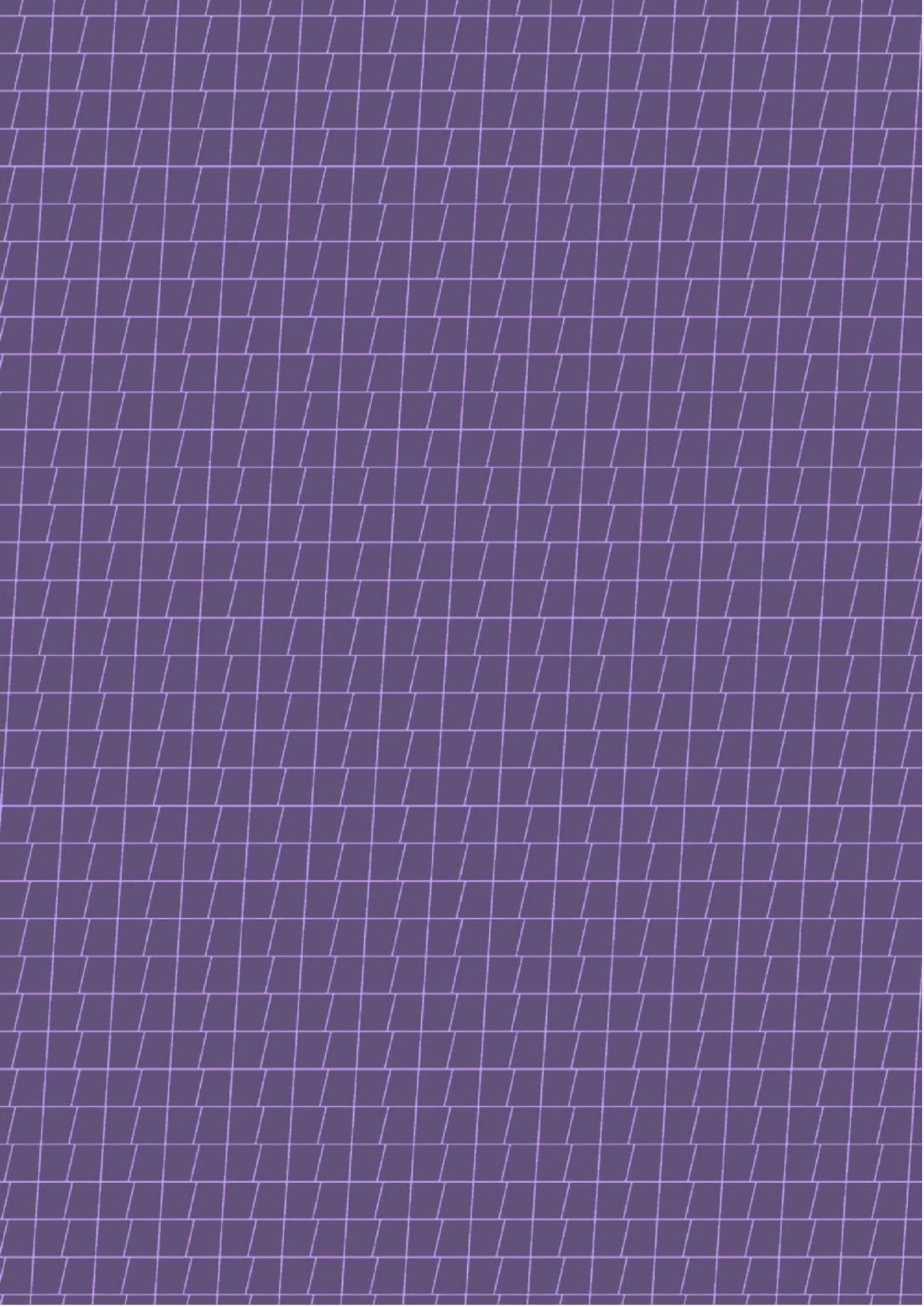


Combating Gender Based Violence

Guidance for Students' Associations



Contents

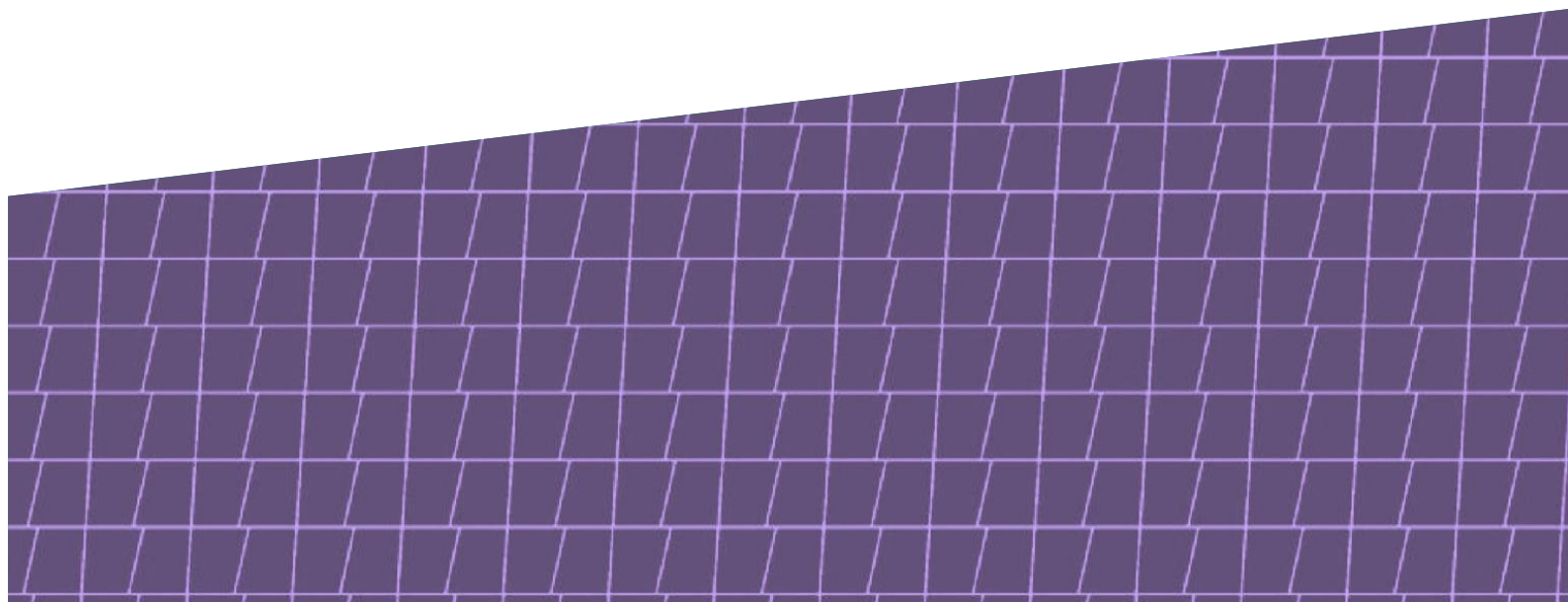
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Content Warning: The document addresses the topic of gender based violence with reference to and mention of, sexual harassment, rape, domestic violence, emotional, psychological abuse, rape culture, victim blaming etc.

