




# Introduction to UniSAFE & UniSAFE toolkit

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 This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101006261

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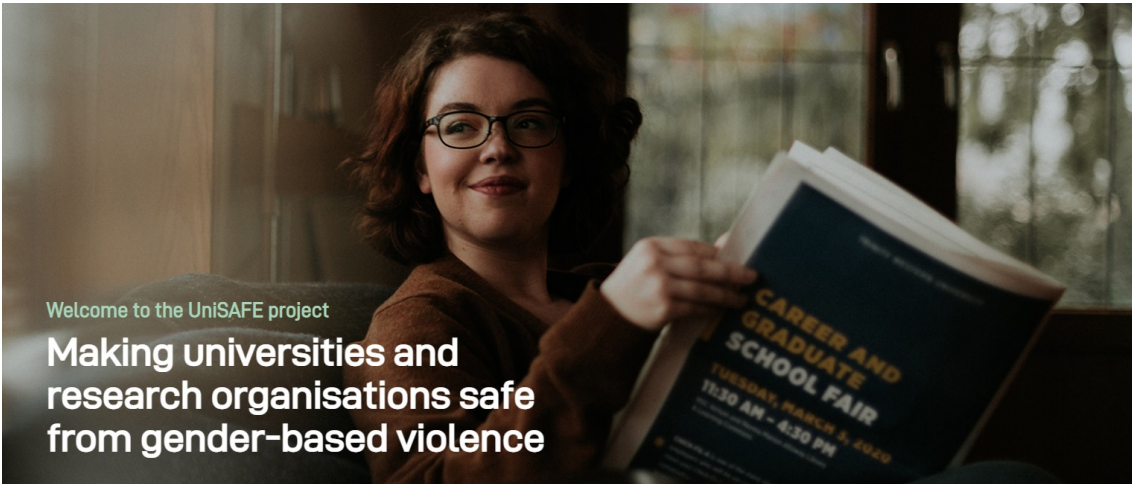
## YELLOW WINDOW EXPERTISE

-  Development of the UniSAFE toolkit to support higher education institutions & research organisations in addressing gender-based violence
-  Development of GEAR Tool
-  Supporting partner in 5 institutional change projects (GEPs): GEECCO, SUPERA, Gender-SMART, GEARING-Roles, AGRIGEP
-  Extensive training experience: In 2009, Yellow Window developed (together with Engender and Genderatwork) the toolkit 'Gender in EU-funded Research'. In 2021, the GE Academy capacity-building material
-  Partner in 3 (horizontal) projects: Scientific coordinator of Gender Equality Academy, CASPER (certification); UniSAFE (Gender-based Violence)

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Welcome to the UniSAFE project

## Making universities and research organisations safe from gender-based violence

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### Consortium Partners



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## UniSAFE overall aims

### Knowledge

To produce knowledge on the prevalence, determinants and consequences of gender-based violence in universities and research organisations, and to explain various forms of gender-based violence

### Tools

To translate this knowledge into operational tools for universities, research organisations and policy-makers

### Dissemination, Empowerment

To disseminate knowledge and empower research performing organisations and other stakeholders to implement effective policies



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## UniSAFE's understanding of gender-based violence

The term 'gender-based violence' (GBV) is used to capture **all forms of gender-based violence**: physical violence, sexual violence, psychological violence, economic violence, sexual harassment, harassment on the grounds of gender, and environmental harassment – in both **online and offline contexts**.

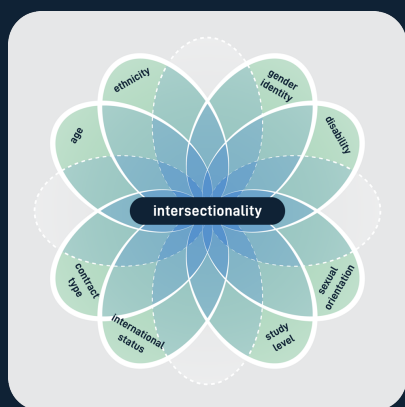
- Physical Violence
- Sexual Violence
- Psychological Violence
- Economic and Financial Violence
- Harassment (both gender and sexual) in both online and offline contexts
- Online violence



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## The importance of intersectionality



In the context of addressing gender-based violence in academia, intersectionality help us to analyse and understand the interconnected nature of various forms of inequality, such as gender, race, class, sexual orientation, and personal characteristics.

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## UniSAFE survey

Largest cross-cultural survey in Europe in the research sector on gender-based violence

