. Investigations are conducted by a dedicated team (made up of professional psychologists and lawyers) that promptly examines complaints and provides assistance while guaranteeing complete confidentiality. There is no direct budget for this initiative, but a budget is allocated for the salary of the disability affairs coordinator (one employee, 0.75 full-time equivalent, founded in 2016) and the equal opportunities coordinator (two employees, each at a 0.5 full-time equivalent, 1.0 full-time equivalent in total, founded in April 2019).

UK2: 'Report and Support' provides the capability for staff, students, and visitors to report a concern, and choose to do so anonymously, or to give their name to receive follow-up support. The site gives advice on definitions and pathways to support, reassurance about confidentiality, and data protection and advice. Links to 'Report and Support' have also been distributed via student websites. These activities directly address online, sexual, and physical violence and harassment.

PROSECUTION

PL2: The institute has set up a disciplinary commission. The commission expresses opinions on matters relating to disciplinary liability for a gross breach of duties or breach of the dignity of a scientist. It is the first instance adjudicating in disciplinary cases of scientific or research and technical employees before these cases are submitted to the second instance. The disciplinary commission decides on its own all factual and legal issues and is not bound by decisions of other law enforcement bodies, except for a final conviction and the opinion of the scientific ethics commission.

PL3: The Department Commission for Counteracting Sexual Abuse, Mobbing and Discrimination operates in one of the departments under the leadership of the dean. The commission investigates complaints of students only. Monitoring and evaluation of actions is ensured by the commission.

Provision of services

ES2: A help unit has been set up on campus as a permanent unit. It offers attention to victims of violence and counselling to LGBTQ people.

IT2: The university installed an information point where staff from the Crime Police Division, the Mobile Squad, together with the psychologists of the local anti-violence centres, remain available to provide support to victims and to provide useful information for users.

IT3: In 2019, an anti-violence listening desk was inaugurated. The service offers listening, psychological support, and legal assistance to any woman who studies or works at the

university. The university makes space available for the listening desk once a week. In addition, there is a telephone number to contact.

PL1: The university provides services in the form of psychological counselling for students, PhD candidates, and employees (incl. those with disabilities) who have, among others, been victims of discrimination and/or mobbing. This service is part of activities performed by the Support and Accessibility Centre funded by the university's resources and by the European Union under the European Social Fund framework.

PL2: The university has funded the Ombudsman position. Its main responsibility is to promote high ethical standards and effective dispute resolution and to provide assistance to doctoral students and employees in resolving their complaints and problems (mediation if needed).

PL3: A university centre was created in 2021 as a response to students' and employees' needs as declared in the university's annual surveys on quality of education and working conditions. As an entity under the authority of the rector, it offers psychological and psychiatric support and cooperates with the above-mentioned GE bodies that are specifically responsible for providing professional support to victims of discrimination and violence and people in need of mediation services. A student counselling centre provides expert information and carries out research, advisory, social, and promotional activities. The centre offers help to non-normative people, people with physical and intellectual disabilities, people experiencing problems related to mental health, people experiencing discrimination as a result of their gender or ethnic identity, people studying under the ERASMUS programme, as well as to foreign students.

UK3: Extensive online guidance and support is available for staff and students, with informational and reporting websites addressing sexual violence. These include six mechanisms, such as webpages on wellbeing support services and the possibility to contact an advisor or report directly online. The university employs an adviser whom employees and students can turn to for advice.

PARTNERSHIP

BE2 A partnership has been established with an association working with young people on issues relating to respect and consent that typically arise during festivals and similar events. The 'SACHA' plan (Safe Attitude Against Harassment and Assaults)[11] is a tool that can be developed in any institution. It was developed at the university to fight violence and harassment in party settings and to train a team of resource persons (first line). The SACHA Plan is based on an intersectional feminist analysis of society and aims to gradually apply it in all its axes.

ES3: The university's Directorate for Equality, as part of the agreement between the university and a regional women's rights institute, is developing a free online course on Violence Against Women that is open to the entire academic community. The main aim is preventative, as the course addresses different forms of GBV, the context in which they occur, the factors that reproduce them, and the resources available. It is conducted through

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[11] https://www.asblz.be/plan-sacha

various sessions that include reading materials and a discussion forum over 25 hours in a month. In the last edition, 200 places were offered, 236 people signed up (more than 200 women), and 131 were accredited.