Purpose

This Guidance has been developed to provide a framework and useful consideration for students' associations to campaign, lobby and develop partnerships to combat gender based violence.

- Provide context for combating GBV across Further and Higher Education
- Building an understanding of the continuum of GBV
- Outline principles for developing campaigns to combat GBV
- Outline the role of students' associations in combating GBV
- Provide practical support for students' associations to work in partnership to develop and deliver policies and practices to combat GBV



Recent Activity in the Sector



Stakeholders at the launch of Gender Based Violence Support Cards.

The Scottish Government has highlighted its commitment to eradicate gender based violence in the [Equally Safe initiative](#)ⁱ and the [Equally Safe Delivery Plan \(2017-2021\)](#)ⁱⁱ. One key principle of this commitment encourages a collaborative approach to developing and delivering strategies for prevention of, and effectively dealing with gender based violence in Education.

The [Equally Safe in Higher Education Toolkit \(ESHE toolkit\)](#),ⁱⁱⁱ funded by the Scottish Government, and released in 2018 has provided a framework for universities to work in partnership to evaluate and improve their policies and practices for eradicating gender-based violence.



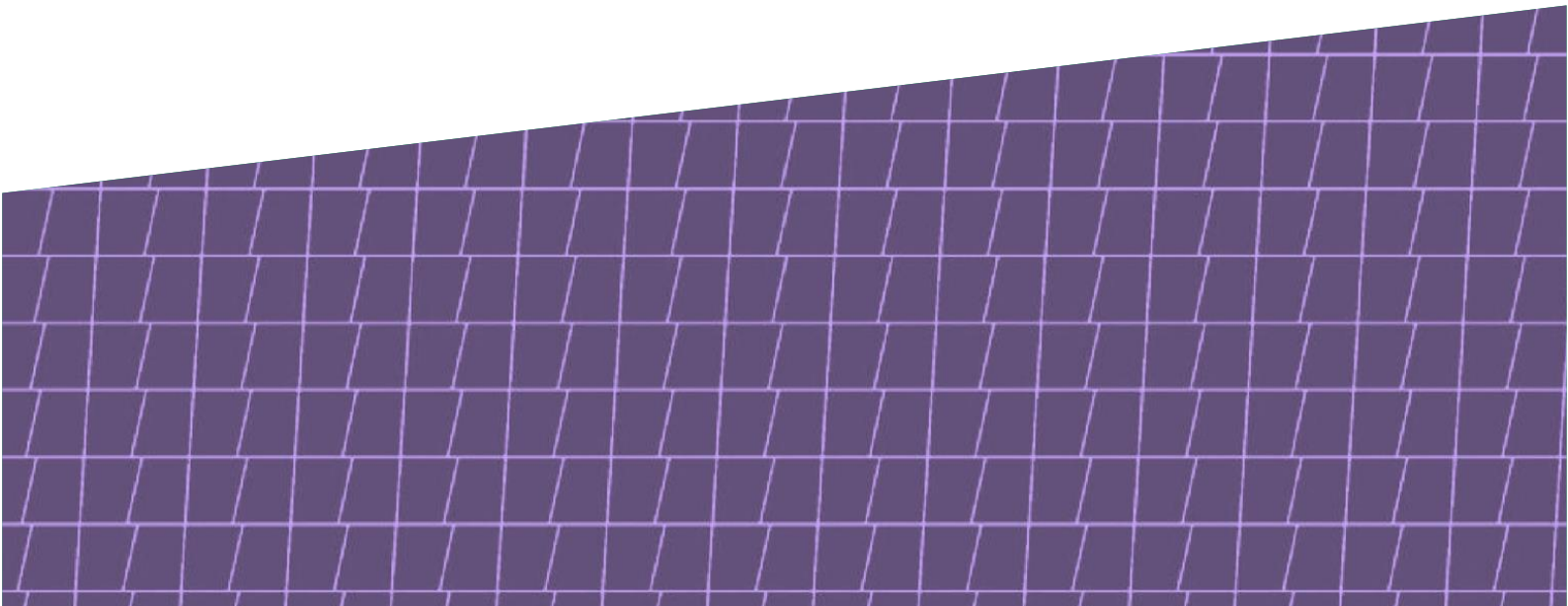
During the 16 Days of Activism against gender based violence in 2017, NUS Scotland supported the #EmilyTest Campaign which petitioned the government to invest further in combating gender based violence in colleges and universities. In response the Scottish Government has committed to supporting the implementation of Equally Safe in Higher Education and the adaptation of the Equally Safe framework for the Further Education sector

In the [Ministerial Letter of Guidance 2018](#),^{iv} the Minister of Further Education, Higher Education and Science has also made it a requirement for universities to report to the Scottish Funding Council on their progress implementing the recommendations of the Equally Safe in Higher Education Toolkit. It was also advised that Further Education institutions take all applicable learning for implementation in the FE sector, until such time at the toolkit has been adapted for the sector.

It is therefore required that all universities and colleges, begin the process of evaluating and improving their current policies and practices to combat gender based violence.