Over 42,000 responses collected

14 languages

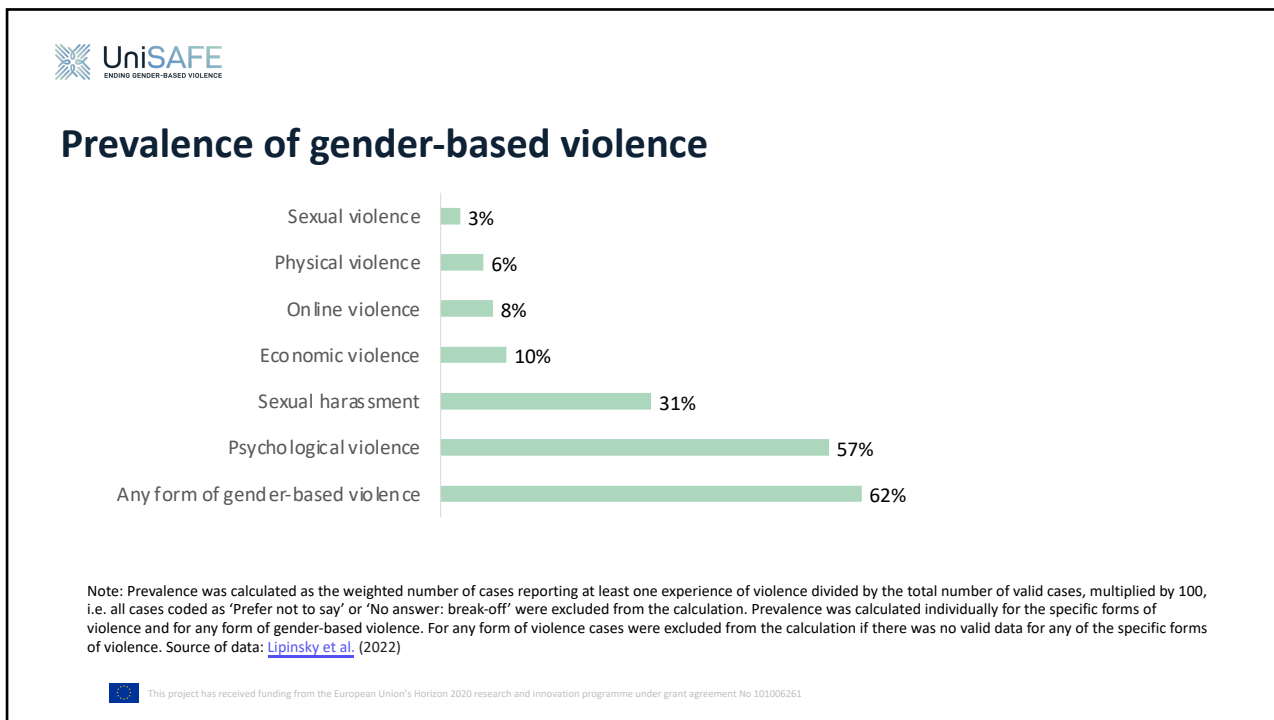
Field time between 17 January and 1 May 2022

46 Research Performing Organisations in 15 countries

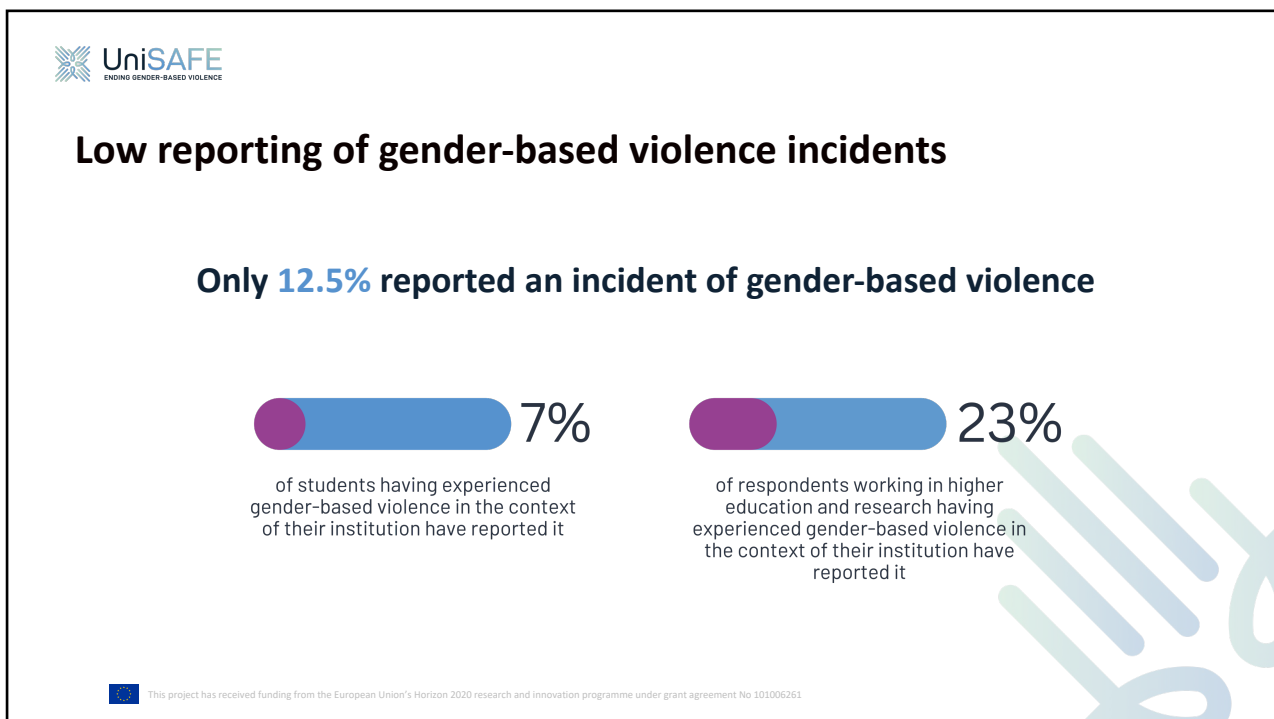
Lipinsky, Anke, Schredl, Claudia, Baumann, Horst, Humbert, Anne Laure, Tanwar, Jagriti, Bondestam, Fredrik, Freund, Frederike, Lomazzi, Vera (2022). UniSAFE Survey – Gender-based violence and institutional responses. GESIS - Leibniz Institut für Sozialwissenschaften. Datenfile Version 1.0.0, <https://doi.org/10.7802/2475>.

