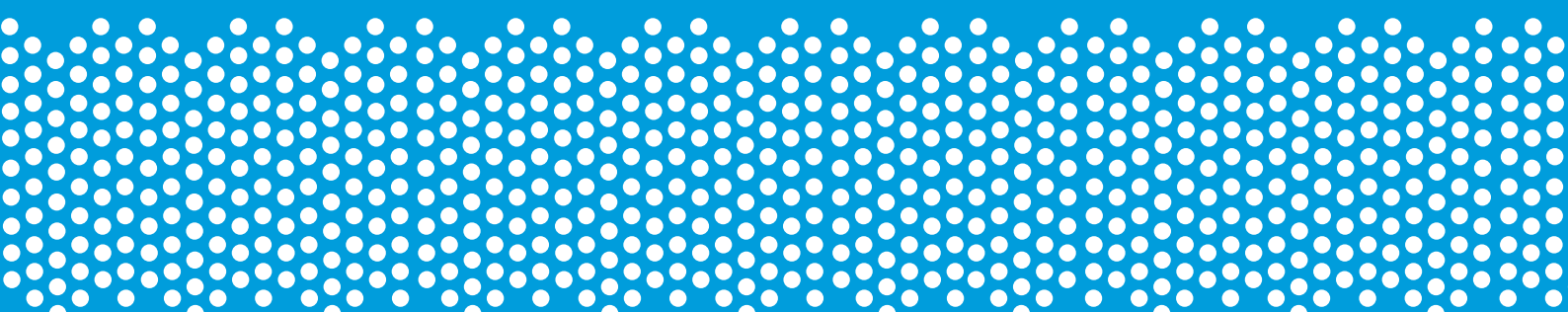




GUIDANCE NOTE

on campus violence
prevention and response



Planet 50-50 by 2030
Step It Up for Gender Equality

GUIDANCE NOTE
ON CAMPUS VIOLENCE
PREVENTION AND
RESPONSE



ENDING VIOLENCE AGAINST WOMEN SECTION
UN WOMEN

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1. INTRODUCTION

Despite progress by countries regarding commitments and efforts to end all forms of violence against women (VAW), one in three women worldwide reports having experienced physical and/or sexual violence at least once in her lifetime, mostly by an intimate partner (WHO and others, 2013). Advances have been made in legislation and policies, as well as in improving services for survivors. There has also been an increasing focus on prevention and the need to address the root causes of the problem (CSW 57, 2013). The most significant challenge, however, remains the persistence of attitudes, norms and behaviours that perpetuate negative stereotypes and tolerance regarding VAW.

The 2030 Agenda for Sustainable Development commits to the achievement of gender equality and the empowerment of all women and girls (Goal 5) including through ending all forms of violence against all women and girls (Target 5.2), making cities and human settlements safe (Goal 11) including through safe, inclusive and accessible public spaces for women and girls (Target 11.7), and creating peaceful and inclusive societies (Goal 16) (United Nations General Assembly, 2015). This agenda recognizes that violence affects women and girls of all ages in both private and public spheres. The risks and types of violence women and girls experience change over the course of their lifetimes as their relationships and environments likewise change. University¹ campuses create a unique set of risks for women including exposure to, and experience of, violence such as sexual assault, stalking, intimate partner violence/dating violence, and sexual harassment. As a result, specific strategies are required to address VAW, including holding perpetrators accountable.

The elimination of all forms of violence against women is a core part of UN Women's mandate to achieve gender equality and the empowerment of women. In line with the organization's *Strategic Plan 2018-2021*, which includes one priority area to eliminate all forms of violence against women and girls, UN Women is committed to working with universities and other partners to address VAW and promote gender equality on and around university campuses around the

globe, including through specific initiatives such as the HeForShe IMPACT 10x10x10 Initiative.²

Although VAW on university campuses has long been both severe and widespread, it has recently begun to attract increased attention in the media and among university personnel and students. This has spurred specific initiatives to understand and address the problem of violence within the university context. Such initiatives are crucial because universities can act as key institutions to eliminate and prevent violence against women, establishing norms that can yield broader societal influence.

Research and anecdotal evidence indicate that VAW is a severe problem at universities globally. Experts believe that most incidents go unreported. The research evidence is compelling and alarming:

- A 2014 U.S. Department of Justice report, using data from 1995-2013, estimated that 80% of people raped or sexually assaulted on college campuses do not report the incident(s) to police (Bureau of Justice Statistics, 2014).
- 23% of female undergraduate university students reported having experienced sexual assault or sexual misconduct in a survey across 27 universities in the United States in 2015. Rates of reporting to campus officials, law enforcement or others ranged from 5% to 28%, depending on the specific type of behaviour (Cantor and others, 2015).
- An average of 7.4% of undergraduate female students across nine campuses in the United States experienced physical abuse or sexual assault by an intimate

1 For the purposes of this paper, the word "university" refers to an institution of higher learning that offers an advanced degree beyond secondary education including technical colleges. University students are most commonly 18 years of age or older—the legal age of adulthood in most contexts. The word "university" is used here interchangeably with other terms that describe the same institution, such as "college" (in the United States).

2 For more information about the HeForShe IMPACT 10x10x10 Initiative, see <http://www.heforshe.org/en/impact>.

partner during the 2014/2015 academic year alone (Krebs and others, 2016).

- 76% of female university students across eight universities in Bangladesh reported incidents of sexual harassment (UN Women, 2013).
- A national survey showed that 51% of students in Australia faced sexual harassment at least once in 2016 and 6.9% of students faced sexual assault at least once in 2015 or 2016 (ABC News, 2017).
- 62% of students have witnessed or experienced some form of gender-based violence on campus in Spain (Valls and others, 2016).
- 70% of women at Cairo University experienced sexual harassment in 2015 (Ali and Abdunnasser, 2015).

The negative effects of VAW—on the physical, mental, and emotional health of survivors—are well known.³ In a university campus setting, these consequences are compounded by the unique conditions of campus life.

3 There can be multiple negative effects due to VAW beyond the initial physical injury including ongoing poor physical and mental health and various stress-related disorders. For instance, VAW can lead to drug and alcohol abuse, eating and sleep disorders, physical inactivity, poor self-esteem, post-traumatic stress disorder, smoking, unsafe sexual behaviour, self-harm and even suicide. Furthermore, violence during pregnancy has been associated with miscarriage, late entry into prenatal care, stillbirth, premature labour and birth, fetal injury, and low birth weight or small-for-gestational-age infants. See World Health Organization, Pan American Health Organization (2012), *Understanding and Addressing Violence Against Women*, http://apps.who.int/iris/bitstream/handle/10665/77432/WHO_RHR_12.36_eng.pdf?sequence=1

Survivors may face challenges related to living in proximity to perpetrators, sharing classes or other spaces, diminished academic performance, the financial strains of having to take school leave, difficulty maintaining anonymity and social functioning around campus, alcohol abuse, and more (United States Department of Justice, 2014). Beyond the impact on survivors, such violence also has deleterious impacts on the university and campus community at large. Inadequate prevention and responses to such violence perpetuate the problem, putting other students at risk. Further, insufficient response conveys the message that such violence is tolerated within the institution and that the institution fails to meet its obligations and academic purpose. Inaction also fuels a more general tolerance of VAW. **In enabling women to learn, universities have an obligation to keep them safe and to help them have a life free from violence.**

A key principle underlying this guidance note is that while national legislation may fall short of addressing VAW, university administrators can still affirm their public commitment to addressing this human rights violation through policies and processes that ensure all students, especially women and girls, can learn and live in a safe campus environment. As national legal and policy frameworks evolve to address the issue of campus VAW, students, staff, and faculty need to play active roles in holding university administrators accountable for addressing such violence within a broader strategy for promoting gender equality and women's empowerment.

2. PURPOSE AND SCOPE

This guidance note offers practical direction for addressing VAW on university campuses and presents a series of actions that universities can take to: (1) ensure an enabling institutional environment to prevent and respond to VAW; (2) address the needs of survivors through the provision of adequate services; and (3) prevent violence at multiple levels.

The note is intended to support universities and university administrators, UN staff working with universities in this area, civil society partners, students and other relevant stakeholders—particularly in middle- and low-income countries where there are few resources for addressing VAW. UN Women recognizes that addressing violence on campuses requires comprehensive efforts embedded within larger national, local and community strategies to address VAW and achieve gender equality. This guidance note, therefore, represents only part of a larger strategy required to address VAW. As universities vary greatly, both across and within countries, a one-size-fits-all approach is not feasible. This guidance note highlights key principles and actions that are expected to apply across contexts, while the specifics of their implementation require careful consideration, dialogue and planning by individual institutions and users.