ES4: The university cooperates with the Government Sub-delegation on GBV to create common lines of work around GBV through which the university carries out projects subsidised with funds from a regional Institute for Women and the State Pact against Gender Violence. The university also develops other relevant activities with the support of a regional Directorate of Equality.

IS2: The research centre against violence at the university participates in the annual awareness campaign called the 'International 16 Days of Awareness against Gender Violence' since 2011, organised by the Icelandic Human Rights Centre, and it has written newspaper articles on those occasions.

IT3: In 2016-2017, the university collaborated on an international project to develop an innovative training course aimed at university staff to train them to respond appropriately to manifestations of sexual violence[12]. The university conducted and evaluated an experimental model of training and conducted a survey to understand the perception of harassment in the university environment. In the end, a report was produced, which was understood as a tool for guiding training courses within universities on prevention.

POLICY

BE1: A survey was carried out by students on Instagram in 2021. While there are some methodological problems with this type of survey, 600 persons participated and the message that came out of it is clear: 57% of respondents declared that they have been victims of sexism. A number of compelling testimonies were also collected. As an outcome, the university engaged with the students who launched the survey and created an ethics group to design an action plan.

CZ2: The university has submitted a project proposal to the Centralised Developmental Programme that is managed by the Ministry of Education, Youth and Sports, as part of which it would like to focus on setting up measures for preventing and eliminating gender-based violence. There is also a plan to set up an ombudsperson position.

DE1: Future progress will be pursued in the areas of both policy development and measures: the development of a comprehensive anti-discrimination regulation that includes an intersectional approach, designing a new Gender Equality Plan for the school, and reviewing and improving the procedures for filing complaints.

DE2: The research organisation published a public statement about the expected behaviour to which participants of a major conference organised by the research organisation must adhere. The text references the Berlin Code of Conduct (BCC) for community users and

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[12] The international project had the objective of developing and integrating an innovative training course within the universities to respond appropriately to episodes of sexual violence. For the realisation of the project, a report (in the form of a survey) was carried out on the entire student and non-student population of the university to understand the perception of harassment and better place the subsequent training in context.

conferences and includes the BCC's definition and list of prohibited behaviours. It indicates that witnesses or people who experience prohibited behaviours should contact the organisers of the conference. Concrete developments in the policy will seek to translate the main document from German to English and offer the possibility of training courses on sexual harassment awareness for all employees.

DE3 and DE4: Both universities are planning to improve their current policies. For DE3, in a future revision of its existing guideline, the following points will be included: mention of the possibility of an informal complaint procedure; prevention measures; vulnerable groups; and intersectionality. In addition, concrete targets and indicators will be included, as well as a clearly defined monitoring and evaluation processes. For DE4, the guideline will be further developed, so that, for example, it better defines complaint procedures and responsibilities and includes new forms of GBV like online violence.

FR2: An app is going to be set up to facilitate reporting.

FR3: A charter on violence is under preparation, with ongoing discussions concerning confidentiality. The charter will take a gender+ approach, addressing gender, racism, homophobia, and moral harassment. This is a request from the Ministry of Higher Education and Research.

PL2 and PL3: There is a plan to establish units. For PL2, in 2021, an equality team was established. Its main role is to develop a gender equality plan in relation to the Horizon Europe eligibility criterion for funding. By assigning this role to the team, the institute assures the creation of a GBV policy. For PL3, the university appointed an Officer for Equal Treatment, a Deputy Rector for Student and Doctoral Student Safety, and an Academic Ombudsman funded from the university's budget.

EMERGING LINKS BETWEEN NATIONAL POLICIES AND INSTITUTIONAL POLICIES

In this section, we outline the first emerging links between national-level policies and laws and institutional- level policies. This concerns the 45 institutions from 15 countries that have institutional policies in place out of the 33 mapped in WP3:

- 8 EU-14 countries: BE, DE, ES, FI, FR, IE, IT, SE,
- 3 EU-13 countries: CZ, LT, PL,
- 4 AC countries: IS, SRB, TR, UK.