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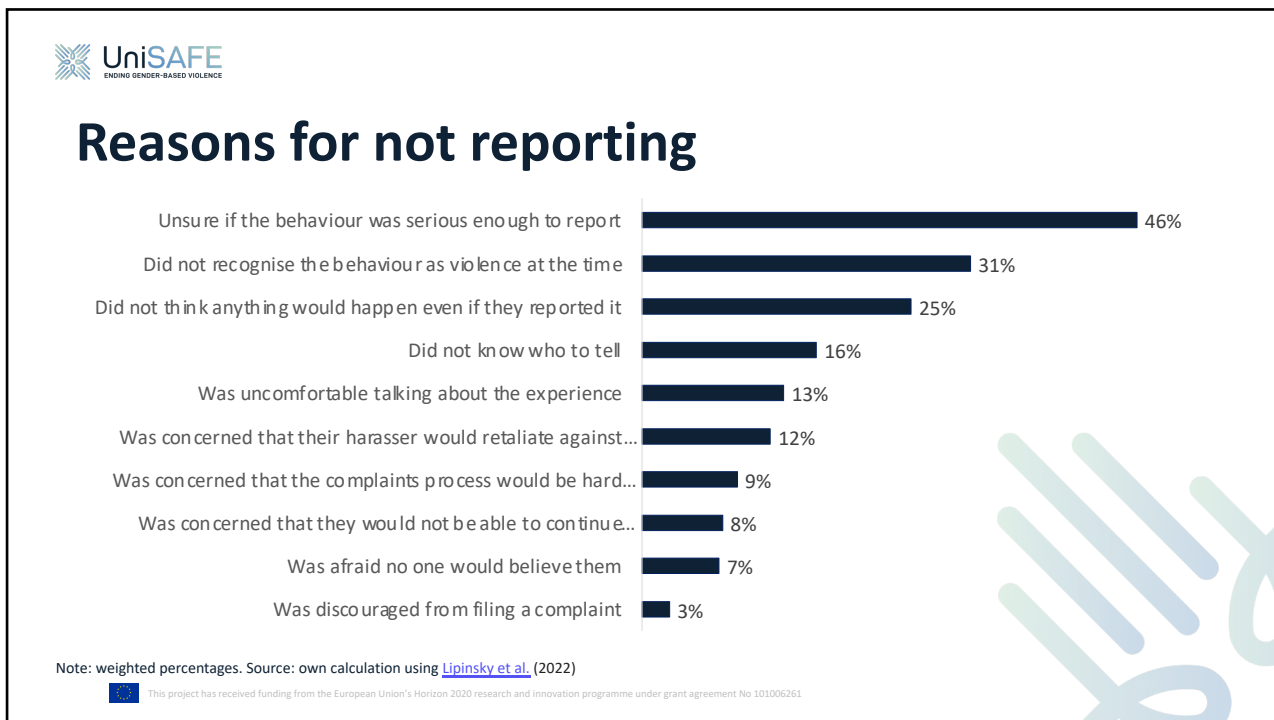
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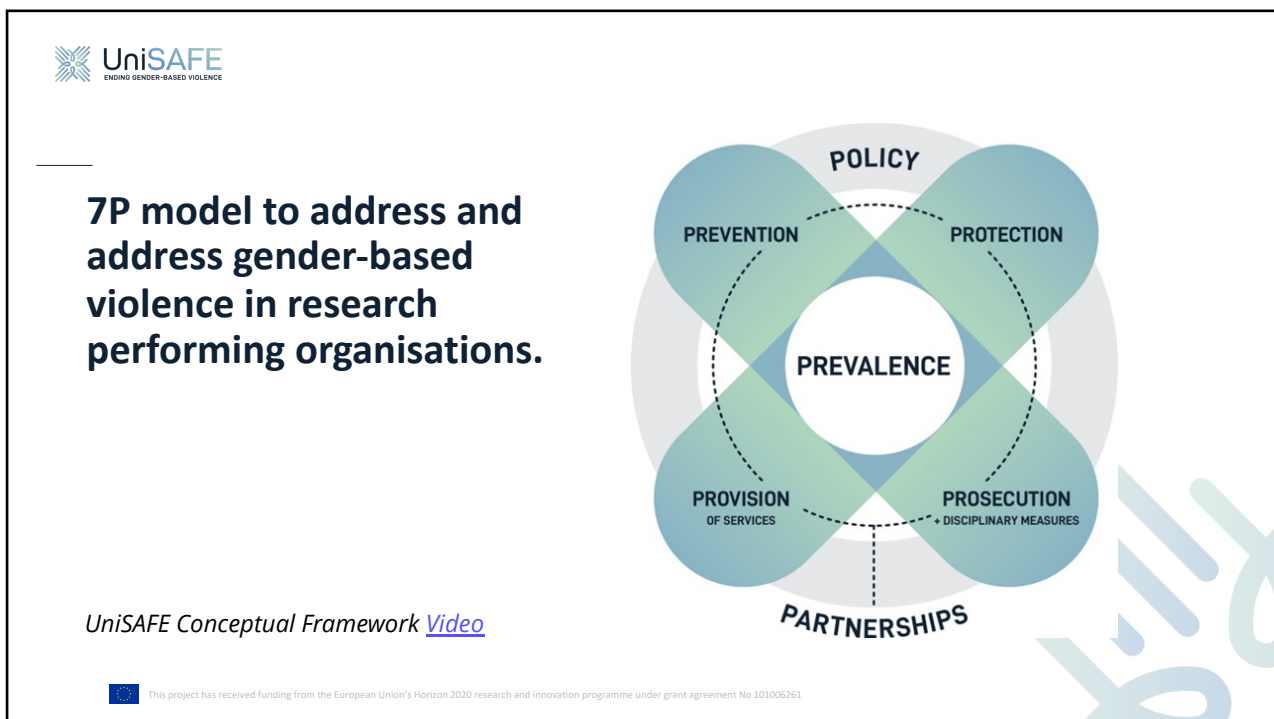
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**UniSAFE**  
ENDING GENDER-BASED VIOLENCE