The note focuses on sexual harassment and assault, intimate partner violence/dating violence and stalking. The principles and actions presented in the following sections can also apply to violence against female faculty and staff, but the current paper focuses on violence against female students. Universities should adopt targeted measures to address the needs of specific groups, including those most vulnerable and at risk (e.g. students with disabilities, migrants, and those from ethnic minorities, lesbian, gay, bi-sexual, transgender, intersex, and queer (LGBTIQ) individuals). Universities should adopt an intersectional approach to addressing VAW on campuses and understand how sex, race, religion, and sexual orientation, among other characteristics, intersect to exacerbate students' risk of such violence. While the guidance note emphasizes the importance of understanding the concerns of such

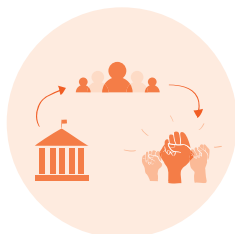
groups, more detailed analysis regarding interventions is beyond the scope of the current document. For further information on intersectional approaches to gender equality and ending violence against women (EVAW), consult UN Women's forthcoming [brief on "Leaving No One Behind"](#).

It is essential that students recognize their right to learn and live in safe and empowering environments. When universities fail to adequately respond to VAW, other stakeholders—including faculty, university staff, parents and donors to the university, community groups, and women's rights organizations—must engage with students and survivors to support their advocacy and connect them with external services and resources. Moreover, it is critical that national governments develop and implement legislation that mandates adequate university responses to VAW to ensure that students have the opportunity to learn and live safely.

The methodology for the development of this note included a desk review, technical inputs from UN Women staff in headquarters and the field, select interviews with representatives from universities in the United States, as well as inputs and reviews from experts working on VAW in universities in Canada, the United Kingdom, the United States, and Jamaica. Finally, while this guidance note aims to be relevant to university campuses across the globe, it acknowledges that given different geographic and cultural contexts, audiences will be at significantly different stages and capacities for addressing the problem. In this context, some institutions may require greater support to execute the principles and actions suggested, while others might find these suggestions reflective of steps already taken.

3. GUIDING PRINCIPLES

The following key principles guide ethical and effective response to, and prevention of, VAW. They apply within and beyond a university campus setting:



A. Comprehensive approach

A comprehensive approach is needed to ensure barriers to ending VAW on campuses are effectively addressed. Such an approach should not only include responses to incidents of violence after they have occurred, but also strategies that promote zero tolerance to such violence and address the norms, behaviours, attitudes and practices that condone it.

As mounting evidence shows, it is necessary to work across multiple levels, including at individual, relationship, community, and institutional levels and through multiple strategies to address the root causes of VAW.⁴ Consequently, prevention efforts by universities are most effective when they connect to broader initiatives taking place at local, national, and even international levels. To do this effectively, universities should develop prevention interventions for different groups at the following levels:

- Individual — Building skills of students and staff through awareness-raising and training on gender equality, gender roles and responsibilities, and questioning the perpetuation of VAW.

- Relationship — Supporting students to build respectful relationships through specific programmes that increase knowledge about consent and warning signs of abuse in relationships.
- Community — Working with students and faculty, in cooperation with community service providers, to build a safer, more positive culture that does not tolerate VAW, including through awareness-raising on gender equality and VAW.
- Institutional — Developing clear, survivor-centred policies that promote zero tolerance of VAW; implementing policies through the establishment of survivor-centred processes, mechanisms and protocols along with awareness-raising and sensitization initiatives for students and staff; ensuring availability of mechanisms and procedures to disseminate knowledge about services available and processes, including through university media and communications outlets; collaborating with external support service providers and women’s organizations; ensuring safety on campus, from adequate lighting and supervision of facilities to safe access to restrooms and security in dormitories, and so forth.

⁴ UN Women, UNFPA, WHO, UNESCO, UNDP, ILO, OHCHR (2015), A Framework to Underpin Action to Prevent Violence against Women, <http://www.unwomen.org/en/digital-library/publications/2015/11/prevention-framework>.



B. Survivor-centred and a “do no harm” approach

A survivor-centered approach aims to empower survivors by prioritizing their rights, needs, and wishes and treating them with dignity and respect. It further ensures that survivors have access to appropriate and quality services including medical care, psychosocial support, safety/security, and legal assistance (UN Women, 2016b). Within the context of the university, this approach includes:

- Avoiding blaming survivors for the violence they have experienced through focusing, for example, on the survivor’s behaviour (e.g. alcohol consumption, what the victim was wearing at the time of the attack or where they were) or on other circumstances of the

incident. Instead, violence against women needs to be framed within the broader context of structural gender inequality, discrimination and societal oppression.

- Empowering survivors to make their own decisions based on information about available services on and off campus, and not pressuring survivors to take the actions that the service provider would like them to take.
- Treating all persons who report equally regardless of sex, race, ethnicity, religion, sexual orientation, gender identity, or other factors.



C. Human rights-based approach

Interventions must account for the needs of all survivors, especially those that face multiple forms of discrimination (e.g. those living with disabilities, women from racial and ethnic minorities, LGBTIQ individuals). However, initiatives to address violence against women in university settings must also consider the diverse economic, social, political and cultural factors that relate to women’s different statuses. Understanding the

multiple forms of discrimination that women may face is critical for designing effective prevention strategies as well as services that are tailored to all affected individuals. It is likewise important to ensure that women and girls from these groups participate in the design, implementation, monitoring and evaluation of such interventions to avoid their further exclusion.



D. Perpetrator accountability

Universities should ensure perpetrators are held accountable while protecting survivors' confidentiality and their decision to formally report the incident or not. Universities are under obligation to ensure the safety of students on campus, to investigate allegations, and to prevent possible future incidents. Beyond these internal processes, survivors may decide to formally report the incident to the local justice system. In this case, universities should cooperate with the criminal justice system and support survivors throughout the

judicial process. Processes that are fair to all parties involved are key to preserving the integrity of university processes should they be challenged through judicial or other external review. It is important that the process for adjudication or holding the perpetrator accountable is done in a timely manner to reduce further trauma to the survivor and to ensure fair treatment for both the survivor and the alleged perpetrator. It is also critical that the alleged perpetrator's rights are respected, including the right to fair and thorough adjudication.

4. INTERNATIONAL, REGIONAL AND NATIONAL COMMITMENTS AND RESPONSIBILITIES

4.1 International and regional normative frameworks

Several international and regional frameworks outline the commitment of Member States to address all forms of VAW in private and public spaces, including educational settings. Some frameworks also note the threat that violence poses to girls' and women's access to equal education, as well as particular vulnerabilities to violence experienced by women and girls in educational settings. These frameworks include:

- **Beijing Platform for Action:** Produced at the Fourth World Conference on Women in September 1995 and adopted by 189 Member States, the platform includes VAW as one of their 12 critical areas of concern and calls for elimination of all forms of VAW. It notes that for governments to ensure equal access to education, they must create a gender-sensitive educational system.⁵ Strategic Objective L.4. of the Beijing Platform for Action also clearly mandates that governments “Eliminate discrimination against girls in education.”
- **CEDAW (General Recommendation 35):** The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, recognizes that “gender-based violence is a form of discrimination that seriously inhibits women’s ability to enjoy rights and freedoms.” General Recommendation No. 35 on gender-based violence against women, updating General Recommendation No. 19, specifically mandates measures ensuring safe infrastructure “in and around schools”,⁶ as well as awareness-raising for educational personnel.
- **Commission on the Status of Women (CSW57):** The agreed conclusions of the 57th session of the Commission on the Status of Women, adopted in 2013, stress the importance of education in addressing violence against women and girls. It emphasizes the right to education as well as the role of education in changing attitudes, behaviours and practices that perpetuate and condone gender stereotypes and all forms of discrimination and violence against women and girls. It also calls for action to “improve the safety of girls at, and on the way to and from school, including by establishing a safe and violence-free environment through improving infrastructure, such as transportation, and providing separate and adequate sanitation facilities, improved lighting, playgrounds and safe environments; adopting national policies to prohibit, prevent and address violence against children, especially girls, including sexual harassment and bullying and other forms of violence, through measures such as conducting violence prevention activities in schools and communities, and establishing and enforcing penalties for violence against girls.”
- **Belem do Para Convention:** The Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women (known as Belem do Para Convention), adopted in June 1994 at the General Assembly of the Organization of American States, states that “violence against women shall be understood to include physical, sexual and psychological violence ... that occurs in the community and is perpetrated by any person, including ... sexual harassment in the workplace, as well as in educational institutions.”

⁵ Strategic objective B.1. 8o(d)

⁶ CEDAW General Recommendation 35, section IV, paragraph 3o(c)

- **Maputo Protocol:** The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (known as the Maputo Protocol), signed in 2003, mandates "the establishment of adequate educational and other appropriate structures with particular attention to women and to sensitise everyone to the rights of women" [Article 8(c)].
- **Istanbul Convention:** The Council of Europe Convention on preventing and combating violence

against women and domestic violence (known as the Istanbul Convention), which has been signed by all EU Member States, offers the guidance that "Women and girls are exposed to a higher risk of gender-based violence than men." The Convention emphasizes that violence against women is a human rights violation and criminalizes different forms of violence including psychological violence, stalking, and sexual harassment.