Out of the fifteen countries studied here, there are ten countries - home to 31 institutions of the 45 with policies - that have either a law or policy that deals with GBV at universities and research organisations. Seven of these countries are from the eight EU-14 (FI, FR, DE, IE, IT, ES, SE), and are home to 23 of the 26 institutions mapped, two are from the three EU-13 (CZ, LT), and home to five institutions of the eight institutions mapped, and one is from the four AC countries (UK), home to three of the 11 institutions mapped in WP5. The following analysis looks at the potential impact that such laws or policies on the national level have on the existence of policies on the institutional level.

Out of the 31 institutions from the ten countries that **have either a law or policy that specifically regulates GBV in the context of universities and research organisations**, four (13%) have only GBV policies, 13 (42%) have a mix of GBV-focused and more general policies, and 14 (45%) have only general policies. Therefore, approximately 55% of the institutions have specific GBV laws or policies in place (either separately or in combination with general policies), while 45% have only general policies.

Out of the 14 institutions from the five countries (BE, PL, IS, SRB, TR) that **do not** have a law or a policy that specifically regulates GBV in the context of universities and research organisations, four (29%) have only GBV policies, six (43%) have a mix of policies, and four (29%) have only general policies. Therefore, 71% of the institutions in countries that **do not have** a law or policy regulating GBV at universities do have GBV policies in place (either separately or in combination with general policies).

With regard to the number of Ps, there are no significant differences in the number of Ps covered. RPOs in countries that do not have a law or a policy regulating GBV at universities cover on average 5.3 Ps, while RPOs in countries that do have laws or policies cover an average of 5.7 Ps.

The 31 institutions in countries that have a law or policy regulating GBV at universities most commonly cover the following Ps:

- **protection** (29 institutions or 93.5%)
- **policy** (28 institutions or 90.3%)
- **prevention**, **prosecution** and **provision of services** (27 institutions or 87%)
- **prevalence** (22 institutions or 71%)
- partnership (18 institutions or 58 %).

The 14 institutions in countries that **do not** have a law or policy regulating GBV at universities most commonly cover the following Ps:

- **prosecution** (14 institutions or 100%)
- **prevention** (13 institutions or 93%)
- **protection and provision of services** (12 institutions or 86%)
- **policy** (11 institutions or 78%)
- prevalence (9 institutions or 64%)
- partnership (4 institutions or 29%).

It therefore appears that **irrespective of whether the country does or does not have a policy, the most common Ps addressed at the institutional level are protection, prosecution, prevention, and provision of services.** Partnerships, prevalence and policy are addressed to a lesser extent.

A SUMMARY OF THE FINDINGS AND A CLASSIFICATION OF INSTITUTIONAL POLICIES

This report provides an analysis of institutional policies in place to combat GBV in 48 institutions from 15 countries and identifies institutions suitable for an in-depth analysis of the implementation process in Task 5.2 to gain a better understanding of the relationship between institutional responses and gender-based violence in RPOs, their consequences for individuals, and their effectiveness.

Overall, 59 out of 105 (or 56%) of the examined institutional policies are found among the eight RPOs that were mapped in EU-14 countries (BE, FI, FR, DE, IE, IT, ES, SE), while 31 out of 105 (or 29%) are found among the four RPOs in Associated Countries (IS, SRB, TR, UK), and 15 out of 105 (or 14%) are found among the three RPOs in EU-13 countries (CZ, LT, PL). This suggests that the proportion of EU-13 institutions with policies in place is slightly lower than the shares in EU-14 and AC institutions.

When we look at the level of individual universities or research organisations, we see that most of them have more than one relevant document addressing GBV. Of the 48 institutions mapped, 18 RPOs have only **more general documents**, 19 RPOs have **a mix of GBV-focused and general documents** and eight RPOs have **only GBV-focused documents,** while three institutions **have no policy in place**.

Comparing the GBV-focused and more general policies by the **forms of GBV addressed**, we find that GBV-focused policies tend to define individual forms of GBV more than general policies, as 31 out of the 37 GBV-focused policies (84%) define the forms of GBV compared to 34 out of the 50 general policies (50%). There are no significant differences in the order in which the forms of GBV are addressed. **Sexual harassment, gender-based harassment, and sexual violence are the three most commonly mentioned forms** in both types of documents, while financial and economic violence and organisational violence are the ones that are mentioned least. These findings map exactly onto the findings from D3.2, where the analysis of national policies identified these three as the most frequent forms of GBV addressed. One difference that stands out is that national policies that are more general in most cases only address sexual harassment and no other form of GBV.