# UniSAFE Toolkit

Home About this toolkit UniSAFE Project The 7P Framework Sitemap

## Welcome to the UniSAFE toolkit

Designed to address gender-based violence in higher education institutions and research organisations, this comprehensive resource is here to support you.

Whether you're just starting to reflect on the issue or seeking to improve existing policies in the right place. Our toolkit offers guidance on designing effective policies and concrete measures as we work together towards addressing gender-based violence.

Join us in creating a safe environment for students and staff.

[www.unisafe-toolkit.eu](http://www.unisafe-toolkit.eu)

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## UniSAFE toolkit: The rationale behind

### Key aim:

- Provide practical guidance for addressing gender-based violence;
- Provide useful resources for individuals and organisations involved in various stages of addressing the issue;
- Help in designing effective policies and implementing concrete measures.

### Target audience:

- Higher Education Institutions and Research Organisations

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## UniSAFE Toolkit

### Main elements of:

- The 7P Framework – Theorising gender-based violence policies
- A guide to implementation – Implementing the 7Ps in practice
- Where to start? Assessment tool and Action Plan

### Supporting elements:

- Gender-based violence and other concepts
- Facts and figures
- Legal and policy framework on gender-based violence
- Inspiring practices
- Resources and capacity-building materials
- Information about the toolkit, UniSAFE project and acknowledgments
- Navigation page

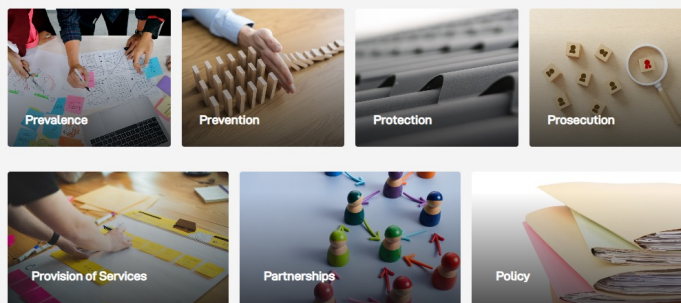
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## 7P Practice

### Implementing the 7Ps in practice

How to implement each of the 7Ps? In this section of the toolkit, you can find guidance on the **design and effective implementation** of a **comprehensive policy framework to address gender-based violence**. It is structured according to the 7Ps, and for each P you will find **tips and suggestions**, along with **dos and don'ts**, references to **existing tools and resources**, as well as **materials for further reading and exploration**.