4.2 National stakeholder responsibilities

The above-mentioned regional and international frameworks provide a roadmap and guidance for stakeholders at national and local levels working to eliminate and prevent all forms of campus VAW. Key stakeholders include national governments, university administrators, faculty, staff, and students. More specifically:

- **National and local governments:** To prevent and respond to VAW on campus, and further protect the rights of survivors to education (UN Women, 2016b), there is a need to put in place laws that mandate preventative measures and ensure that survivors have access to essential services, including legal, medical and mental health services. In addition, states should provide funding to universities to carry out activities related to preventing and responding to VAW on campus.
- **University administrators:** Universities have the duty to provide a safe environment for all students as well as to protect and promote student rights. At the same time, most university students are the age of majority, with all the accompanying rights and responsibilities of adults. This means that universities have to balance the rights of survivors to make their own decisions with the university's mandate to maintain a safe and dignified learning environment for all students. This balance requires well-defined policies, procedures, protocols, and programmes on preventing and eliminating VAW. In instances in which university administrators determine that existing national legislation does not sufficiently protect the rights of all students and particularly survivors, they should be

prepared to go beyond nationally-mandated requirements to ensure student safety through effective protection and response to all forms of campus VAW.

- **Faculty and staff:** Faculty and staff should be aware of their responsibilities and offer support to survivors by connecting them to health care professionals, relevant administrators, student services, and other expert resources. They should also serve as allies to students, support student-led activist and anti-VAW initiatives, create safe environments within classrooms and contribute to institutional change. Experts whose research or administrative function focuses on addressing VAW should be prepared to direct survivors to appropriate resources both within and outside of the university. Faculty and staff should be proactive in ensuring students know to approach them for guidance in the wake of VAW incidents on campus, and they should proactively bring forth proposals to the university administration that strengthen accountability mechanisms for perpetrators, improve responses to survivors' needs, and accelerate broader gender equality on campus. It is also important that university administrators support and recognize the contributions of campus experts who allocate time toward supporting and counselling survivors.
- **Students:** Students should be informed about different forms of violence on campus as well as all available services and resources allocated to addressing VAW. In addition, they can contribute to institutional change

by engaging to create awareness, initiating campus activism and influencing institutional and policy reform. Students can also contribute to and drive behavioural change by promoting zero tolerance to VAW, leading by example in promoting respectful and equal relationships between men and women, and reaching out to their peers to encourage positive behaviour and views on violence prevention efforts. In addition, students can provide bystander support (see

[Action 9](#)). Students can engage with staff or experts on campus who are working on gender-related issues, VAW, or student safety, to support dissemination of messages and student-led activism. In the absence of resources on campus, students can connect with external resources such as local NGOs, national and international campaigns and other universities and student groups working on similar issues.

5. KEY CONSIDERATIONS

Efforts to address VAW on university campuses have yielded vital learning. The list below, though not exhaustive, highlights some key ideas to consider when moving forward:

- **Complement reporting with adequate support to survivors:** As VAW on campuses gains greater attention, there can be a tendency to emphasize mandatory reporting policies and protocols, and stringent compliance by universities. While strong processes ensuring accountability are important, this can also overshadow the priority to support a survivor and respect their right to make their own decisions, including whether the survivor decides to lodge a formal complaint. Clear policies and protocols can help to ensure a survivor-centred response, but ongoing training and support to staff is also important to maintaining quality service provision.
- **One-off interventions are not effective in preventing VAW:** multiple strategies are necessary. A comprehensive approach is critical to prevent VAW and effect meaningful change. Evidence indicates that one-off trainings, or trainings that stop at awareness-raising, without building skills and having a transformational approach are usually not effective. Administrators, students, faculty, and staff must be repeatedly exposed to trainings and information on VAW prevention and response to ensure long-term attitudinal and behavioural change.⁷
- **Students who experience violence are most likely to report to friends, family or others who are close to them.** Formal counsellors or university staff are not typically the first point of contact for a survivor. Therefore, it is crucial that programmes not only invest in formal university response systems. Programmes must also help the entire student population learn how to provide appropriate support to anyone who discloses to them. All students need to be able to direct survivors to essential services.
- **Well-trained and experienced staff are essential to addressing VAW effectively.** Preventing and responding to VAW requires specific attitudes and skills that develop and strengthen over time. It can also be emotionally draining, particularly for first responders. It is crucial that universities invest in finding qualified staff and/or developing qualified staff from within and providing them with both emotional and professional support.
- **It is vital to consider whether programmes are reaching all cultural, religious, racial, ethnic and other groups equally.** The principles outlined in this paper apply to all students. However, universities must consider carefully how best to apply these principles within their unique contexts and how to reach the most marginalized groups. UN Women is developing guidance⁸ on how to reach those groups experiencing multiple forms of discrimination and address intersectionality in efforts to achieve gender equality more broadly, and to eliminate VAW, in particular.
- **Further innovation is needed to develop comprehensive approaches for preventing violence before it occurs.** It is important to continue to build the evidence base of what works for preventing VAW on university campuses, and to especially look at the effectiveness of combining strategies and approaches across multiple levels and in different countries and contexts (CDC, 2016). However, while this evidence is being generated, university prevention interventions should be designed at these multiple levels with a focus on transforming social norms, behaviours, practices and gender stereotypes that tolerate or condone VAW. One example of an activity that can fuel innovative interventions is a university-led Ideathon in which students, faculty and administrators can discuss underlying causes of VAW on campus and brainstorm possible solutions.

⁷ The importance of repeated and long-term rather than one-off strategies is underscored in Sarah DeGue (2014).

⁸ Forthcoming publication *Leaving No One Behind*, UN Women.

6. ACTIONS TO ADDRESS CAMPUS VIOLENCE — THE 10 ESSENTIALS

There are many actions a university needs to take to eliminate VAW. Key to this elimination is making the university setting a safe space for women's feedback and participation. The following recommended actions fall into three general categories: 1) an enabling institutional environment; 2) access to services; and 3) prevention. Though the specifics of implementation vary according to context, below are ten recommended actions universities and other relevant stakeholders should take to prevent and respond to VAW on university campuses. This list is not exhaustive. Universities may find that they have already taken these actions, in which case they are encouraged to continue or expand on actions as necessary to eliminate campus violence.



Actions for an enabling institutional environment

ACTION 1: Assess the situation

First, it is critical that universities take action to understand the extent and nature of VAW on their campuses to determine appropriate responses, including prevention strategies. Universities may either conduct a rigorous study if they have the resources or undertake informal assessments such as focus group discussions, community conversations and one-on-one meetings.⁹ It is important to note that some groups may be exposed to a higher risk of violence or have barriers to participation due to multiple and intersecting marginalization. Whichever method is selected, the research requires proper planning, a system to analyse and use

the data to inform strategies addressing the problem, and compliance with national and international ethical and safety recommendations for researching VAW. Particularly in countries where the legal drinking age is above 18, the presence of—and response to—alcohol and other legal or illegal substances on campuses should be evaluated as an associated factor for perpetration and victimization. It is important that the role of substance abuse is understood adequately to provide suitable interventions for prevention and response. For instance, universities should ensure that students are not precluded from reporting instances of VAW for fear of being disciplined for consumption of alcohol or drugs. **Under no circumstances should substance abuse be used as an excuse to blame the victims for the abuse experienced.**

⁹ For detailed guidance on methods, sample questionnaires and other resources on surveys, assessments and further information gathering exercises, see United States Department of Justice, Campus Climate Surveys available at https://www.justice.gov/ovw/protecting-students-sexual-assault#_edn4

Below is a checklist that can be used in assessing the campus situation:

- ✓ Establish a research team (internal or external, linking to women's groups) and build its capacity to conduct an assessment of the situation.
- ✓ Conduct a survey, assessment, or other information gathering exercise.
- ✓ Ensure the assessment is conducted using established ethical protocols.
- ✓ Establish an advisory board.
- ✓ Get buy-in from university leadership.
- ✓ Get necessary approvals, including institutional ethical clearances.
- ✓ Develop methodologies, data collection tools, and data analysis systems.
- ✓ Analyse data.
- ✓ Conduct sessions to review results and use them to inform interventions and programming.

BOX 1.1

What information should universities gather?

Universities need to gather information on various issues, including:

- i. Awareness levels regarding VAW in general, available services and redress mechanisms of students, faculty and staff, as well as attitudes towards VAW and survivors.
- ii. Forms of VAW, types of incidents occurring, and most at-risk populations.
- iii. Characteristics of those incidents (e.g. common locations, perpetrators, survivors, circumstances).
- iv. Estimated prevalence, incidence and reporting rate.
- v. Student, and particularly survivor, experiences regarding implementation of university policies and procedures on VAW.
- vi. Consequences for the survivor and the broader university community.
- vii. Access to an existing urgent response system and referral systems.
- viii. A campus safety audit is another information gathering exercise that uses a participatory methodology for understanding the risk and protective factors for VAW on campus, by examining:

- Infrastructure design (e.g. building design, secluded areas, street lighting systems, accessible routes, signs, visibility)
- Security provisions (e.g. campus police, security cameras, escort services and others)
- Social dynamics (e.g. perceptions, experiences and attitudes and relations between different groups)
- Social and public events where VAW could be perpetrated or specific environments relevant to the university culture where VAW may be more prevalent (e.g. sports events and clubs, fraternity parties, school protests, social clubs and others)
- The use, implementation and effectiveness of institutional policies and programmes (e.g. sexual violence policy, orientation programmes and others)

Certainly, campus safety audits can prove useful tools to inform policies, service provision and interventions aimed at risk reduction and change in social norms and behaviour.