NUS Scotland has supported the development and launch of [Support Cards](#), which are now available to staff in colleges and universities across Scotland. These support cards were developed in a partnership project between Universities Scotland, Colleges Scotland, staff Trade Unions, gender based violence experts and NUS Scotland. The cards are intended as a stop-gap approach to ensure staff are able to sign-post students to specialised gender based violence services. Information on where to access support is also available to students through endgbv.uk.

Understanding Gender Based Violence



The Scottish Government defines gender based violence as:

A function of gender inequality, and an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercing or arbitrary deprivation of liberty, whether occurring in public or private life.^v

Gender based violence is a continuum of verbal, physical, emotional and psychological abuses predominantly targeted against women and girls. This is including but not limited to:

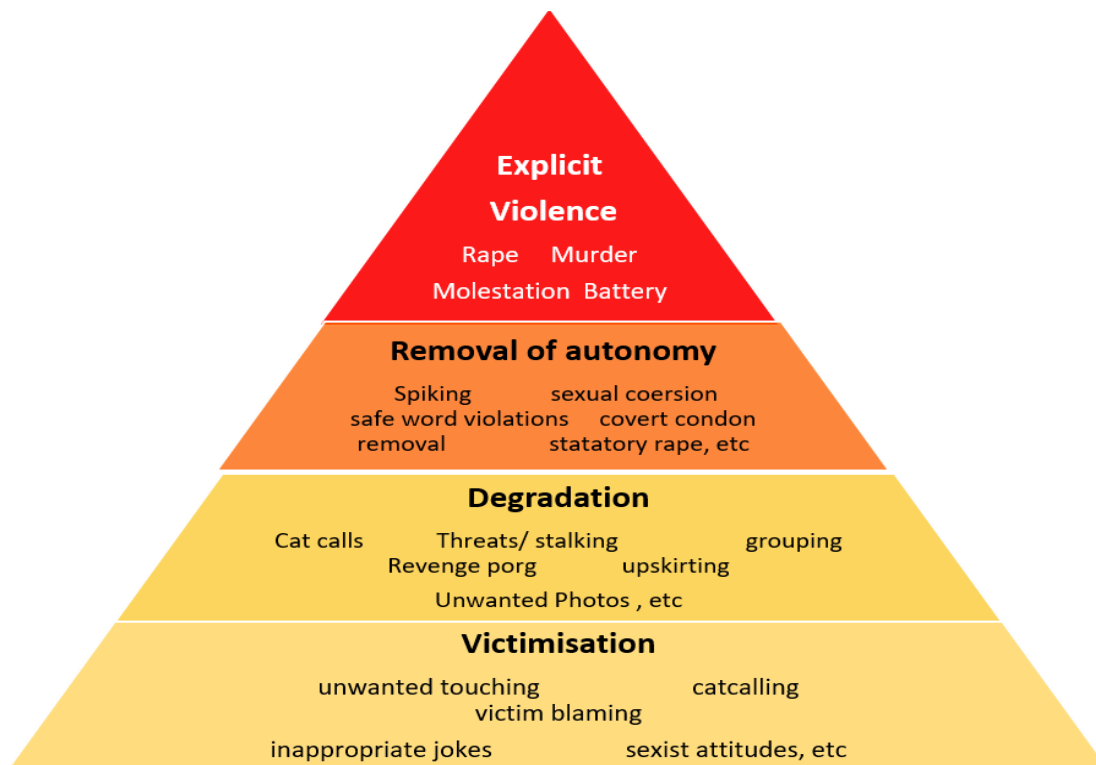
- Catcalling and inappropriate comments about people's bodies and sexuality
- Unwanted touching, grabbing or physical harassment
- Rape and sexual assault
- Domestic violence and intimate partner violence
- Coercion or arbitrary deprivation of liberty
- Threats of such acts

Gender based violence reflects a wider system of inequality and power imbalances between men and women. It is result of asymmetrical power dynamics which place men in positions of power and dominance, and ignores the systematic subjection of women. The systematic nature of men's dominance and gender inequality is reflected in the normalisation and romanisation in the media, accepted norms and behaviours, ideas about tradition, and other negative cultures

Rape Culture

Rape Culture is perpetuated through victimisation, degradation, removal of autonomy and explicit violence through behaviours, attitudes and actions including:

- Trivializing sexual assault as lads' banter or locker room chat
- Normalising sexually explicit jokes
- Being an inactive bystander to sexual harassment
- Scrutinizing a survivor's dress, mental state, motives, and history
- Arguing that gender-based violence results from "uncontrollable sexual desire" natural to men
- Pressuring men to "score" whilst condemning women for promiscuity
- Assuming only promiscuous women get raped or only weak men can be raped
- Refusing to take rape accusations seriously
- Teaching women to avoid getting raped rather than teaching men not to rape.



Lad Culture

Lad Culture forms part of rape culture and reflects a group or 'pack' mentality residing in activities such as sport, heavy alcohol consumption and 'banter' where sexist, misogynistic, racist or homophobic language and behaviours are condoned and/or encouraged.

Victim blaming

Victim blaming is also a prominent aspect of Rape culture. It perpetuates gender based violence by assigning fault or blame on victims or survivors, whilst absolving perpetrators of responsibility for their violence. It is often reflected in discourse suggesting that survivors have provoked an attack through the clothing they were wearing, their location at the time of the attack, their mental state, etc. Victim blaming can further traumatise survivors, and created barriers for them accessing support or making reports due to the fear of being blamed or ostracised. It also minimizes (or condones) acts of violence by making the survivor partially or wholly responsible for the actions of others. Victim blaming reinforces the dominance, power and ability of abusers' whilst avoiding accountability for their actions. Victim blaming does not always take the form of directly accusing the victim of having a role to play in their attack; it can also be reflected in attitudes which suggest that women can avoid attacks by being more "careful," not dressing in a certain way or avoiding certain locations. Survivors are never responsible for gender based violence perpetuated against them, and it is important to challenge this culture of victim blaming as an underlying cause of gender based violence.

Trauma

Survivors of gender based violence often experience Trauma because of the violence itself, experiences of victim blaming, ineffective support, reporting and investigation systems. Trauma creates feelings of being unsafe, powerlessness and contributes to mental health issues including depression, anxiety and post-traumatic stress disorder. Understanding Trauma, and supporting students with Trauma requires a Trauma-informed approach, more information can be found in the section on Campaigning principles.