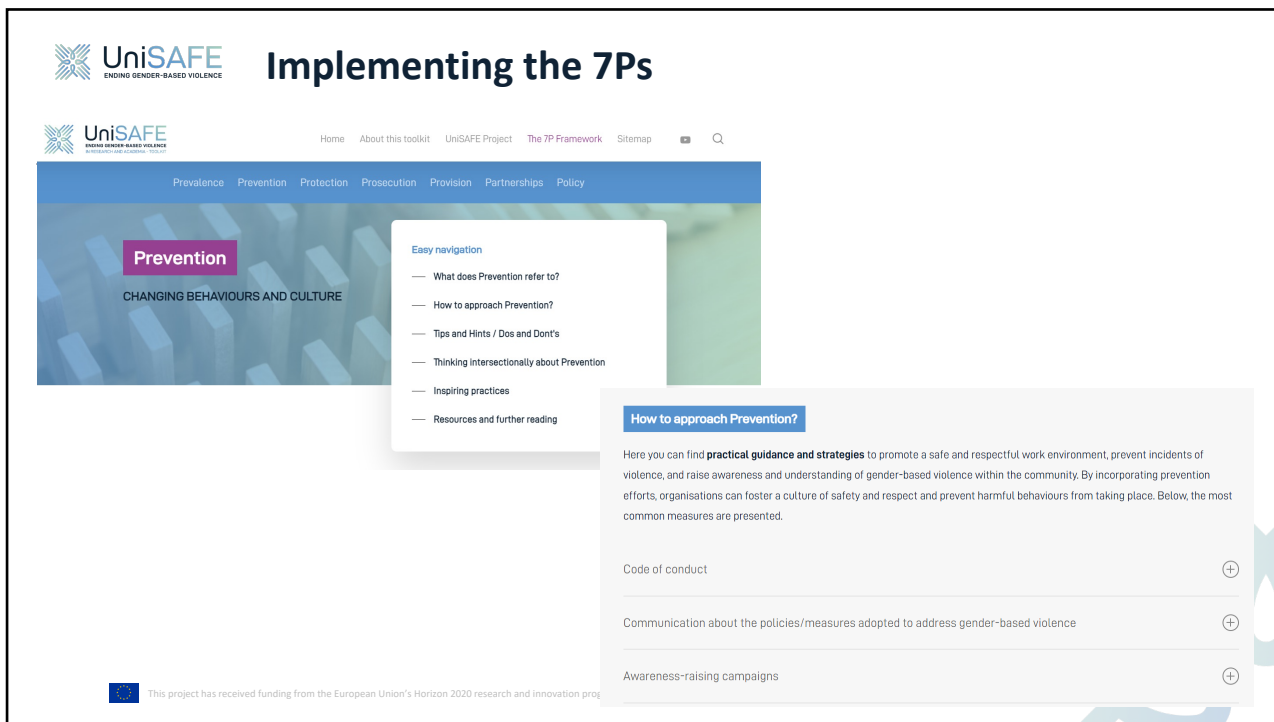


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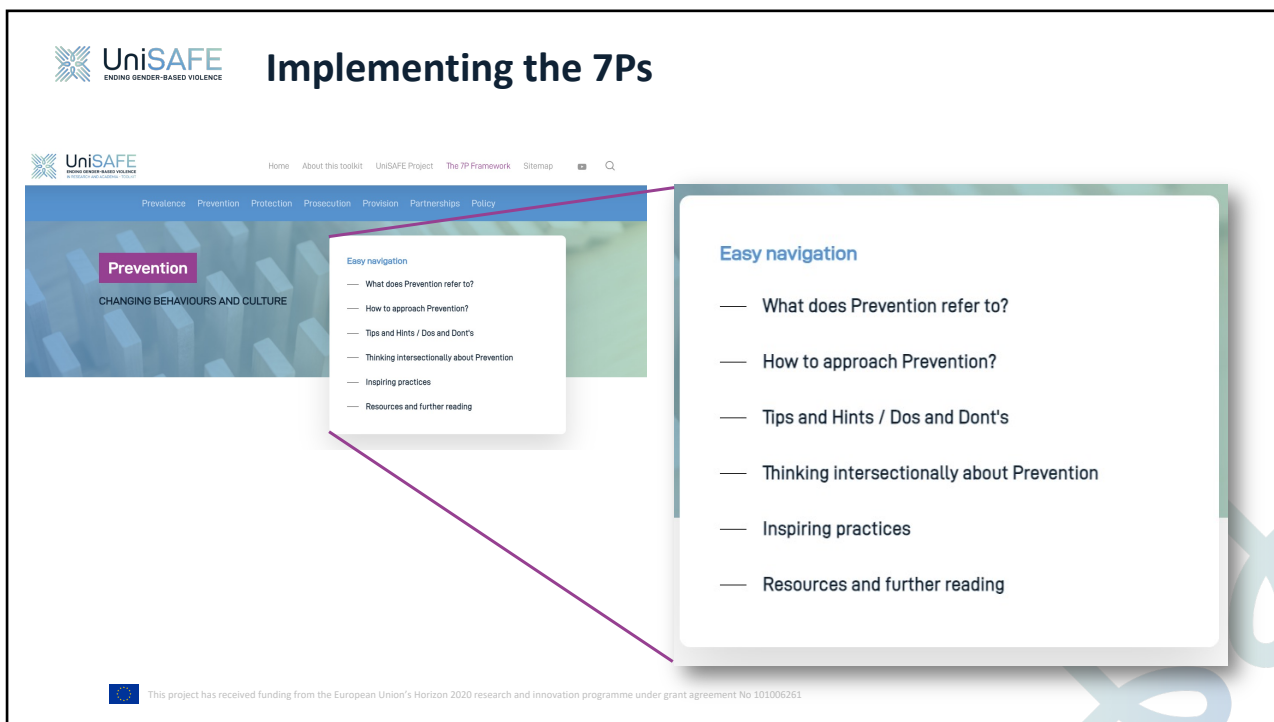
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**UniSAFE** ENDING GENDER-BASED VIOLENCE **7P Theory**

**7P Theory**

**Easy navigation**

- What is the 7P Framework?
- A short video presenting the 7P model
- The definitions of the 7 Ps
- What is intersectionality and how is it addressed in this toolkit

**The 7P Framework**  
Theorising gender-based violence policies

UniSAFE uses a **holistic framework** for the analysis, assessment and development of comprehensive policies aimed at **ending and addressing gender-based violence**, called the **7P model**. The seven Ps refer to **Policy, Prevalence, Prevention, Protection, Prosecution** and internal disciplinary measures, **Provision of services** and **Partnerships**. This model thus extends the conventional UN's and EU's 3P approach (prevention, protection, prosecution) (UN 2017; EU 2019, 2020), as well as the Council of Europe's (2011) Istanbul Convention's 4P approach (prevention, protection, prosecution, policies).