BOX 1.2

International ethical and safety recommendations

Examples of international ethical and safety recommendations include:

- World Health Organization (2001), Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women, <http://www.who.int/gender/violence/womenfirtseng.pdf>
- World Health Organization (2016), Ethical and Safety Recommendations for Intervention Research on Violence Against Women, http://preventgbv africa.org/wp-content/uploads/2014/10/VAW_Research_Ethics_Safety_9_3_14.pdf
- World Health Organization (2007), Ethical and Safety Recommendations for Researching, Documenting, and Monitoring Sexual Violence in Emergencies, https://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf
- World Health Organization (2005), Programme for Appropriate Technology in Health (PATH), Researching Violence Against Women: A Practical Guide for Researchers and Activists, <http://www.who.int/reproductivehealth/publications/violence/9241546476/en/>

For other ethical guidelines for research and data collection on VAW, see <http://www.endvawnow.org/en/articles/322-conducting-research-data-collection-and-analysis-.html>

BOX 1.3

Example of campus safety audit: METRAC (Canada)

METRAC, based in Canada, is an organization that seeks to prevent violence against women and children. They have developed a campus safety audit process that is based on partnership between students, administration, faculty, staff, and the broader community. The approach combines best practices in Crime Prevention Through Environmental Design (CPTED), VAW prevention, and community development. It uses a “high risk first” approach, which prioritizes the needs of those who are statistically most at risk of violence and those who are excluded or missed in other processes. The process has five components:

1. Collaboration with all campus stakeholders;
2. Policy and good practices (what works and what does not);
3. Needs and assets (where the campus is in terms of providing a safe environment and where it needs to be);
4. Safety assessments (identify unsafe “hot spots” and discuss solutions); and
5. Report (recommendations for implementation).

For further information and resources about the METRAC campus safety audit approach, visit: <http://www.metrac.org/what-we-do/safety/campus/>

ACTION 2: Put a policy in place

Zero tolerance towards VAW must be translated into an explicit university policy on ending violence against women (EVAW) that applies to all students, faculty and staff. It is important to develop the policy through an inclusive and transparent process. The policy should be informed by the results of the campus survey or information gathering exercise and connect clearly to other relevant university policies such as those on campus violence, gender equality, or student rights. In addition, developing the policy is not a one-off process; the policy and included protocols need to be reviewed and revised over time (usually every 2-3 years). A comprehensive EVAW policy should include at least the following elements (White House, 2014):

- i. Introduction (commitment statement)
- ii. Definitions (of violence and key terms)
- iii. Scope of the policy (what and who is covered by the policy)
- iv. Appointment of an EVAW coordinator and identification of their responsibilities
- v. Options for assistance following an incident of VAW, including changes in the survivor's or perpetrator's accommodation and other potential administrative or academic measures, e.g. making arrangements for temporary leave of absence, postponing exams, and so forth.

- vi. Reporting policies and protocols
- vii. Investigation and grievance/adjudication procedures and protocols
- viii. Prevention approach and education outline
- ix. Training outline
- x. Mandate budget to ensure the policy is effective and implemented.

A zero-tolerance policy will include immediate and serious ramifications for any perpetrators of VAW, no matter their seniority or status. Depending on the nature of the violence, the policy should include alerting the relevant authorities if there are legal repercussions. Further, the policy should entail maintaining relations with relevant authorities to ensure accountability and reduced impunity.

Information about the policies and procedures put in place to address VAW on campus should be made available to all students and staff when they first join the university. This can be done through written materials, orientations, induction sessions, the campus website and other means relevant for each context. Resources, including key contact points for making a report of abuse, should be kept up-to-date and made available in multiple languages where relevant. This will help students and staff understand their obligations and rights as well as learn about the resources and support available in case of violent incidents.

BOX 1.4

Examples of university policies against VAW around the world

Universities around the world have been developing policies to address VAW that vary according to their needs and contexts. While some are more comprehensive than others, all represent important first steps in addressing VAW on campuses and create opportunities for further action.

- In 2014, Cairo University became the first national university in Egypt to endorse a policy against sexual harassment. The policy commits to raising awareness about sexual harassment and holding perpetrators accountable through clearly-defined disciplinary actions. It was developed based on inputs from staff, student representatives and civil society organizations such as HarassMap¹⁰; its implementation is monitored by an anti-harassment task force, with a high-level committee chaired by the university President.¹¹
- In 2008, the National Autonomous University of Honduras (UNAH) adopted a policy to prevent, treat, sanction and eradicate sexual harassment on campus that was further revised in 2011.¹² With the adoption of the policy, UNAH committed to vigorously prohibit this illegal, discriminatory and unethical behaviour at their university, stating that it would not tolerate any of its members, male or female, committing or experiencing such

conduct, regardless of their position in any given hierarchy.

- In South Africa, Wits University is revising its Sexual Harassment, Sexual Assault and Rape Policy and Procedures, originally developed in 2013.¹³ The policy established the Gender Equity Office (GEO) to assist survivors of sexual harassment and sexual violence. Meanwhile, the University of Pretoria established the Code of Conduct on the Handling of Sexual Harassment in 2008.¹⁴
- Universities in the United States are developing and enhancing policies on sexual assault and misconduct, using guidance from the Washington Task Force.¹⁵

Increasingly, universities are developing specific policies against VAW. However, many policies lack the comprehensive protocols—such as protocols on reporting and confidentiality, interim measures, and investigations—that help to ensure effective and ethical response. Universities also prioritize differently according to their contexts, with some focusing on sexual harassment and others looking at a wider range of sexual assault. Other institutions focus on VAW while some concentrate on sex and gender-based discrimination more broadly. Despite this progress, many universities around the world still lack policies that guarantee the rights and safety of women.

¹⁰ Cairo University's policy against sexual harassment (in Arabic only), <https://cu.edu.eg/userfiles/Anti-Harrass-Book-CU.pdf>.

¹¹ In November 2016, Beni Suef University in Egypt also launched a special unit to address sexual harassment and sexual violence. This is the first step in a larger plan that includes developing a university-wide policy against sexual harassment (<http://harassmap.org/en/news/beni-suef-university-taking-action-against-sexual-harassment/>).

¹² National Autonomous University of Honduras (UNAH) special policy to prevent, address, punish and eliminate sexual harassment. (in Spanish only), <https://sg.unah.edu.hn/dmsdocument/2150-reglamento-especial-para-prevenir-atender-sancionar-y-erradicar-el-acoso-sexual-en-la-universidad-nacional-autonoma-de-honduras>

¹³ Wits University Sexual Harassment, Sexual Assault and Rape Policy and Procedures, (2013) <https://www.wits.ac.za/media/wits-university/students/gender-equity-and-tolerance/documents/HRG.10%207%20Apr%202014%20Wits%20Sexual%20Harassment%20Policy.pdf>

¹⁴ University of Pretoria, Code of Conduct on the Handling of Sexual Harassment (2008), <https://www.up.ac.za/media/shared/409/code-of-conduct-on-the-handling-of-sexual-harassment.zp85249.pdf>

¹⁵ Office on Violence Against Women (OVW) (2018) Protecting Students from Sexual Assault, <https://www.justice.gov/ovw/protecting-students-sexual-assault>

ACTION 3: Assign a dedicated university coordinator to address violence against women

Key to the success of any EAW policy is to appoint an individual responsible for the coordination of its implementation and providing strategic guidance. It is therefore strongly recommended that universities have an EAW Coordinator, a staff member responsible for organizing and offering strategic guidance to the university's work to address VAW. The EAW coordinator does not have to work in a specific department but this

person should have relevant expertise around the issue of VAW and be interested and willing to take on this role. It is important to develop clear and detailed terms of reference for the EAW Coordinator who should be granted a senior level of authority on this issue and should regularly address senior staff and key decision makers in the universities.

ACTION 4: Put in place protocols that outline the procedures

As part of Action 2 on establishing a university policy to address VAW, specific protocols need to be developed, outlining steps and required procedures. These include:

(a) Code of conduct for university staff and faculty

— If the university does not already have a code of conduct that prohibits all forms of VAW as defined in the EAW policy, between staff and faculty, and between staff, faculty, and students, then one should be developed. A code of conduct clearly outlines the values of the university and behaviours that are forbidden within that value system, including VAW. It applies to all university staff and faculty, including third parties employed on or off campus.

(b) Reporting and confidentiality protocol

— A detailed reporting and confidentiality protocol clearly explaining university staff members' obligations when a survivor discloses violence to them. It typically includes the following (for detailed description, see "Sample Language for Reporting and Confidentially Disclosing Sexual Violence" box on page 23):

- The circumstances under which full, partial, or no confidentiality is required.
- The designations and responsibilities of various staff members in maintaining different levels of confidentiality and their obligations to inform survivors.
- How to maintain these different levels of confidentiality/anonymity when sharing information.
- How to ensure survivors are informed of limitations on their confidentiality (before disclosure).