Statistics

- 1 in 10 women in Scotland has experienced rape
- 1 in 5 women in Scotland has had someone try to make them have sex against their will.
- Police Scotland have recorded 2,225 accounts of rape and attempted rape in 2017-18, a 20% increase from the previous year. While figures for many crimes in Scotland are going down, for sexual offences they continue to rise.
- Sexual crimes have been on a long-term upward trend since 1974, and have increased each consecutive year since 2008-09.

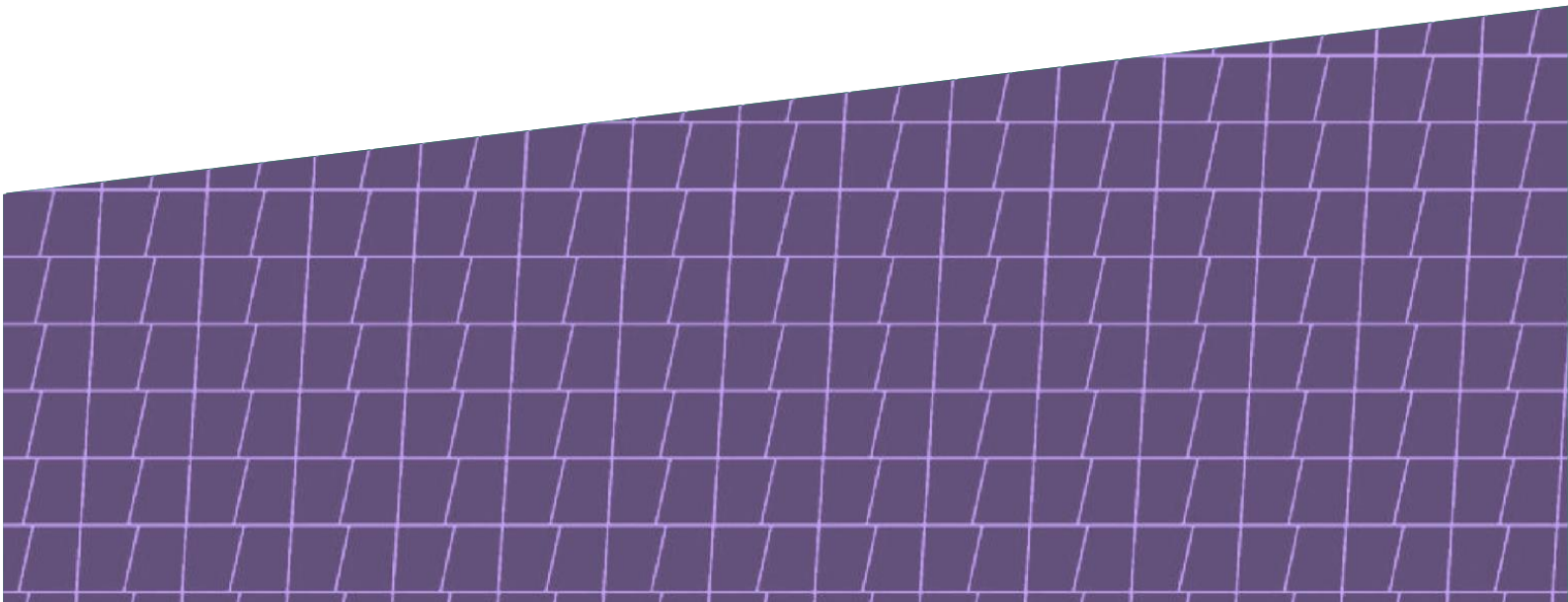
In 2010, NUS revealed the results of Hidden Marks Report^{vi} into students' experiences of sexual harassment, assault and violence. The research found that:

- One in three women students felt unsafe visiting their college and university in the evening.
- 34 per cent per cent of women students had been physically harassed, while 68 per cent had been verbally harassed.
- 14 per cent of women students had experienced serious sexual violence, the majority of which was carried out by fellow students. And of these only 4 per cent reported this to their institution.

NUS' That's What She Said; women students' experiences of lad culture in higher education research^{vii} found that **one in four students had been inappropriately touched or groped**, which disproportionately affected women.

In 2016 the Scottish Government^{viii} reported that there had been an **8.9 per cent increase in incidents of domestic abuse of women up to the age of 30**. Scottish Women's Aid warned at the time that whilst these figures are significant, the recording of domestic abuse as an 'incident' does not take into account that domestic abuse is experienced by many women and children as a constant pattern of intimidation and control.

The Role of Student's Associations



Students' Associations exist to represent students' interests to their institution, the education sector, government and the wider community. They also work to improve their members' experience of studying, and to provide them with opportunities to develop as people. This includes ensuring that the right policies and processes are in place to protect students' safety and that the institution is an inclusive, welcoming space for all. They do this by working in partnership with their institution and sector bodies, and by lobbying and campaigning for improvements from decision makers and government.

Students' associations have an important role to play in combating gender based violence, both in the development and the delivery of policies and practices. Firstly, in their capacity of promoting and defending the welfare and safeguards of students and secondly, in their role as representing the student interest within the wider context of university and college management. It is important that Students' Associations always aim to engage with, and centre the voices of a diverse cross-section of students.

Some students' associations have already begun to work in this capacity, through embedding zero tolerance policies within their governance, running events to raise awareness, provide peer-to-peer training on consent and bystander principles and provide on campus support for victims/survivors through partnerships with local rape crisis centres. There is however, a need for greater consistency, research led, visible, evaluated and partnered work across the sector. This toolkit, aims to provide students' associations with some of the tools and skills to support local student activities with the aim of the eradication of gender-based violence.



Training in Students' Associations

Sabbatical officers, student representatives, society committees and staff in students' associations should have consent and bystander training, and should be able to sign-post students to services for reporting and accessing support. Mental health first aid, or first responder training is also recommended, for sabbatical officers, student representatives, and staff within Students' Associations as they are likely to receive disclosures from students.

Students' Associations should also provide opportunities to educate the wider student population on consent and bystander principles, to promote a consent culture on campus. Support and Reporting services should be visible and accessible for students to self-refer or sign-post peers.