It is important to emphasise that within the 7P framework, measures can have an impact on multiple Ps, and the boundaries between these Ps are not always clearly defined.

It's important to underline that measures can contribute to more than one P, and the delineation between the Ps is not always clear-cut.

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**Set of recommendations**

- Recommendations for **policy-makers**
- Recommendations for **higher education and research institution associations and umbrella organisations**
- Recommendations for **higher education and research institutions**
- Recommendations for **research funding organisations**
- Recommendations for **staff associations and unions**
- Recommendations for **student associations and unions**

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## Recommendations structure

**Recommendations for policy-makers towards ending gender-based violence**

**The scope of the problem in Europe**

62% of respondents have experienced gender-based violence

Nearly two in three (62%) of the over 42,000 respondents who took part in the UniSAFE survey on gender-based violence in research organisations in 2022 stated that they had experienced at least one form of gender-based violence within their institution (including physical, sexual, psychological, economic and online forms of gender-based violence).

Respondents from minoritised groups based on gender identity, sexual orientation, ethnicity, or disability were more likely to disclose experience of gender-based violence. Women (85%) and non-binary people (74%) were more likely to have experienced at least one form of gender-based violence. Respondents who identified as LGBTIQ+ (88%) who reported a disability or chronic illness (72%) or belonged to an ethnic minority (89%) experienced at least one incident of gender-based violence more often than those who did not identify with these characteristics (Lipsitz et al., 2022).

What is alarming is that only 7% of students and 23% of staff who participated in the UniSAFE survey stated that they had experienced gender-based violence within their institution reported the incident.

Only 7% of students in higher education have reported gender-based violence in the context of their institution have reported it.

Almost half of the victims (47%) did not report the incident because they were not sure that the behaviour was serious enough to report. Other common reasons for not reporting were that the survivors did not recognise the behaviour as violence at the time it occurred (51%) or did not think that anything would happen if they reported the incident (28%). This underscores the permissiveness and normalisation of violence in higher education and research institutions and the failure of institutions to take action against forms of gender-based violence, including forms that are not always covered in legislative definitions of gender-based violence (Lipsitz et al., 2022).

**Recommendations for policy-makers towards ending gender-based violence**

**The role of policy-makers in ending gender-based violence**

**Policy-making is the primary role of European, national, and in certain contexts, regional authorities. In the higher education and research context, they can initiate legislative change, formulate and implement policy, establish regulatory bodies and rules (including accreditation and quality assurance).**

Policy-makers are also in charge of monitoring and evaluating adopted policies. Additionally, they have a role in communicating adopted policies to the stakeholders affected by them, for engaging in policy dialogue and exchange with these stakeholders. Lastly, they can push for the topic of gender-based violence to feature on the research agenda in their countries to advance knowledge and build a basis for taking action at the institutional level.

The national legal and policy frameworks set the basic rights and obligations for higher education and research institutions in relation to their role as educational institutions but also as employers. They outline the general direction and assist in its implementation through e.g., setting the overall framework, funding and methodological guidance. In relation to gender-based violence, policy-makers can establish rules regarding the mandatory establishment of ombudsperson/trust points and support centres, require policies at institutional level and annual progress reports.

At the EU level, national authorities can contribute to addressing the issue through coordinating policies, building a common theoretical and conceptual framework for addressing gender-based violence, exchange of experience through mutual learning and adopting common approaches to the issue.

**Recommendations for policy-makers towards ending gender-based violence**

**Recommendations**

The recommendations outlined below are valid and applicable for national and regional policy-makers.

**General actions**

**Policy coordination**

- Engage with other public administration bodies to ensure national policy coordination across justice, research, higher education, gender equality and other merits, to ensure a unified approach in terms of terminology, concepts used, procedures etc.
  - National authorities have a crucial role in ensuring that policy coordination in a particular area, such as gender-based violence, occurs across the public administration bodies as also recommended by the Istanbul Convention in its Article 13. The designated national authorities should engage all relevant actors to advance the policy framework for ending gender-based violence in higher education and research.
- Engage in a policy dialogue with umbrella organisations and university associations, responsible ombudspersons, student/staff associations and unions, social workers and NGOs working with victims and survivors, lawyers and employer associations and trade unions, when developing and evaluating policies adopted, including for example, the development of guidance on how to keep disciplinary procedures fair and less legalistic, ensuring a victim-centred and trauma-informed approach focused on restorative justice.

**Value setting and awareness raising**

- Formulate and promote underlying values for the policies adopted, and communicate these proactively towards various stakeholders, to ensure that information about the adopted policies and their value orientations is widely known.
  - To this end, national authorities should clearly communicate that institutions have a legal duty of care as educational and training institutions, employers and important social actors, to ensure that their working environments are safe from all forms of violence. National authorities should also raise awareness about the fact that excellence in research cannot exist in the absence of ethical conduct and social integrity and that gender-based violence constitutes ethical misconduct and a violation of social integrity.