- The rights of the survivor when disclosing to university-affiliated staff.
- The circumstances that enact a mandatory university-led investigation.
- The opportunities and limitations of anonymous and/or third-party reporting.

(c) Protocol for supportive and interim measures

— This protocol describes the resources available to support survivors of VAW, whether they wish confidentiality ("supportive measures"), or whether they lodge a formal complaint and are awaiting the final outcome ("interim measures"). The protocol may include sections on the following:

- Available supportive measures: medical and mental health services, police and legal/justice services.
- Options for requesting supportive measures or interim measures: how to request support when a survivor discloses confidentially or non-confidentially.
- Available interim measures: a no contact directive between alleged perpetrator and survivor, changes in dining location, assistance in securing alternative housing or employment in a different campus, transportation accommodations.
- Academic accommodations: including short-term and long-term options for addressing the possible adverse effects of VAW on the survivor's academic performance (e.g. academic support, extending

assignment deadlines, rescheduling an exam, or academic leave of absence).¹⁶

(d) Investigation and adjudication protocols — It is essential to outline the procedures for a university's investigation into cases of VAW, including those conditions that trigger one, as well as the procedures for making a decision or judgment about the case. The investigation and adjudication protocols should ensure that the procedures in place acknowledge the difference between the investigation conducted by the university and the one conducted by the police. It is critical that investigating and decision-making staff understand their roles clearly and do not try to play the role of police. In addition, it is necessary to understand any mandatory reporting laws that exist within the context to ensure compliance by the university. Universities are not under obligation to report to the police, unless they are bound to report by the laws of that country or state. If developing a Memorandum of Understanding (MoU) with law enforcement, clearly outline the conditions that mandate reporting and investigation by police as well as the roles and responsibilities of each party when a criminal police investigation is launched. **The protocols should also address the fact that mediation is not considered a good practice when responding to cases of violence and therefore should not be considered during investigation or adjudication processes.**

The **investigation protocol** should include:

- The name and role of the university EVAW coordinator;
- Who is responsible for conducting the investigation;
- A reasonable timeframe for investigating and resolving cases (as well as procedures for extending the time frame);
- The methods for gathering and preserving evidence;
- Measures to ensure perpetrators are held accountable;
- Respect for the rights of all, both survivors and alleged perpetrators, during the investigation (e.g.

¹⁶ Sample language on supportive and interim measures is available from the White House Task Force at: <https://www.justice.gov/ovw/page/file/910296/download>. This sample is specific to compliance with federal regulations in the U.S. (Title IX) and thus will not be directly replicable in other contexts. However, it contains ideas and language that are adaptable to other environments.

including limitations on the defendant's use of the complainant's past sexual history);

- Parameters for what may/may not be shared (and guidelines around sharing/not sharing with law enforcement);
- Description of interim and supportive measures;
- Explanation of the limitations on the university's ability to investigate if the survivor requests confidentiality, and alternative safety measures that are possible in this case;
- Explanation that a university investigation process does not preclude the survivor from pursuing civil or criminal charges outside of, and in addition to, the university process.

The **adjudication protocol** should include:

- Explanation of the process for making a decision about the investigation (including the standard of evidence necessary to make a finding, who is responsible/alternate for hearing the case and their qualifications, those who may attend the hearing process and their responsibilities);
- Explanation of the possible outcomes of the adjudication process (e.g. suspension, expulsion, and so forth);
- The rights and roles of both parties during the decision-making process;
- The possible results of the decision-making process;
- How parties will be informed of the results;
- Appeal procedures.

Little guidance exists that explicitly discusses the rights of someone who is accused of perpetrating VAW on a university campus (right to attend classes, accommodation, campus employment). It can be challenging for universities to manage all aspects of their response to VAW in a way that aligns with principles and best practice as well as respects the rights of all parties involved (UN Women, 2012). Where universities are unsure, it is important to seek assistance from specialized agencies (e.g. legal agencies, human rights bodies, women's organizations) to ensure that the rights of all parties, including alleged perpetrators, are respected, without infringing on support to survivors or their safety.

BOX 1.5

Sample Investigation and Adjudication Protocols

Witwatersrand University in South Africa (which is part of Impact 10x10x10 Pilot Initiative of the HeForShe campaign) has developed a Disciplinary Procedure for Gender-Related Misconduct, Staff and Students (March 2015). The protocol details 11 steps of the investigation and adjudication process, including: 1) Initiation of a complaint; 2) Subsequent withdrawal of the complaint by the complainant; 3) Conditions for the university accepting a complaint; 4) Contacting the respondent; 5) Interim measures; 6) Constituting the hearing panel; 7) Investigation and pre-hearing process; 8) Hearing; 9) Arriving at a decision; 10) Review process; and 11) Appeal process.

The protocol is available at: <https://www.wits.ac.za/media/wits-university/students/gender-equity-and-tolerance/documents/Disciplinary%20Process%20for%20Gender-Related%20Misconduct.pdf>

The National Autonomous University of Mexico (UNAM), the largest higher-education institution in Latin America, joined the HeForShe movement in 2016 via its rector. As a HeForShe institution, the university has committed to creating and executing a protocol for responding to sexual violence on its campuses. The protocol was launched in August 2016 and includes trainings for university personnel about responding to VAW and a protocol for reporting and adjudicating cases of VAW on UNAM campuses. Reports of VAW can be made by the victim or by witnesses, and the protocol also establishes interim protections and services that must be made available to the victim.

The protocol is available at: <http://igualdaddegenero.unam.mx/wp-content/uploads/2016/08/protocolo-de-actuacion-en-casos-de-violencia-de-genero.pdf>

ACTION 5: Interim and supportive measures

If a survivor reports an incident and requests support, it may be necessary to take interim measures (e.g. in relation to accommodation, class attendance, exam schedules) to ensure the survivor's safety and the safety of others. Support must be in line with the university policies and protocols, clearly outlining the rights of survivors and university obligations (see [Action 4:](#)

[Protocols and Procedures](#)). Given the long-term nature of some of the consequences of VAW, it is also necessary to offer services beyond the period of initial reporting and/or investigation, such as ongoing counselling, follow-up medical and psychosocial care, or the referral of survivors to where these services are available in the longer term (see [Action 8](#)).

BOX 1.6

Sample Language for Reporting and Confidentiality Disclosing Sexual Violence

The White House Task Force to Protect Students from Sexual Assault has developed sample language to guide universities in developing reporting and confidentiality protocols for sexual violence. It is important to note that while this sample language can provide a helpful example of good practice, it is grounded in the United States' context of federal law, where Title IX places specific legal obligations on US universities to protect students subject to VAW. This language will thus need to be tailored and adapted for other countries' legislative and political contexts. In the sample document, the White House Task Force defines the following categories and responsibilities (specific names and contact information under each category should be inserted into the actual protocol):

i. Privileged and confidential communications.

This section distinguishes between: a) "professional and pastoral counselors" who are bound by client confidentiality and are not obligated to report anything about a disclosed incident to the university, law enforcement or others; and b) "non-professional counselors and advocates" who work or volunteer on-campus and should be able to speak to a survivor and report the incident to the university without revealing any personally identifying information about them. They can report on the nature, date, time, and general location of an incident.

- It is the responsibility of the service provider with "privileged" or "confidential" status to inform the survivor that if they wish to maintain complete confidentiality, then the university will not be able to conduct an investigation or pursue disciplinary action with the alleged perpetrator.
- Though counselors with "privileged" or "confidential" status are not required to report to the university, they may have different reporting requirements under national laws.
- If the alleged perpetrator poses a significant threat to the university community, the university may issue a warning to students, without using identifying information about the survivor.

ii. Reporting to "responsible employees". A "responsible employee" is defined as a university employee "who has the authority to address sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty." When a survivor discloses an incident of sexual violence to a responsible employee, that employee is required to report to a designated sexual violence prevention coordinator all relevant details about the alleged sexual violence that the university will need to determine what happened – including the names of the survivor and alleged perpetrator(s). The university is obliged to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly. It is important to note that a university investigation is not the same as a police investigation; a survivor may choose to have the university investigate without reporting to the police, and the university should not require that the survivor reports to the police as a condition for administrators to take further action. Survivors may, for various reasons, determine that they do not want to involve the police or criminal justice officials and should still have the option to seek services and investigation under the university system.

- It is the responsibility of the employee to make sure that a survivor understands the employee's reporting obligations before she discloses information and that they explain that there are others on campus who can listen confidentially. (The protocol should include a section on "Requesting Confidentiality from the University: How the College Will Weigh the Request and Respond.")
- The responsible employee should not pressure a survivor to request confidentiality nor to investigate an incident. They should be asked to identify their own preferences.
- The responsible employee should, to the extent possible, only share information with others who are responsible for handling the university's response to the report.