It is important to ensure that there are support networks available for students, officers and staff who receive disclosures, as this could have an adverse impact on their work and study lives. The Equally Safe in Higher Education Toolkit provides further information on the provision of training and a tiered system for training students, officers and staff to provide effective support at different levels.

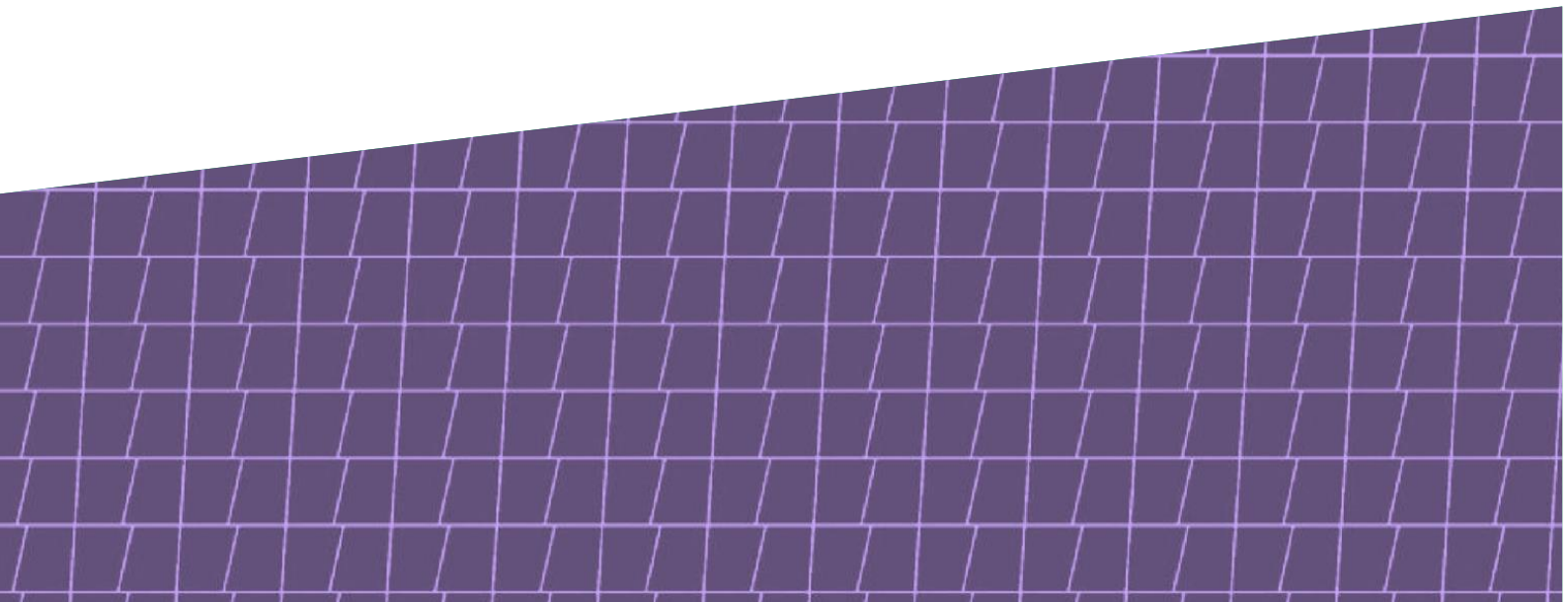
To combat GBV Students' Associations should have policies and practices that:

- Establish a clear code of conduct regarding gender based violence, including principles of consent, bystander action. This policy should be visible, communicated and take a zero-tolerance approach.
- Outline how the Students' Association will safeguard and support both survivors and (accused) preparators of GBV. This should include special considerations on access to services, events and buildings run by the student's association, and other considerations to support students to meet academic requirements and be retained in Education. These arrangements should take a survivor centred approach. More information on a survivor centred approach can be found in the section on campaigning principles.
- They have appropriate outlets for reporting incidents, and that these are properly signposted.
- They know how to access advice and support to help students cope with the mental health impact and trauma of GBV, and that these are properly signposted. They are engaging directly with students so that they properly understand their experiences and needs, and to make sure student voice is at the centre of the SA's message.
- They are working with their institution, sector bodies and local/regional partners, as well as sitting on strategy boards or other bodies to develop and deliver strategies to combat GBV.
- Provide training to clubs and societies officers.
- Provide training for staff so that they understand their responsibilities and can properly support and or sign post students.
- Provide training and education opportunities for students to improve their understanding of the issues, including un-learning oppressive behaviours (victim blaming, rape culture), how to provide effective bystander support and how to sign-post to appropriate services. NUS Scotland and gender based violence experts can support Student's Associations by delivering these workshops and training.

Dependent on capacity, Student's Associations may:

- Register as a reporting center and support students to report incidents.
- Engage with NUS Scotland and other organizations which campaign and lobby decision makers and government for increased investment in support services.

Campaigning



Campaigns are an important part of the work carried out by Students' Associations and are often the primary means of engaging students, raising awareness, calling students to action on a cause and getting decision makers to make change. There are two main types of campaigns utilised by Student's Associations.

Awareness Building Campaigns	Call to Action Campaigns
<p>Awareness building campaigns are primarily used to engage students and create change culturally through educating, challenging or encouraging change in behaviours, attitudes and ways of thinking.</p> <p>This could include:</p> <ul style="list-style-type: none">• Engaging students to understand gender based violence, consent, bystander principles or other aspects of combating gender based violence.• Challenges narratives and inappropriate behaviours• Engaging students to make pledges, show their support, etc.	<p>Call to Action campaigns are designed to compel audiences or decision-makers to act.</p> <p>This could include:</p> <ul style="list-style-type: none">• Lobbying• Getting the college, university, local government, businesses, etc to agree to provide funding, invest or divest.• Persuading the college, university, local government, etc to include student representatives at decision making level.• Getting the college, university, local government, businesses, etc to enforce a policy or change its practices

Delivering a successful campaign

Identify the problem and potential solutions - researching the issue and building an evidence base can help to improve the chances of a successful campaign.