**Setting the legal and policy framework and providing policy guidance**

- Conduct a review of the legal interpretation of the duty of care as one of the primary obligations that higher education institutions have, to ensure that it encompasses cases of gender-based violence. This should be done in cooperation with other relevant actors, and particular attention must be paid to highlighting the duty of care towards students and staff.

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## Recommendations for Research Performing Organisations related to the 7Ps framework

**Prevalence**

- Regularly collect and analyse data from internal and external surveys, as well as administrative sources (such as records of complaints and reports) to inform institutional policies and practices.

**Prevention**

- Implement regular and systematic measures to promote change in behaviours and attitudes toward gender-based violence among staff and students at all organisational levels.

**Protection**

- Establish a range of protective actions and measures for (potential) victims, both students and staff, based on case-specific risk assessments.

**Prosecution**

- Differentiate between external prosecution and internal procedures for handling cases, whether they constitute criminal offences or not.

**Provision of Services**

- Ensure the provision of services to victims/survivors, their relatives, accused persons, offenders, bystanders, whistleblowers, and the wider affected community.
- Actively publicise and make the availability of services transparent.

**Partnerships**

- Engage relevant internal and external actors systematically in the development and implementation of institutional measures.

**Policy**

- Adopt policy documents that explicitly demonstrate the organisation's commitment to addressing gender-based violence.

## Action Plan for setting up a comprehensive policy framework

This guidance is particularly helpful for those who are at the **beginning stages** of **creating and implementing a policy framework to address gender-based violence**. It offers a good **starting point** with clear and **easy-to-understand instructions**, and **practical tips** to help organisations design, implement, monitor and evaluate their plan.

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### Template

[Introduction of the Organisation: scope, mission, values]

[Assessment Report (not mandatory)]

[What is the aim of this Action Plan?]

Action Plan Template

Thematic area: Prevention

### What is an Action Plan and how to use this Guidance document?

An Action Plan is a detailed document that outlines the steps and actions necessary to achieve a specific goal or objective. In the context of implementing a comprehensive policy framework combatting gender-based violence in academia, an Action Plan would be a roadmap that provides a clear and detailed plan of actions for how to design, implement, enforce, monitor and evaluate the plan. It should be comprehensive, realistic, and flexible, with clear goals, roles, timelines, and monitoring mechanisms to ensure its success.

This guidance is particularly helpful for those who are at the beginning stages of creating and implementing a policy framework to combat gender-based violence. It offers an excellent starting point with clear and easy-to-understand instructions, and practical tips to help you design, implement, monitor and evaluate your plan.

#### Important

The Action Plan is not meant to be a stand-alone document, but rather to serve as a working tool. The aim is to integrate measures relating to gender-based violence into the broader policies and practices of the organisation to ensure a comprehensive and consistent approach to addressing gender-based violence.

challenges and weaknesses identified in relation to [Thematic area identified in Stage 2]

The aim is to design a comprehensive prevention strategy that aims: 1) to address for students and academic & admin staff on the different gender-based violence, and the available services offered at the institution; and 2) design an educational programme for bystanders and build a culture of respect at least 50 across the different functions of the university.

No	Timeline	Target	Indicators	Resources Required
1	December 2023	At least 50 students attend all the series of workshops	Indicators	Trainer/Facilitator; HR Budget

University of Equality in Research and Academia, No.1970251

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## STEP 1: Getting started

- **Set up your working group**
- **Define working group's responsibilities**
- **Locate the working group close to the top management or high in the institutional hierarchy.**

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## STEP 2: Analysing and assessing the state of play and context in the institution

- **Organisational culture**
- **Relevant legislation and policies in your institution and country**
- **Prevalence of gender-based violence**
- **Stakeholders' analysis and needs assessment**
- **Available resources**



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## STEP 3: Designing the Action Plan



**Goals and Objectives**



**Responsible parties**



**Actions and Targets**



**Set measurable indicators**



**Time plan**



**Get inspired**



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## STEP 4: Implementation

- Mobilise responsible actions
- Conduct regular meetings
- Detect obstacles and resistance, and keep an eye on windows of opportunities
- Develop a communication and outreach plan



## Step 5: Monitoring and evaluation

- Establish a monitoring and evaluation system
- Use the indicators defined in Step 2



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## Developing a Protocol for addressing gender-based violence

This document aims to give guidance to research and higher education institutions in designing a protocol to address gender-based violence. The guidelines explain **what a protocol is** and **which elements it should cover**, along with **practical tips** and **sample practices**.

The primary audience for this guide includes **staff members responsible for developing and implementing a protocol within their institutions**.

Developing a Protocol for  
addressing gender-based  
violence in research and  
higher education institutions:  
UniSAFE guidelines



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## Developing a Protocol for addressing gender-based violence

The recommended key elements of a protocol for gender-based violence include:

- **Scope**
- **Reporting procedures**
- **Protection measures/precautionary actions**
- **Investigation procedures**
- **Disciplinary committee**
- **Sanctions**
- **Communication process**
- **Roles and collaboration with involved stakeholders**
- **Review process of the Protocol**
- **Support services**



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## Formal & informal reporting mechanisms

**Formal reporting (in-person or online)** refers to the structured process of lodging an official complaint with designated services/authorities. **Any member of the university community** can file a formal, official report with a **designated service**.