For more detailed information and to see the sample protocol, go to: <https://www.justice.gov/file/910281/download>

ACTION 6: Monitoring and evaluation mechanisms

Monitoring and evaluation are necessary components of any intervention to address VAW. Systems need to be put in place to regularly monitor the responses provided by the university and their short- and long-term impacts. Universities should actively monitor and identify areas for improvement in their EAW policy, associated protocols, coordinated service provision, and prevention and education programmes. Effective systems for monitoring and evaluating these policies, protocols, and programmes should combine quantitative with qualitative methods such as focus groups conducted with staff, students and survivors. These systems require the structured analysis and collection of data, which looks at the prevalence of VAW, as well as its incidence, drivers,

and consequences. Data collected should be disaggregated by type of violence experienced, the place of occurrence and the characteristics of both the survivor and the perpetrator. All data should be anonymized (i.e. associating individuals with a random number to protect their identity) and confidential with a strict data protocol for access and use.

Tools and systems for monitoring response services— e.g. intake forms, referral systems— are generally more developed than tools for measuring prevention. Universities are well-placed to draw upon their resources and expertise to design and conduct monitoring and evaluation exercises, though they should also seek consultation from external experts and especially frontline women’s groups.

ACTION 7: Have a dedicated budget

Adequate resources are required to have effective interventions that address VAW on campus and create an institutional culture that does not tolerate VAW. In the absence of such a budget, any measures will fall short of what is required to end VAW on campus.

The process of creating an EAW budget should involve a dedicated costing exercise. This costing exercise needs to be based on a comprehensive analysis of estimated costs for each and every necessary activity and intervention. For instance, it should include the following:

- Information-gathering costs: conducting a survey, focus groups and campus safety audit to understand the extent and nature of the problem.
- Infrastructure costs: ensuring there is adequate lighting on campus; transportation available for students who need to commute at night; safe alleys, toilet entrances, dormitories and other relevant infrastructure.
- Awareness efforts: costs involved with conducting awareness programmes for faculty, staff and students on what constitutes violence; options available to survivors of violence; and ways to prevent and respond to such violence.

- Sensitization and capacity-building of those providing support and services in university: costs involved with hiring an EAW coordinator and/or setting up a centre/office that is dedicated to addressing VAW on campus; and costs involved with professional development of university staff and university service providers (medical, mental health, legal advisors, and others) to ensure that cases involving VAW are handled with sensitivity, ethics and urgency.

- Monitoring and evaluation: costs necessary to monitor and evaluate the preceding steps to ensure they are effective.

The costing exercise should be detailed enough and account for the number of trainings required, the length and frequency of each training, as well as the cost of the resource persons who will be conducting the training. It is also important to identify not only a budget for each one of the above activities but also a timeline for its implementation.

After having calculated all these costs, it is important to present the budget to the relevant university authority for approval in the prior academic year and begin planning the interventions for the following year. Having a detailed break-down of activities/ actions will make it easier to identify and highlight

to the university what the most critical gaps are and where funding is most needed. In addition, setting goals and targets for what these interventions aim to achieve will offer guidance on how the budget should be allocated. The UN Women [Handbook on Costing](#)

[Gender Equality](#)¹⁷ provides further advice on how to undertake the budgeting process. While it is not specific to campus violence, it does provide examples of countries that have done costing of EVAW laws/programmes.



Actions for an adequate provision of services

ACTION 8: Provision of essential services

Universities should have a long-term commitment to the provision of support and services for university staff, faculty and students who experience violence, and ensure long-term funding is secured. They should also be able to connect the survivor with women's rights organizations or specialized organizations for long-term support.

Responding to survivors

Below is a checklist of items for responding to incidents of violence and survivors' needs.

- ✓ Create coordinated, quality response mechanisms:
 - Set up an urgent (24-hour) response system, e.g. hotline or on-call system;
 - Identify and train first responders;
 - Establish clear referral systems and sign MoUs with essential service providers (health care, counsellors, police, legal), community groups and institutions, and frontline women's groups;
 - Where feasible and appropriate, universities may establish a crisis intervention or women's resource centre on campus.
- ✓ Respond to and refer cases appropriately.
- ✓ Offer supportive, empowering responses to survivors. Make referrals in accordance with reporting and confidentiality protocols.

- ✓ Investigate as required and adjudicate (see [Action 3](#) for more details).
- ✓ Provide interim and long-term support for the survivor's safety, physical and mental health, and academic well-being.
- ✓ Disseminate information on available services.

Providing coordinated responses

A coordinated quality response involves working closely with essential services providers on and off campus, who adhere to gender equality and human rights principles, such as health clinics, shelters, women's centres, non-governmental organizations (NGOs), police, legal and social services, and religious or cultural groups, to ensure that survivors get the support they need in a timely, ethical and sensitive manner. The following key steps are critical to appropriate response:

- [Set up an urgent response system](#) — Urgent response systems help survivors to access critical support outside of normal university business hours. [On-call systems](#) (in which first-line responders rotate responsibility for monitoring a phone number after hours), or [24-hour hotlines/helplines](#) (which are often run in conjunction with a local phone company and utilize a larger number of trained volunteers), can be effective for meeting survivors' needs, depending

¹⁷ UN Women, European Commission, ITC. (2015) [Handbook on Costing Gender Equality](http://gender-financing.unwomen.org/en/resources/h/a/n/handbook-on-costing-gender-equality), <http://gender-financing.unwomen.org/en/resources/h/a/n/handbook-on-costing-gender-equality>

upon the resources and expertise available.¹⁸ In order to determine which system would work better, the availability of resources, expertise, support, and functioning referral systems, as well as the safety of both the survivor and the first responder have to be taken into consideration.

- **Identify and train first responders** — High quality first responders are one of the most important services a university can offer to ensure survivors get adequate support.¹⁹ First responders do not have to be licensed counsellors, but must be well trained in survivor-centred response and university policies/protocols. They should know how to be supportive, respect the wishes of the survivor, provide them with information, and help them to understand their options in a way that respects their decisions and gives them control. They should also understand the specifically gendered dynamics of VAW. It is recommended that universities identify and train female staff members who will serve as first responders to adequately respond to cases of VAW. This figure can be determined based on the number of students in the university but it should be at least one per campus and it is recommended to have an alternate. The university should recognize and compensate the first responder role as it is necessary and time-consuming.
- **Establish clear referral systems and sign Memorandums of Understanding (MoUs) with service providers from different sectors** — Build relationships with representatives from community groups, institutions, and service providers to ensure a common understanding of survivor-centred response principles, techniques and referral procedures. Work with them to establish a clear referral system, including names and contact information of relevant parties, hours, referral procedures, documentation and so forth. It is recommended to sign MoUs

¹⁸ Evidence suggests that hotlines can be very effective in encouraging survivors to report and ensuring timely response. See White House Task Force to Protect Students from Sexual Assault (2014), Key Components of Sexual Assault Crisis Intervention/Victim Resource, <https://www.justice.gov/ovw/page/file/910266/download>

¹⁹ First responders are sometimes called ‘advocates’ or ‘counsellors’ but universities may use any term that is most appropriate to the language and context.

with each service provider in order to maintain the commitments agreed upon and to hold each other accountable (UN Women, 2016a).

- **Consider establishing a crisis centre/women’s resource centre on campus** — In some cases, universities may establish their own crisis intervention centres on campus (also known as “women’s resource centres” or other appropriate terminology). This requires both human and financial resources, as well as safety precautions that may not be viable or appropriate for every university. Establishing such university centres on campus is not as essential as strong referral systems, which allow survivors to get the support they need from other service providers.

Responding to and referring cases appropriately

First responders help survivors access essential services, provided either by the university directly or by service providers off-campus. Essential services include: medical care, psychosocial support, safety planning/support, as well as legal assistance and access to justice and police services if requested. Survivor-centred response prioritizes the needs and wishes of survivors while following protocols of the university. All those involved in support and services provision should follow the principles and best practices for responding to survivors, as outlined by UN Women and international standards (UN Women, UNFPA, WHO, UNDP, UNODC, 2015).

Disseminate information

Survivors need to know what services are available and how to access them, as well as feel confident that they will get the kind of support they need. Information about available services can be shared in orientation packets, brochures/flyers around campus, via text or online (where appropriate), presentations and outreach, or through university-wide campaigns (in various languages where needed). In addition, survivors are most likely to report first to a friend or family member rather than a university counsellor or staff member. Therefore, it is vital that all students not only learn about available resources but are informed on how to respond in a supportive way to a peer who discloses to them an incident of VAW.



Actions to prevent violence against women

A comprehensive approach to addressing campus VAW should include not only provision of quality services to survivors, but, most importantly, make every effort to stop violence before it occurs. For long-term change, it is necessary to transform social norms, behaviours, practices and gender stereotypes that tolerate or condone VAW. To achieve this change, it is important to apply multiple strategies at different levels. Each intervention alone, therefore, is insufficient; however,

when combined with other interventions they form a robust prevention strategy (UN Women, UNFPA, WHO, UNESCO, UNDP, ILO, OHCHR, 2015). Essential to eliminating VAW is the creation of a campus community that is respectful and empowering for all women; universities must prioritize gender equality at every level, from hiring and promotion processes to curriculum development and more.