As part of the analysis, we examined the potential **links between national-level policies in the 15 countries and the institutional policies that are in place in the institutions in those countries**. A somewhat counterintuitive finding is that the countries that have a national policy to combat GBV have a higher proportion of institutions with generic institutional policies at 45%, compared to 29% of institutions in the countries that do not have a GBV policy. When we compare the Ps covered between institutions from countries that have and do not have national policies, we do not see major differences. In the former group, protection is the one most often covered, followed by prevention, prosecution, and provision of services, whereas in the latter group the one covered most often is prosecution, followed by prevention, protection and provision of services. All these Ps are addressed in more than 80% of the institutions.

Looking at concrete examples of countries, we can see that vulnerable groups are more frequently addressed in institutional policies in FR, IE, SE and IS. Similarly, it is especially

institutions from ES and IE that address intersectionality whereas the situation in other countries is more varied, without a clear pattern at the institutional level. In terms of the Ps covered, BE, DE, ES, IE and SE tend to have a most comprehensive approach with predominantly six or seven Ps covered whereas at the other institutions the situation is more varied. In terms of the process and implementation, the most comprehensive approach is again found in ES and IE followed by BE whereas at the other institutions the situation is more varied and fewer procedural aspects are defined in the policies.

Tentatively, it may be stated that a strong policy framework at the national level has an impact on the comprehensiveness of policies at the institutional level with dedicated GBV-policies combined with more general policies or policies addressing other inequalities (ES, IE, IS, UK). In instances where institutions have only more general policies in place, these can be comprehensive in terms of the Ps covered (BE, SE) or less so (CZ, LT). Institutions with only GBV-focused policies are less common (all institutions in DE and SRB) but it appears that the focus on GBV does not necessarily translate into a policy that is more detailed in terms of intersectional grounds of inequality and vulnerable groups or the coverage of the various procedural aspects defined by the good practice policy criteria.

ACKNOWLEDGEMENTS

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ANNEXES

ANNEX 1: A LIST OF NATIONAL RESEARCHERS BY COUNTRY

Belgium: Nathalie Wuiame

Czech Republic: Jana Dvořáčková

Finland: Charlotta Niemistö

France: Suzanne de Cheveigné

Germany: Monica Perez, Friederike Kressner

Iceland: Finnborg S. Steinþórsdóttir

Ireland: Nadine Shinkwin

Italy: Karla Nicole Brunello

Lithuania: Giedre Blazyte and Vilana Pilinkaite Sotirovic

Poland: Ewelina Ciaputa

Serbia: Zorana Antonijević

Spain: Lucrecia Rubio Grundell

Sweden: Anne-Charlott Callerstig

Turkey: Nurseli Yesim Sunbuloglu

United Kingdom: Kate Clayton-Hathway

ANNEX 2: NATIONAL REPORT TEMPLATE

GENDER-BASED VIOLENCE IN UNIVERSITIES AND RESEARCH ORGANISATIONS

National fieldwork report at institutional level

Country: [country]
Researcher: [include your name]
Date: dd/mm/yyyy

INSTRUCTIONS

Please write **max. 3,000 words** about gender-based violence at the institutional level of universities and research organisations in your country according to the structure below, with a focus on the cooperating institutions participating in the UniSAFE study.

To the extent possible, please formulate your answers in reference to the **7P model**.

The report must be written in clear and professional English.

Format:
- The font style for headlines: Arial Nova, bold, 12
- The font style for the body: Arial Nova Cond, 12
- Line spacing: 1.15
- Line spacing below titles: 8pt below
- Line spacing between sections: 18pt below

INTRODUCTION

Please summarise the evolution[13] of how gender-based violence has been addressed at institutional level in universities and research organisations in your country over the last five years (major changes in attitudes, actions etc.) including whether this has been a topic for the country's rectors' conference (or its equivalent) or association of higher education institutions (or its equivalent).