This might include:

- Referencing national research
- Carrying out, and referencing research carried out with students from your institution. This research should capture the experiences of the diversity of student, so that the unique experiences of students with intersecting identities (e.g. women of colour, disabled students, LGBT+ students, etc) can be identified and addressed in the campaign.

- Collecting testimonies from students can be useful to support national research.
- Engaging with the wider student population about the campaign and the solutions. This will help to focus the campaign message and refine the campaign asks, as well as show student support for the campaign.

Students' Associations may already have policy on tackling gender based violence, this could also help to focus the campaign.

Create a SMART campaign plan:

Your campaign aim should be Specific, Measurable, Achievable, Resourced and Time bound. It's particularly important to think about what is achievable given your resource and timescale and where you can have the biggest impact in creating change.

Involving other people – Building a campaign team helps to bring new ideas to the table and share the workload. It is important to spend time mapping and engaging with stakeholders including:

- College/university senior management
- Staff and Trade Unions
- A diverse representation of students
- GBV experts and service survivors
- Local community organisations
- Members of the local community
- Other local students' associations

It is important to ensure a diverse range of stakeholders and an intersectional approach to improve the relevance of the campaign to different audiences and/or meet the needs of the wider body of those affected.

Targeting the decision maker - You need to find out who has the power to make the change you'd like to see. If your decision maker is engaged with the issue and you have a good relationship with them and you are treated as a respected partner, it should be possible to achieve your campaign goals by lobbying them. See the section on lobbying.

If your decision maker is not supportive and your campaign meets with resistance, it may be necessary to consider escalating the tactics you use to put pressure on them to act.

Strategies and tactics

To influence decision makers and make change you may need to employ different strategies and tactics. It's important to consider a range, and under what circumstances you may need to change strategy and tactics. There are five main strategies to get decision maker to act.

Strategy	Tactics
Convince the decision maker	Lobbying, Presenting data and research, writing open letters, etc
Forcing the decision maker	Escalating the concern to a more influential decision maker. Using hard-tactics to disrupt and make it difficult for the decision maker not to act.
Replace the decision maker	It is sometimes necessary to campaign for the reluctant decision maker to be replaced with someone willing to engage. This can be done by: Convincing or forcing the decision maker to resign Convincing or forcing the body that has the authority to replace the decision maker to do so.
Change the power structure	If the entire power structure within the institution is presenting massive obstacles, it may be necessary to campaign for fundamental reforms within the institution.
Do it yourself	It may become necessary to consider the possibility of the students' association acting on the issue itself. The ability to do this can be confined by access to power, resources, remit, charitable status, expertise, safeguarding and so on.

Plan your actions – You should think about what actions you will take as part of the campaign, the purpose of the action and if/how to gather mass support for the campaign. Decisions on what actions to take should depend on considerations such as:

- The aim of the campaign – building awareness or call to action, etc.
- Relationship to the audience or decision makers – receptive or antagonistic
- How much opposition the campaign faces
- The messaging of the campaign
- Safeguarding those involved in or affected by the campaign

“Soft” and “hard” tactics

Soft tactics are useful for Awareness Building Campaigns, or campaigns where the audience or decision makers are receptive.

Examples of soft tactics:

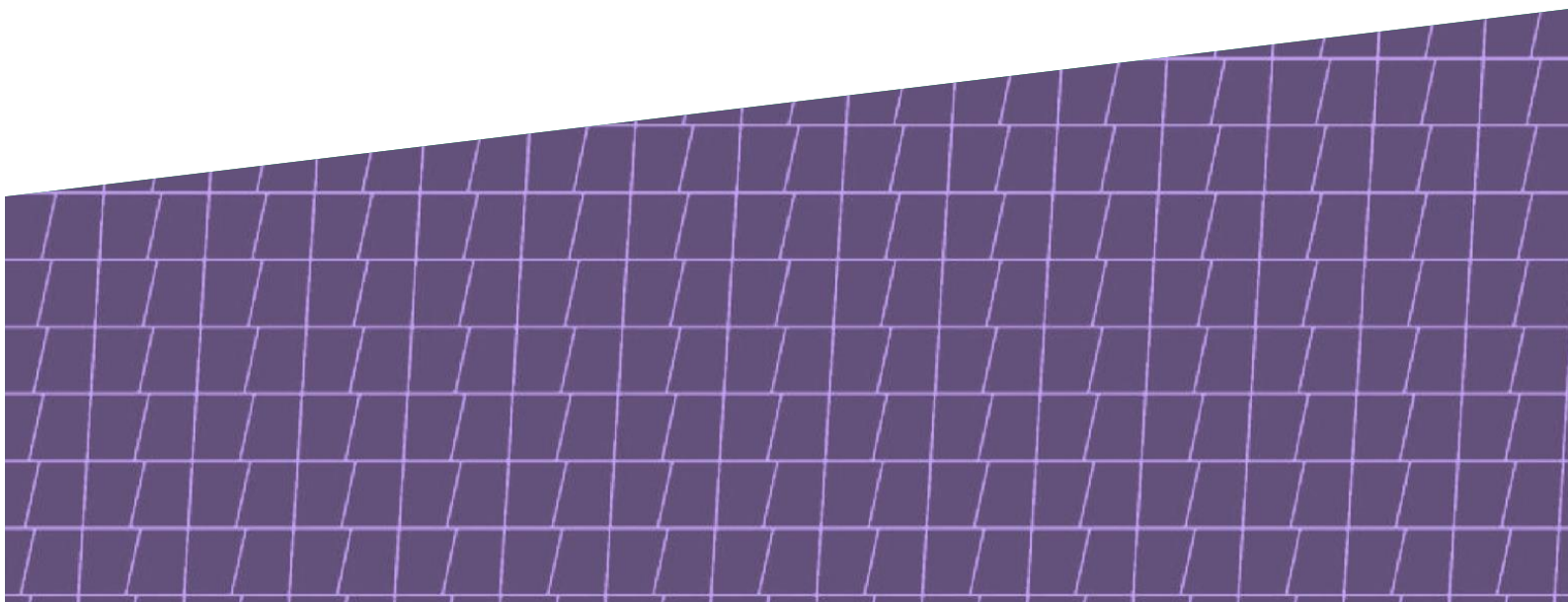
- Using posters, flyers, and other forms of media to raise awareness
- Using art to raise awareness or initiate community dialogue
- Organising conferences, speaker or panel events focused on the topic
- Gathering data, presenting research, petitions and lobbying
- Responding to consultations
- Informal meetings.