BOX 1.7

Power to Girls

Beyond Borders, an NGO working in Haiti, has launched an innovative new approach — Power to Girls — that aims to prevent violence against girls in Haiti by transforming the power dynamics between men/boys and girls within secondary schools, homes, and the broader community. Power to Girls combines interventions in the school with community-wide interventions for social norms change, using multiple strategies: incorporating discussions about power into the Haitian secondary school curriculum; using creative communication

materials to provoke critical thinking in communities, and with parents and caregivers; working with media, and supporting community activists to promote positive change. Though the approach is not designed for universities, many of the ideas and tools are relevant to a campus setting and can be helpful to understand how to work effectively at multiple levels to prevent violence against women and girls.

For more information about Power to Girls, visit www.beyondborders.net

ACTION 9: Awareness-raising and bystander programmes

Since faculty and staff are important resource persons on campus, it is therefore critical to inform them about what constitutes VAW. It is also key to explain to faculty and staff all options available to survivors as well as what their own responsibilities are if a student reports an incident to them. **It is everyone's responsibility, including staff, faculty and students, to take action to prevent VAW from happening on university campuses.**

Training

It is necessary to train all university staff—from support staff and subcontractors to professors and administrators—on core concepts of gender, power, and VAW, as well as the EVAW policy and protocols. Training can be conducted by a university staff member or an external facilitator who has the technical expertise in this area,

or through an accredited online learning package, and should be a mandatory part of staff induction and development. Policies on sexual harassment and abuse should be distributed among students at the start of the academic year and dissemination continue throughout. It can be useful to train staff in groups according to their roles such as those with “privileged” or “confidential” communication and those considered officially “responsible employees”. The former are individuals bound by client confidentiality and not obligated to report all details to the university, law enforcement or others. “Responsible employees” are those with authority to address sexual violence, who have the duty to report incidents of sexual violence or other student misconduct, or whom a student could reasonably believe has this authority or duty, such as

staff at particular campus facilities. In this way, enough time can be dedicated to exploring and clarifying specific responsibilities according to roles. Indeed, it is everyone's responsibility, including staff, faculty and students, to take action to prevent VAW from happening on university campuses.

Ideally trainings should include components focused on creating awareness, promoting attitudinal change and recognizing the role of faculty and staff in shaping a broader culture of respect for women while equipping faculty and staff to handle requirements surrounding disclosure and support. In addition to participating in such training programmes, it is important for faculty and staff to be effective allies of students by offering advice and other forms of support to student-led activism for institutional change.

Bystander programmes

Bystander programmes train individuals to recognize potentially harmful situations or interactions, learning both how to respond in the moment and how to shift social norms so as to prevent violence from occurring. This intervention strategy can raise awareness by educating students about the role each individual must play in creating a more positive, empowering campus environment and preemptively recognizing and addressing signs of violence. These trainings can also offer individuals concrete tactics for speaking up or taking action in the event of a potentially violent situation. The action need not directly address the violence but can be a simple disruptive act such as causing a distraction by spilling a drink or calling over someone who is an authority figure. Bystander interventions are positive because they discourage victim-blaming, attempt to change social norms around the acceptability of violence, and shift responsibilities to both men and women (Langford, 2017). However, those intending to intervene must be appropriately trained to minimize further harm to the victim (or harm to the bystander).

BOX 1.8

Examples of Bystander Interventions

Green Dot targets all community members as potential bystanders and engages them through awareness, education, and skills practice, in proactive behaviours that establish intolerance of violence as the norm as well as reactive interventions in high risk situations. By doing so, new norms will be introduced and those within their sphere of influence will be moved from passive agreement that violence is wrong to active intervention.

For more information about Green Dot, visit: <https://alteristic.org/expanding-bystander-intervention/>

Bringing in the Bystander uses a community responsibility approach by teaching bystanders how to safely intervene in instances where sexual violence, relationship violence or stalking may be occurring or where there is risk that it will occur.

For more information about Bringing in the Bystander, visit: <http://cultureofrespect.org/programme/bringing-in-the-bystander/>

The Intervention Initiative is a free resource for universities in the UK working to educate students

on recognizing, responding, and preventing VAW through bystander intervention. This programme, which consists of eight facilitated sessions and an accompanying toolkit, was commissioned by Public Health England and developed in 2014 by the University of the West of England.

For more information about the Intervention Initiative, visit: <https://socialsciences.exeter.ac.uk/research/interventioninitiative/>

Stop Sexual Violence is a toolkit developed by the New York State Department of Health that provides guidelines for middle and high school teachers, college professors, faculty members, school administrators, and youth group leaders seeking to facilitate dialogue on VAW and bystander intervention in their school communities. This guide targets adults who are positioned to educate youth on bystander intervention and thus reshape social norms to create safer educational environments.

For more information about Stop Sexual Violence visit: <https://www.health.ny.gov/publications/2040>

Community mobilization and awareness-raising

As mentioned earlier, it is necessary to train all university staff—from support staff and subcontractors to professors and administrators—on core concepts of gender, power, and VAW beyond the university’s specific EAW policy and protocols. This training of staff should be accompanied by initiatives to raise awareness, target the behavioural change of students regarding VAW on campuses and its causes and consequences. Trainings also needs to improve general knowledge of available services and redress mechanisms. Strategies to address this have been discussed previously.

Student leadership is critical to the success of a university’s efforts to address VAW on campuses. It is important to create an environment where students can engage openly and actively in promoting gender equality and fostering a culture of non-violence and respect for women. Universities should connect with women’s organizations that are active in these fields and develop opportunities for students to volunteer in departments and programmes that are working on preventing and responding to VAW. Universities may also

establish student advisory committees on ending VAW to ensure activist voices are heard and incorporated into administrative policies, to support student-led campaigns, or to find creative means of involving student groups and organizations in VAW response and prevention such as training programmes, drama groups, student orientations, and so forth. Universities are urged to also support faculty through developing curricular materials that educate students on positive masculinities, women’s empowerment and ending violence.

In building a safer and more respectful campus community, it is critical to also eliminate and prevent sexual harassment and threats of violence against women perpetrated online and on social media. Campus media, blogs, and other social media platforms often become fertile ground for the dissemination of targeted attacks and messages that condone or encourage violence against women. It is therefore vital that campuses establish guidelines for safe and respectful messaging online, support students targeted by online harassment or abuse, and respond by disciplining members of the community who perpetrate such violence.

BOX 1.9

Cornell University

At Cornell University, after implementing a short bystander intervention training programme with a group of young men, follow-up research found that the men were actually less likely to intervene after the training. Upon further exploration, researchers learned that these results were produced because the intervention focused only on raising awareness of the problem, without building skills to confront young men’s fears about intervening in front of

their peers. Thus, participants left with a greater understanding of the seriousness of the problem but without new skills, making them less likely to intervene and draw attention to the negative behaviour. When the Cornell team changed the intervention to include further activities on how young men could support each other to become active bystanders, results improved (Exner-Cortens and Cummings, 2017).

BOX 1.10**#MeToo and University Campuses**

The historic 'MeToo' movement was founded in 2006 to assist survivors of sexual violence, particularly young women of color, to find pathways to healing, focusing on 'empowerment through empathy'. The movement focuses on a survivor-led approach to create solutions to interrupt sexual violence in communities and hold perpetrators accountable, ensuring that survivors know that they are not alone on their journey. In 2017, #MeToo was used in a Twitter post to encourage survivors to share their stories, and in less than 24 hours, Facebook recorded over 12 million posts, comments and reactions utilizing the hashtag, stating that 45 per cent of Facebook users in the United States had friends who posted #MeToo (Park, 2017). Within a week of the phrase going viral, Twitter reported that #MeToo had reached 85 countries with 1.7 million tweets (Ibid). As of 2018, there have been almost eight million tweets (Ohlheiser, 2018). University students have suggested that the #MeToo movement has the potential to change campus culture (Zhou 2018). Although most prominent in the United

States, United Kingdom and Australia, #MeToo is taking off around the world. In 2018, multiple professors at universities in South Korea were accused of sexual harassment through the online forum, including a high-profile professor and an actor which caused South Korean President Moon Jae-in to call for a police investigation into the growing number of sexual abuse claims (Yang, 2018). In China, the #MeToo campaign, also known as #Woyeshi, has seen allegations of harassment and discrimination at 50 of China's top universities (Zhou and Zheng, 2018). According to a survey conducted by the Guangzhou Gender and Sexuality Education Centre in 2017, over 69 percent of Chinese university students reported having experienced some form of sexual harassment, with less than four percent stating they had reported it (Ibid). To address these allegations, students, alumni and teachers from a range of universities have made public appeals to school authorities to implement monitoring and disciplinary measures to prevent campus violence (Lam, 2018).

ACTION 10: Promote respectful relationships and challenge harmful masculinities

Interventions that aim to prevent VAW by building skills to create healthy relationships and transform harmful masculinities can take different forms.