The following questions are optional, based on the availability of information, the number of RPOs in a particular country[14].

- How many higher education institutions[15] (HEIs) have policies/strategies/codices (publicly accessible, e.g. on their website) addressing any form of GBV at the

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[13] It is possible to elaborate on already provided information in the National fieldwork report focusing on the mapping at the national level.

[14] The (non)provision of this information is possible to discuss individually with ISAS´s team, please let us know.

[15] For the purpose of these questions, we are using a wider range of institutions than PhD awarding universities. By higher education institutions, we mean institutions providing **higher**, postsecondary,

institutional level[16]? Please provide the number of HEIs in relation to the total number of HEIs in your country with a short comment.

● How many research organisations have policies/strategies/codices (publicly accessible, e.g. on their website) addressing any form of GBV at the institutional level? Please provide the number of research organizations in relation to the total number of research organisations in your country with a short comment.

● To your knowledge and to the extent that this is relevant, have any sanctions been imposed by a national/regional authority to a higher education institution or research organisation for non-compliance with a national law/policy on GBV?

MAPPING OF INSTITUTIONAL POLICIES AND STRATEGIES

Note: All information about the policies/directives/documents/codices must be filled in the Grid. If the university or research organisation has carried out other activities which are not related to the implementation of a policy/directive/document, please report them here. This pertains particularly to organisations that do not have a policy/strategy/code in place (see Other relevant activities…)

For each of the cooperating institution mapped, please structure your report in line with the following items:

Name:

Topics to be addressed:

● The policies and strategies that exist at the institutional levels[17] (for any policy please complete the grid);
● The main responsible actors/stakeholders at the various institutional levels;
● Other relevant activities to combat GBV at the various institutional levels (such as trainings, information campaigns, trainings for newly hired staff etc.);
  ○ within each action please indicate:
    ■ The type and name of the action
    ■ What does the action entail in terms of activities performed and services provided?
    ■ Who is responsible for it?
    ■ Which of the 7P does it address?
    ■ Which forms of GBV does it address?
    ■ What is the budget and time frame for the action/measure?
    ■ Whom does the action target?

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tertiary, and/or third-level **education.** This is a level of **education** that is provided by universities, vocational universities, community colleges, liberal arts colleges, institutes of technology and other collegiate level **institution**s, such as vocational schools, trade schools and career colleges that award academic degrees or professional certifications.

[16] **In this particular question**, the institutional level refers to the whole institution, **not** its organisational part such as individual faculties or departments.

[17] Whole organisation level, faculty level, departmental level or other relevant organizational units.

- ■ Is there any reporting on the action? Specifically, is any information available about who is actually using it?
- ■ Does the action address intersectionality?
- ■ Does the action address specific vulnerable groups[18]?
- ■ Has the action had any observable impact? Please specify at which level (institutional, faculty, departmental).

- Has any public controversy appeared related to GBV at the given institution in the public domain (which may or may not have resulted in any action from the institution)?
- The role of the institution in providing knowledge about GBV, and whether and how GBV is included as a topic in relevant curricula and in teaching - modules, courses at the given institution if relevant (e.g. medical faculty, faculty of education, police academy, and military academy, or all educational programmes related to professions that might 'meet' victims/survivors of GBV).
- Impact of #MeToo movement (or other similar/related movement, high profile incident if relevant) and the ratification of the Istanbul Convention on discourse and policies on GBV at the institutional level
- Any changes related to GBV at the institutional level introduced/revised concerning COVID-19 (e.g., in relation to online tutoring etc.).
- Summary

CONCLUSION

Please summarise your findings.

Additional: Please provide your expert assessment of whether each of the studied institutions is suitable for a detailed case study (the policy or action taken is a positive example at the national level, the institution is a national outlier in addressing GBV, there is a strong monitoring and evaluation system of the policy). Please explain why you would choose the institution for the detailed study.

REFERENCES

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

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[18] By vulnerable groups we mean especially those mentioned in the Grid: international students and staff, early-career researchers, non-binary staff, non-binary students, staff with disabilities, students with disabilities, staff with migrant and ethnic minority background, student with migrant and ethnic minority background, LGBTQIA+ staff, LGBTQIA+ students, staff with the temporary contracts, new and expecting mothers.