Hard tactics are useful for Call to Action Campaigns as means of escalating pressure and or being disruptive to compel decision makers to action. A mixture of both hard and soft actions can help to keep up awareness levels and bring more supporters on board.

Examples of harder tactics:

- Large visual and public events
- Distributing campaign material to mobilise others
- Attracting media attention to publicise concerns
- Organising demonstrations, rallies, marches and other forms of mass meetings
- Mobilizing campaign activists to influence peer groups, e.g. by organizing community events or private house parties
- Organising poster/banner stunts
- Occupying or other form disruptive action.

Campaigning Principles



This section highlights some principles for developing and delivering strategies and campaigns for combatting gender based violence. The content of this section has widely been gathered from NUS Scotland policy (determined through a democratic process with Student's Associations in Scotland), through a working group with student Officers and Students from universities and colleges across Scotland, and through consultation with other bodies of work from the wider sector.

A Gendered Analysis

A gendered analysis of gender based violence acknowledges that GBV predominantly occurs as male violence against women, which reflects and is reflected by a wider culture of gender inequality. This informs approaches to combating gender based violence which seek to redress the root causes. Including societal norms and culture which perpetuate power imbalances between men and women.

A Continuum of Abuses

Gender based violence occurs as a continuum of abuses, some of which are trivialised normalised or romanticised (e.g. catcalling, "banter" of an inappropriate, sexual, hateful or violent nature, controlling and manipulative attitudes and behaviours, etc.), but which actively contribute to the wider culture of violence and abuse. To effectively combat gender based violence, it is important to understand and address the continuum of abuses that constitutes the system of gendered violence.

A Feminist Approach

Feminism is a movement which advocates for equal access to social, political and economic capital for all

genders. A feminist approach primarily concerns placing survivors' voice and experience at the heart of prevention strategies, challenges structural inequalities which increase women's vulnerability to gendered, racialized, geographic, and socioeconomic violence. A feminist approach also calls for greater state action against gender based violence and organises against state action that perpetuates gender-based violence.^{ix}

Survivor Focus

A survivor centred approach ensures that the rights, needs and wishes of survivors are of the utmost importance to those supporting or working with them. It is based on the principles of dignity, respect, confidentiality, non-discrimination, the receipt of comprehensive care and the reinforcement of capacity and power to make decisions about possible interventions. A survivor centred approach should be embedded into policies and practices to promote recovery based on individual needs.^x

Trauma Informed Approach

A trauma informed approach is one which considers and actively addresses the pervasive impact of trauma by attending to the physical and emotional safety of survivors. It avoids retraumatizing those who seek assistance, supports healing and recovery, and facilitates meaningful participation of survivors in the design, implementation, and evaluation of services. This includes attending to culturally specific experiences of trauma and providing culturally relevant and linguistically appropriate services. Trauma informed approaches should be

reflected in the knowledge, attitudes, and skills of individuals as well as in organizational structures such as policies, procedures, language, and support systems.

For more information on a Trauma Informed Approach visit: <https://vawnet.org/sc/trauma-informed-domestic-violence-services-understanding-framework-and-approach-part-1-3>

Intersectionality

Intersectionality is concerned with the ways in which different forms of oppression or marginalisation can be experienced by one person at the same time. It is an acknowledgement that experiences of gendered oppression are not homogenous. For example, a black woman's experience of gender based violence is influenced by both gendered and racialised attitudes and can differ from the experiences of white counterparts. Adopting an intersectional approach is important when developing strategies for combating gender based violence in order to capture and address the different experiences of the diversity of women.

Sex Worker Solidarity

In 2014 NUS Scotland Women's Conference mandated the campaigns to "work with sex worker led organisations to explore what more can be done to support student sex workers and combat 'whorephobia' at our institutions." The considerations behind the policy were that:

1. The term 'sex work' covers a diverse range of work including escort work, lap dancing, stripping, pornography, selling

sex both on and off the street, adult modelling, and phone sex work.

2. Women and other marginalised groups - including sex workers - have the right to self-organise, and their voices should be prioritised in any discussion on issues that affect them.
3. The criminalisation of sex work has a negative impact on sex workers, forcing them into less safe working conditions, making it harder for them to organise, and increasing the stigmatisation of sex work.
4. Research on sex work has shown that the main reason for individuals entering into and staying in sex work is financial hardship, therefore it is likely that cuts to student support have resulted in increasing numbers of student sex workers.
5. Student sex workers have a diverse range of needs and often face barriers to accessing support for those needs.

It is important that we condemn and actively combat coercive and exploitative sex work by raising awareness of exploitation, and ensuring support and advice for avenues out is available and accessible to those who want or need it. It is equally important to challenge welfare and legal processes which economically disadvantage women, and which criminalise sex workers, creating less safe working conditions. Our policy on sex work interacts with our approach to combatting gender based violence, to ensure that the policies and practices used to combat GBV do not stigmatise or put student sex workers at risk, recognising that

there are a variety of reasons why students do sex work (not all of which are coercive or exploitative) and to ensure that student sex workers access their rights to education, access to support, dignity, security, bodily autonomy, financial security, etc.

For more information on NUS' policy and tools for supporting sex workers see [here:](https://www.nusconnect.org.uk/articles/why-should-you-care-about-student-sex-workers)
<https://www.nusconnect.org.uk/articles/why-should-you-care-about-student-sex-workers>

Primary Prevention and Intervention

It is important to have both prevention and intervention strategies on campus. Primary prevention addresses gender based violence before it happens, and can include such things as consent and bystander training, zero tolerance policies, awareness building campaigning, advice and support for those at risk etc. Prevention Campaigns should challenge the culture of gender inequality, power imbalances and inappropriate attitudes and actions which perpetuate gender based violence.

An intervention approach is concerned with support during and after abuse. This includes but is not limited to adequate survivor and trauma informed support, accessible reporting and investigation processes. At colleges and universities, it should also include other safeguarding measures for the survivor and the accused.