Individual interventions

There are various programmes that aim to change individual attitudes and beliefs related to discrimination, inequality and violence. These programmes work best when designed and developed with the involvement of the local university population together with experts in the field. Some campus communities may also focus on prevention at the individual level by offering self-defence workshops for women. These workshops may not be appropriate in all settings and are not a replacement for other preventative strategies. However, they can offer an opportunity to equip women to avoid or counter attacks and build self-defence skills while sustaining focus on the long-term objective of eliminating all campus violence.

Engaging men — Interventions that work with men and boys, along with women and girls, to promote non-violent, equal, and respectful relationships, as well as provide an active role for them in supporting prevention and responding to backlash, can contribute significantly in preventing VAW on university campuses. This involves challenging notions of masculinity and traditional perceptions of manhood, sexuality and gender. Such interventions require men to question power dynamics in their actions and words at the personal,

interpersonal and societal level and to take responsibility for self-reflection and change.

Relationship interventions

Interventions that aim to prevent VAW by building skills to create healthy relationships and transform harmful masculinities can take different forms. Three common approaches follow.

1. Consent education — Consent education (referring to the agreement, permission giving/saying yes to or initiating sexual activity with other persons) helps to strengthen students' understanding of the meaning of "consent" and builds skills to ensure mutual consent in intimate relationships. Universities are increasingly including consent education in their curricula, including in orientation programmes.
2. Mainstreaming gender — Issues of gender should not be limited to classes on the topic. Instead, other courses that focus on law and policy, human rights, social justice or civic education should also include a gender lens, as teaching about the importance of gender equality is key to creating an environment that condemns VAW and empowers women.
3. Evaluating power relations — Universities should conduct classes and/or programmes that promote healthy and equal relationships between students. These should highlight issues pertaining to affirmative consent and should present feminist analyses of power dynamics.

BOX 1.11

UN Women Supporting Students to Take Action

In April 2015, a 24-year old female university student at the University of Dhaka in Bangladesh became outraged when she heard a story of young men attacking young women during the Bengali New Year celebrations. She organized a protest, inviting her fellow students from the university to join her in solidarity and show that they would not tolerate this kind of behaviour on their campus. This was just the first step. She is now working with the local community radio station, Radio Padma, to share the

stories of survivors and break the silence around the issue of sexual harassment. UN Women Bangladesh is working with the University Grants Commission in four universities to support student-led activism such as this and to improve university capacity to prevent and respond to sexual harassment.

Source: <http://asiapacific.unwomen.org/en/news-and-events/stories/2015/09/addressing-sexual-harassment-in-universities>

BOX 1.12**Engaging Men and Boys in the Prevention and Response to VAW**

Viet Nam — UN Women partnered with Youth Union to implement ‘Engaging men and boys in gender equality and prevention of violence against women’—a pilot, school-based intervention model to promote men’s involvement in gender equality and prevention of VAW in schools. The project had a positive impact in terms of changing male students’ perceptions of gender equality. The curriculum used in the school-based intervention was the Change Makers toolkit²⁰, which was adapted to the Vietnamese context. In addition, the project worked with students to launch social media strategies de-

signed to raise awareness about violence against women and girls; created video clips with celebrities to challenge gender stereotypes and highlight the issue of VAW; and established youth clubs to raise awareness within the community about the need to prevent VAW.

Although this intervention was developed for schools, it may also be appropriate for university campus contexts.

²⁰ UN Women’s 2016 *The Change-Makers: A young activist’s toolkit for Ending Violence against Women and Girls*, <http://asiapacific.unwomen.org/en/digital-library/publications/2014/9/the-changemaker>

7. CONCLUSION

Ending violence against women on and around university campuses is everyone's responsibility.

VAW on university campuses is a serious problem that has garnered greater attention in recent years. While some progress has been made on interventions for response and prevention, much of what is known comes from high-income countries; little systematic analysis exists of innovations, gaps, and applicability of different approaches at universities in middle- and low-income

countries. UN Women and other stakeholders have an important role to play in connecting academics and practitioners across contexts to share promising practices, explore ideas and challenges, and strengthen global efforts to address VAW on campuses, wherever it occurs.

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GLOSSARY OF TERMS

Autonomy

The concept of autonomy refers to people's capacity to make free and informed decisions about their lives, enabling them to be and act in accordance with their own aspirations and desires, given a historical context that makes those possible. Women's autonomy is often conceptualized as having three dimensions:

1. Physical autonomy (the freedom to make decisions regarding sexuality, reproduction and the right to live a life free from violence);
2. Economic autonomy (right to work and earn one's own income, distribution of paid and unpaid work between women and men); and
3. Autonomy in decision-making (women's participation in all branches of government, signing of CEDAW optional protocol, positioning of national machineries for advancement of women).

CEDAW

The Convention on the Elimination of All Forms of Discrimination against Women, adopted in 1979 by the United Nations General Assembly, is also known as the international bill of rights for women. Currently, over 90% of the members of the United Nations are party to the Convention, making it the second most ratified convention, following the United Nations Convention Rights of the Child.

Emotional abuse

Belittling, humiliating, or undermining an individual's sense of self-worth/self-esteem (e.g. constant criticism, verbal insults and name-calling, etc.).

Gender

The economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time. Refers as well to the socially-constructed relationship between women and men and the attributes, behaviour and activities to which each is expected to adhere. Gender differences are determined and reinforced by cultural, historical, ethnic, religious and economic factors. Gender roles differ over time and between cultures but these may also change. Gender is often wrongly conflated with "sex" which refers to the biological differences between women and men.

Gender-based violence (GBV)

Acts of physical, mental or social abuse (including sexual violence) that are attempted or threatened, with some type of force (such as violence, threats, coercion, manipulation, deception, cultural expectations, weapons or economic circumstances) and are directed against a person because of his or her gender roles and expectations in a society or culture. A person facing gender-based violence has no choice to refuse or pursue other options without severe social, physical, or psychological consequences. Forms of GBV include sexual violence, sexual abuse, sexual harassment, sexual exploitation, early marriage or forced marriage, gender discrimination, denial (such as education, food, freedom) and female genital mutilation.

Gender stereotypes

Simplistic generalizations about the gender attributes, differences and roles of women and men. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices.

Incidence

The number of new cases of a problem divided by the study population over a specific period. The incidence rate refers to the number of violent events women experience during a specific period, such as one year.

Intimate partner violence (IPV)

A pattern of assaultive and coercive behaviours, including physical, sexual, and psychological attacks, as well as economic coercion, that adults or adolescents use against their intimate partners. It includes a range of sexually, psychologically and physically coercive acts used against adult or adolescent women by a current or former intimate partner, without her consent. Though women can be violent toward men in relationships, and violence exists in same-sex partnerships, the largest burden of intimate partner violence is inflicted by men against their female partners.

Masculinities

The different notions of what it means to be a man, including ideals about men's characteristics, roles and identities, which are constructed based on cultural, social and biological factors and change over time.

Multiple discriminations

Concept used to describe the complexity of discrimination implicating more than one ground, also known as “additive,” “accumulative,” “compound,” “intersectional,” “complex bias” or “multi-dimensional inequalities.” Though the terminology may seem confusing, it tends to describe two situations. In the first situation an individual is faced with more than one form of grounds-based discrimination (i.e. sex plus disability discrimination, or gender plus sexual orientation). In such circumstances, all women and all persons with disabilities (both male and female) are potentially subject to the discrimination. In the second situation, discrimination affects only those who are members of more than one group (i.e. only women with disabilities and not men with disabilities), also known as intersectional discrimination.

Perpetrator/batterer

Person carrying out or bringing about a crime or a deception.

Rape

Penetration of the vulva or anus, using a penis, other body parts or an object without the voluntary consent of the individual.

Sexual abuse

Acts or threats of physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions. This includes, but is not limited to: attempted or committed rape; any forced and non-consensual sexual act; as well as sexual behaviour that the victim finds humiliating and degrading.

Sexual harassment

Harassment of a person because of her or his sex, as by making unwelcome sexual advances or otherwise engaging in sexist practices that cause the victim loss of income, mental anguish and the like.

Sexual orientation

Refers to each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different sex/gender or the same sex/gender or more than one sex/gender.

Sexual violence

Any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part or object.

Stalking

A pattern of behaviours that are repetitive and unsolicited such as unwanted attention, communication, or contact (e.g. following and spying on the victim, damaging property, threats, intrusive attempts at communication, etc.)

Victim-blaming

This phenomenon appears to a certain degree alongside all forms of violence. Perhaps victim-blaming is an unconscious attempt to avoid questioning the safety of our communities when we hear about abuse. Arguably, we tend to focus on the behaviour of the victim to assure ourselves that if we just avoid such risks and behaviour (e.g. being out late alone, venturing into certain areas, leaving our doors unlocked, dressing in a 'provocative' way) we will escape the same violence. This natural act of psychological self-defence, however, directs our attention to the perceived responsibility of the victim (often a woman) and away from fully questioning the conduct of the perpetrator. This misplacement of attention thereby neglects both the perpetrator's responsibility and the underlying structural causes and inequalities behind the violence. In effect, victim-blaming further harms the victim in addition to the original violence she has already endured.

Violence against women (VAW)

Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

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