ANNEX 3: GRID TEMPLATE

INSTITUTIONAL MAPPING GRID	
Name of the institution:	
Overall description - Policy	
Name of the document:	
How is gender-based violence (GBV) addressed in the document? *Choose among the choices in the drop-down list on the right*	List: The document is only about GBV; The document is more general and GBV is only mentioned there
If GBV is addressed in a more broadly conceived document, is the GBV policy treated as contributing to broader gender equality goals?	List: Yes, No
If yes, please specify:	
If the document is broader and GBV is only mentioned, please specify this broader context (not how GBV is addressed):	
Does the document put into effect a national/regional legal/policy requirement? *Choose an answer in the drop-down list on the right*	List: Yes, No, I don't know
If yes, please specify *Choose an answer in the drop-down list on the right*	List: National law, National policy, Regional law, Regional policy, National and regional laws, National and regional policies, Individual activity of the RPO, Other
If "regional", please specify the region:	
If "other", please specify:	
Type of document: *Choose among the choices in the drop-down list on the right*	List: GBV policy, Gender equality policy, Gender equality plan, Diversity and Inclusion policy, Code of Ethics, HR Award Action Plan, Other
If "other", please specify:	
Time frame	
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)	
Have there been any updates? *Choose "yes" or "no" in the drop-down list on the right*	List: Yes, No
If yes, specify when and what has changed:	
Reach of the document: *Choose an answer in the drop-down list on the right*	List: University/Institutional level, Faculty level, Departmental level, Other
If other, please specify:	

Does the document explicitly state that actions to fight GBV are part of **internal institutional quality assurance**? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	
Was the document **actively disseminated to the target groups** (e.g., posted on the institutional website, including intranet, communication campaign, email to the heads of faculties, departments, staff and students)? *Choose an answer in the drop-down list on the right*	List: Yes, No, I don't know
If yes, please specify:	
Is there a **budget** allocated to implement the policy? *Choose an answer in the drop-down list on the right*	List: Yes, No, I don't know
If yes, specify the volume and the source of the budget:	
URL of the document:	

Target entities, groups	
Target groups (who are the explicitly defined target groups of the measures at the individual level?) *Select all relevant choices. Multiple answers are possible.*	Academic staff
	Non-academic staff (administrative, technical, etc.)
	Students
	Other
If other, please specify:	
Specific vulnerable groups (Does the document specifically mention any of these groups?) *Select all relevant choices. Multiple answers are possible.*	International students
	International staff
	Early-career researchers
	Staff with disabilities
	Students with disabilities
	Staff with migrant and ethnic minority background
	Student with migrant and ethnic minority background
	LGBTQIA+ staff
	LGBTQIA+ students
	Staff with the temporary contracts
	New and expecting mothers
	Other
	None
If other, please specify:	
Please specify what the document says about each specific vulnerable group you indicated above (in particular, if you indicated LGBTQIA+, please specify whether both sexual orientation and gender identity are covered):	

Does the document address the role of **bystanders**? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	
Does the document address the role of **perpetrators**? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	
Does the document make it explicit **what/who needs to change** (e.g., organisational culture, men, managers, bystanders)? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	
Does the document specify **who is responsible for that change** (e.g. HR, heads of unit, victims)? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	
Does the document specify explicitly **who is the intended beneficiary of that change** (e.g. women, victims of harassment, groups, mobile employees, students)? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	

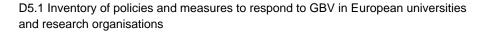| **Content**	
Which **forms of GBV** does the document or its part refer to? Please list all forms of GBV the document refers to (you can find the different forms of GBV in the Guidelines, e.g. gender-based violence, sexual harassment, gender harassment, environmental harassment, etc.)	
Does the document refer to **online** GBV?	List: Yes, No
If yes, please specify:	
Does the document **define** GBV or its different forms? *Choose an answer 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 translated into English:	