Once the admissibility of the **formal complaint** has been confirmed **a formal investigation** and **disciplinary process** based on institutional policies starts.

**Informal reporting** provisions offer persons the opportunity to share their experiences **in a less structured way**, outside a strictly prescribed protocol and **without triggering investigation**. Informal reporting can involve speaking to a trusted advisor, counsellor, or someone in a supportive role within the institution, without necessarily disclosing the details to higher authorities.

Making an informal report does not prevent a person from making a formal complaint later.

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## Resources and capacity-building materials

### Resources

- Step-by-step guide to awareness-raising campaigns on gender-based violence
- Guidelines for developing a Protocol for addressing gender-based violence
- Set of case stories guide for co-creation activities
- Set of persona stories addressing gender-based violence for co-creation activities
- Set of recommendations

**Resources and capacity building materials**

If you are seeking training materials, webinars or additional resources, you've come to the right place! Here you can find a wealth of valuable resources and opportunities for learning about addressing gender-based violence.

**Easy navigation**

- UniSAFE Resources
- UniSAFE Capacity Building Materials
- External Resources
- External Capacity Building Materials

**Persona Stories**

Facilitating change: addressing gender-based violence in co-creation activities through fictional characters

UniSAFE Toolkit

**Facilitating change: addressing gender-based violence in co-creation activities through fictional characters**

The **guide on the use of personas** introduces a range of fictional characters that represent diverse individuals who have different backgrounds, experiences and perspectives related to gender-based violence in research and higher education. These personas serve as a **dynamic tool to enrich co-creation and participatory activities** as well as training sessions, promoting discussions and a better understanding of the challenges faced in addressing gender-based violence. The use of personas also allows to check the application of (planned) measures by verifying how they would affect the different personas. The guide is meant for a **variety of professionals** to help them review and develop policies and build skills.

Download the guide

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## Guide to awareness-raising campaigns on gender-based violence

This guidance is a **practical tool** for universities and research organisations across Europe who would like to **learn more about setting up awareness-raising campaigns** and **replicating the inspiring practices** presented. It is meant for **communication officers, gender equality/equality and diversity officers, or any staff interested.**

**Awareness-raising campaigns on gender-based violence: A step-by-step guide for universities**

**Your support is important!**

AK: Guys, there's a girl who's being bothered near the bar and I don't know how to react!

VM: Are you serious? Wait, we're coming! In the meantime, pretend you know her.

AK: Like call her from afar like she's your friend...

VM: Okay, I'll meet you at the bar.

Making universities and research organisations safe from gender-based violence  
<https://unisafe-ebv.eu/>

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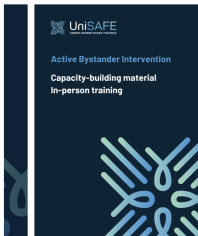

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**UniSAFE** ENDING GENDER-BASED VIOLENCE **Resources and capacity-building materials**

## Capacity-building materials

- Setting up and Implementing Institutional Policies to Address Gender-Based-Violence in Academia (in-person)
- Webinar Series (pre-recorded) on Setting up and Implementing Institutional Policies to Address Gender-Based-Violence in Academia
- Bystander Intervention (in-person and online)
- Webinar series for teachers and students
- Recommended reading lists

**Active Bystander Intervention Training (In-person)**

The training on active bystander intervention aims to educate institution members (staff and students) on gender-based violence and provide them with the necessary skills to recognise and intervene in risky and inappropriate situations. The programme includes interactive exercises, examples of the gender-based violence continuum, role-playing and discussions on identifying risk and inappropriate situations and making safe interventions. The material have been designed for an **onsite session** with an estimated **total duration of 3 hours**.

**A training for:**

- Administrative staff
- Faculty members
- Researchers and students
- Anyone wishing to be empowered as active bystanders and to take preventive actions by intervening in potentially harmful situations

[Download the training material](#)


**UniSAFE Webinar: The 7Ps Framework**

This three-part webinar series aims to present UniSAFE's 7P model with featured guest speakers sharing inspiring practices that have been successfully implemented by European institutions.

**Target groups:**


- Gender equality officers/focal points/equality and diversity officers
- Human Resources officers
- Ombudspersons
- Gender Equality Plan team members
- Health and safety officers
- Heads of Department/Unit in charge or involved in gender-based violence.

[Check out the playlist](#)

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**UniSAFE** ENDING GENDER-BASED VIOLENCE **Resources and capacity-building materials**

## Capacity-building materials



**Active Bystander Intervention Training (In-person)**

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[Download the training material](#)


[Download the training material](#)

[Download the presentation in Czech](#)

[Download the training material in Lithuanian](#)

**Additional material:**

- [Setting up a comprehensive policy framework addressing gender-based violence in academia: a step-by-step guide](#)
- [Facilitating change: addressing gender-based violence in co-creation activities through fictional characters](#)
- [Facilitating change: a guide to using case studies in co-creation activities for addressing gender-based violence](#)

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# Thank you for your attention!

Find more at [www.unisafe-gbv.eu](http://www.unisafe-gbv.eu) & [www.unisafe-toolkit.eu](http://www.unisafe-toolkit.eu)

Vasia Madesi & Panagiota Polykarpou, Yellow Window



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