Does the document incorporate an **intersectional perspective** (gender at the intersection with other axes of inequalities)? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify which inequalities:	
Does the document specify **places or venues where GBV can occur**? (e.g. campus, dormitory, conference) *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	
Does the document **positively promote peaceful, respectful culture and/or social relations that would prevent GBV** in the organisation? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	
Does the document introduce any **sanctions** at the collective, group or organisational level in the RPO 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 an answer in the drop-down list on the right*	List: Yes, No
If yes, please specify:	
Prevalence Does the document set a mechanism for collecting data on the prevalence of GBV in the RPO? By prevalence we mean both prevalence studies estimating the frequency of a behaviour in a given population as well as the collection of administrative data. *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, please describe - and particularly specify whether prevalence or incidence data collection is involved: how is the data collected, how often, which are the target groups (victims, perpetrators, bystanders), if it differentiates among different forms of GBV, who is responsible for the data collection, whether there is regular reporting to higher levels, whether there is budget allocated.	
Prevention Does the document set any preventive measures (e.g. that the RPO must run trainings,...)? *Choose an answer in the drop-down list on the right*	List: Yes, No

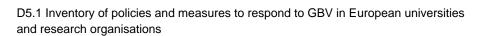|	
If yes, please specify what exactly the document says about prevention and preventive measures, especially describe the measures/actions, who is responsible for implementing them, who is the target group, whether there is a budget allocated, whether there is a time plan and follow up procedure:	
Protection 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) *Choose an answer in the drop-down list on the right*	List: Yes, No
Please specify what the document says about protection, especially describe the measures/actions, who is responsible for implementing them, whether there is a budget allocated, whether there is a time plan and follow up procedure:	
Prosecution Does the document mention measures related to prosecution or disciplinary action (e.g. investigative measures, disciplinary measures...)? Please distinguish between judicial and disciplinary measures below. *Choose yes on the right if the document includes at least one of those.*	List: Yes, No
If yes, please specify what the document says about judicial measures, especially describe the measures/actions, who is responsible for implementing them, whether there is a budget allocated, whether there is a time plan and follow-up procedure:	
If yes, please specify what the document says about disciplinary measures, especially describe the measures/actions, who is responsible for implementing them, whether there is a budget allocated:	
Provision of services Does the document mention the provision of services for **victims** of GBV (e.g. counselling, mediation, redress procedures)? *Choose an answer in the drop-down list on the right*	List: Yes, No

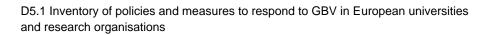|	
If yes, please specify what the document says about the provision of services to victims of GBV, especially describe the measures/actions, who is responsible for implementing them, whether there is a budget allocated, whether there is a time plan and follow up procedure:	
Does the document specifically mention the provision of services focused on **bystanders** of GBV (counselling, follow-up)? *Choose an answer 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 bystanders of GBV, especially describe the measures/actions, who is responsible for implementing them, whether there is a budget allocated, whether there is a time plan and follow up procedure:	
Does the document mention the provision of services focused on **perpetrators** of GBV (counselling, follow-up)? *Choose an answer 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 of GBV, especially describe the measures/actions, who is responsible for implementing them, whether there is a budget allocated, whether there is a time plan and follow up procedure:	
Partnerships Does the document mention partnerships and support for their creation (e.g. cooperation of different stakeholders on combating GBV in academia...)? *Choose an answer in the drop-down list on the right*	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,...), further describe the partnerships, who is responsible for managing the partnership, whether there is a budget allocated, whether there is a time plan and follow up procedure:	
Institutional procedure of reporting, investigation Does the document describe the institutional procedure in place step by step? *Choose an answer in the drop-down list on the right*	List: Yes, No
If yes, is the procedure different for students and staff? *Select all relevant choices. Multiple answers are possible.*	☐ Student vs student ☐ Student vs staff ☐ Staff vs staff ☐ One procedure for all ☐ Other
If other, please specify:	

If yes (student vs student), please specify which of the steps are described *Select all relevant choices. Multiple answers are possible.*	☐	Who to contact - first contact point
	☐	How to report/how to make a formal complaint
	☐	Description of the investigation
	☐	Time frame
	☐	Responsible persons, units
	☐	Outcomes
	☐	Sanctions
	☐	Other
If other, please specify:		
Please specify the steps for each of the boxes ticked above:		
If yes (student vs staff), please specify which of the steps are described *Select all relevant choices. Multiple answers are possible.*	☐	Who to contact - first contact point
	☐	How to report/how to make a formal complaint
	☐	Description of the investigation
	☐	Time frame
	☐	Responsible persons, units
	☐	Outcomes
	☐	Sanctions
	☐	Other
If other, please specify:		
Please specify the steps for each of the boxes ticked above:		
If yes (staff vs staff), please specify which of the steps are described *Select all relevant choices. Multiple answers are possible.*	☐	Who to contact - first contact point
	☐	How to report/how to make a formal complaint
	☐	Description of the investigation
	☐	Time frame
	☐	Responsible persons, units
	☐	Outcomes
	☐	Sanctions
	☐	Other
If other, please specify:		
Please specify the steps for each of the boxes ticked above:		
If yes (One procedure for all), please specify which of the steps are described *Select all relevant choices. Multiple answers are possible.*	☐	Who to contact - first contact point
	☐	How to report/how to make a formal complaint
	☐	Description of the investigation
	☐	Time frame
	☐	Responsible persons, units
	☐	Outcomes
	☐	Sanctions

		Other
If other, please specify:		
Please specify the steps for each of the boxes ticked above:		
If yes (other), please specify which of the steps are described *Select all relevant choices. Multiple answers are possible.*		Who to contact - first contact point
		How to report/how to make a formal complaint
		Description of the investigation
		Time frame
		Responsible persons, units
		Outcomes
		Sanctions
		Other
If other, please specify:		
Please specify the steps for each of the boxes ticked above:		
Additional information 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		
Objectives Does the document define concrete objectives to be reached? *Choose an answer in the drop-down list on the right*	List: Yes, No	
If yes, please specify for which of the 7P objectives are defined *Select all relevant choices. Multiple answers are possible.*		Prevalence
		Prevention
		Protection
		Prosecution
		Provision of services
		Partnership
		Policies
		Not specified
Please specify the objectives for each of the boxes ticked above:		
Indicators Does the document contain (implicit or explicit) measurable or verifiable (yes/no) indicators to assess the degree of implementation? *Choose an answer in the drop-down list on the right*	List: Yes, No	

If yes, please specify for which of the 7P objectives are defined *Tick all relevant choices. Multiple answers are possible.*	☐	Prevalence
	☐	Prevention
	☐	Protection
	☐	Prosecution
	☐	Provision of services
	☐	Partnership
	☐	Policies
	☐	Not specified
Please specify the indicators for each of the boxes ticked above:		
Monitoring Does the document set a mechanism for monitoring GBV incidents at the institutional level? *Tick all relevant monitored aspects*	List: Yes, No	
If yes, please specify what is monitored *Tick all relevant choices. Multiple answers are possible.*	☐	Number of cases
	☐	Result of the institutional procedure
	☐	Services provided to the victim
	☐	Services provided to the bystander
	☐	Services provided to the perpetrator
	☐	Outcomes
	☐	Follow-up with victim after a defined period of time
	☐	Follow-up with bystander after a defined period of time
	☐	Follow-up with perpetrator after a defined period of time
	☐	Other
Please specify the monitoring mechanism for each of the boxes ticked above:		
Evaluation of institutional policy implementation Is the collected monitoring data evaluated at the institutional level? *Choose an answer in the drop-down list on the right*	List: Yes, No, I don't know	
If yes, please specify:		
Who is responsible for it:		
If available, describe the evaluation results:		
Does this evaluation feed internal quality assurance processes?		
Who has access to the evaluation results?		
Who participates in internal quality assurance process?		

Context	
Was the creation/approval of the document triggered by any particular occurrence? *Choose an answer in the drop-down list on the right*	List: Yes, No, I don't know
If yes, please provide details:	
Were there any resistances against the creation/approval of the document? *Choose an answer in the drop-down list on the right*	List: Yes, No, I don't know
If yes, please specify:	
Did the #MeToo or other similar/related movement affect the creation/adoption of the document ? *Choose an answer in the drop-down list on the right*	List: Yes, No, I don't know
If yes, please specify:	
Has the ratification of the Istanbul Convention affected the creation/adoption of the document? *Choose an answer in the drop-down list on the right*	List: Yes, No, I don't know
If yes, please specify:	