The Equally Safe in Higher Education provides more information, and a framework for prevention and intervention:

<https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equalysafeinhighereducation/eshetoolkit/>

Language / Terminology

The language used in the context of gender based violence campaigns is very important. Terminologies must be recognisable to students and convey meaning effectively. The Scottish Government use gender based violence as their official terminology, reflecting a continuum of gendered abuse and violence, rather than just one form. This terminology, is not necessarily familiar to students; many other organisations use terms such as Violence against Women (and Girls) VAW or VAWG; Sexual harassment and Misconduct, Rape and Sexual Harassment, Domestic Violence, Intimate Partner Abuse, etc. Some of these terminologies indicate a specific form of gender based violence, whilst others incorporate more than one. When developing campaigns students' associations should consult students when deciding on a terminology to use on campus wide approaches. It is best practice to highlight the types of behaviours referred to by each terminology before deciding on a particular definition. Equally, it is important to understand that no one terminology is going to convey the same meaning to all, so it's important to provide opportunities to generate awareness and education about the terminologies being used, as well as other information around the strategy for combatting gender based violence. This can be done through printing of digital fact sheets and flyers, workshops and seminars for example.

If the campaign is concerned with promoting available services and support the language used should identify the type of service available. For example, using the term sexual harassment and misconduct could present barriers for people who have experienced rape and may not view this service as being accessible to them. Similarly, using the term Rape and Domestic Violence may present barriers to those who have experienced other forms of gender based violence.

Language is also important because it can act as a trigger, making people feel unsafe or relive traumatic moments. It is therefore important that significant consideration is given to the impact of language being used in the development and delivery of strategies for combatting gender based violence. Focus groups with different stake holders (e.g. staff, students, survivors) are useful in helping to identify language which is most effective.

Visibility and Prominence

Visibility and prominence refers to the level of publicity and promotion given to strategies and practices for combatting gender based violence. It is an important means for both prevention and intervention, acting as a visual representation of zero-tolerance culture. As part of an intervention approach, visibility and prominence of available support, resources or services encourages survivors to access support and gives confidence that reports will be handled appropriately.

Recognisability

Recognisability in this context is concerned with the messaging and visual representation of strategies, policies and practices. Having

consistent and recognisable branding, messaging and appearance are useful for familiarising students with policies, practices and where they can access support and advise.

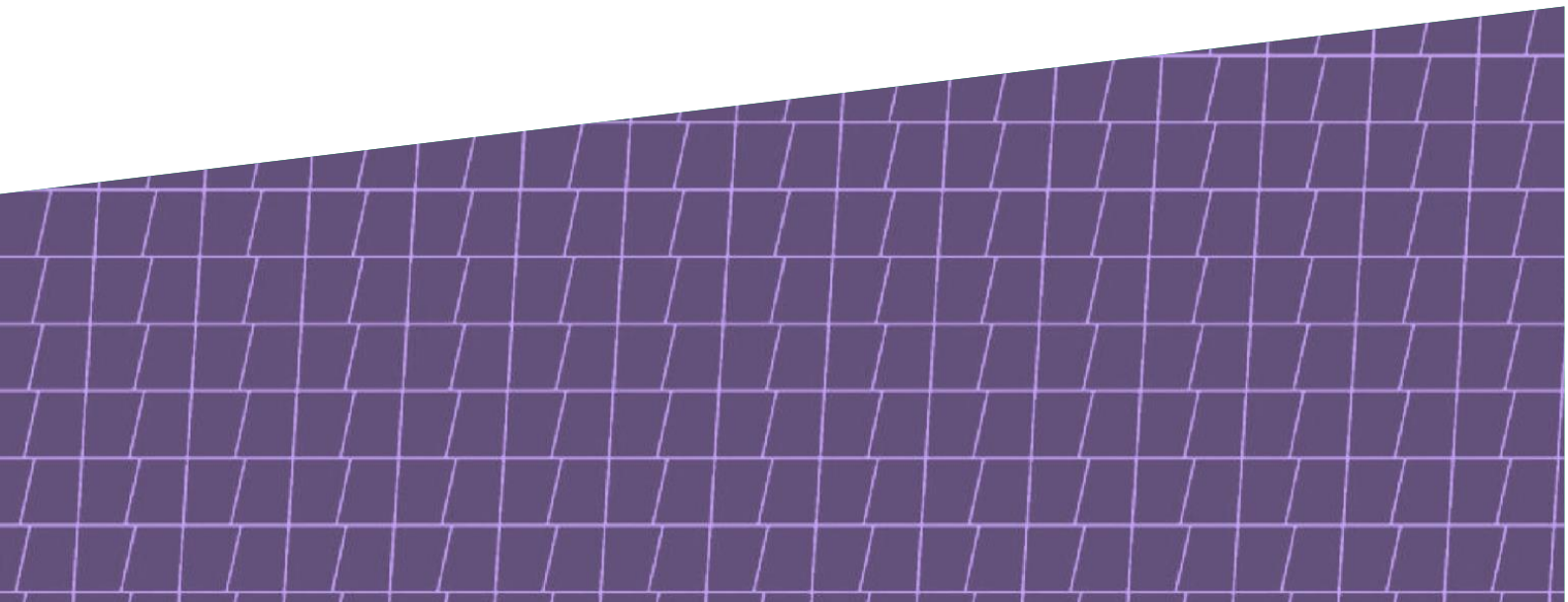
Discrete

Student's Associations may consider initiatives such as the "ask for Angela," where someone who feels at risk could access support by asking a member of staff in clubs, or bars "for Angela." The key word Angela, alerts the member of staff that the person doesn't feel safe, and the staff should be trained to support the person out of the situation discretely. Police Scotland have recently been given the authorisation by Rape Crisis Scotland and Lincolnshire County Council to provide local partners and licensed premises the opportunity to utilise this initiative throughout Scotland. Student's Associations should utilise the "ask for Angela" initiative, and consider other discrete means for students to access support and make disclosures, e.g drop boxes, online forms or chats, private spaces, visual aids that students could point to rather than asking for speaking in open spaces.

For more information on ask Angela see:

<https://www.glasgowlive.co.uk/news/glasgow-news/what-ask-angela-campaign-designed-14405146>

Lobbying



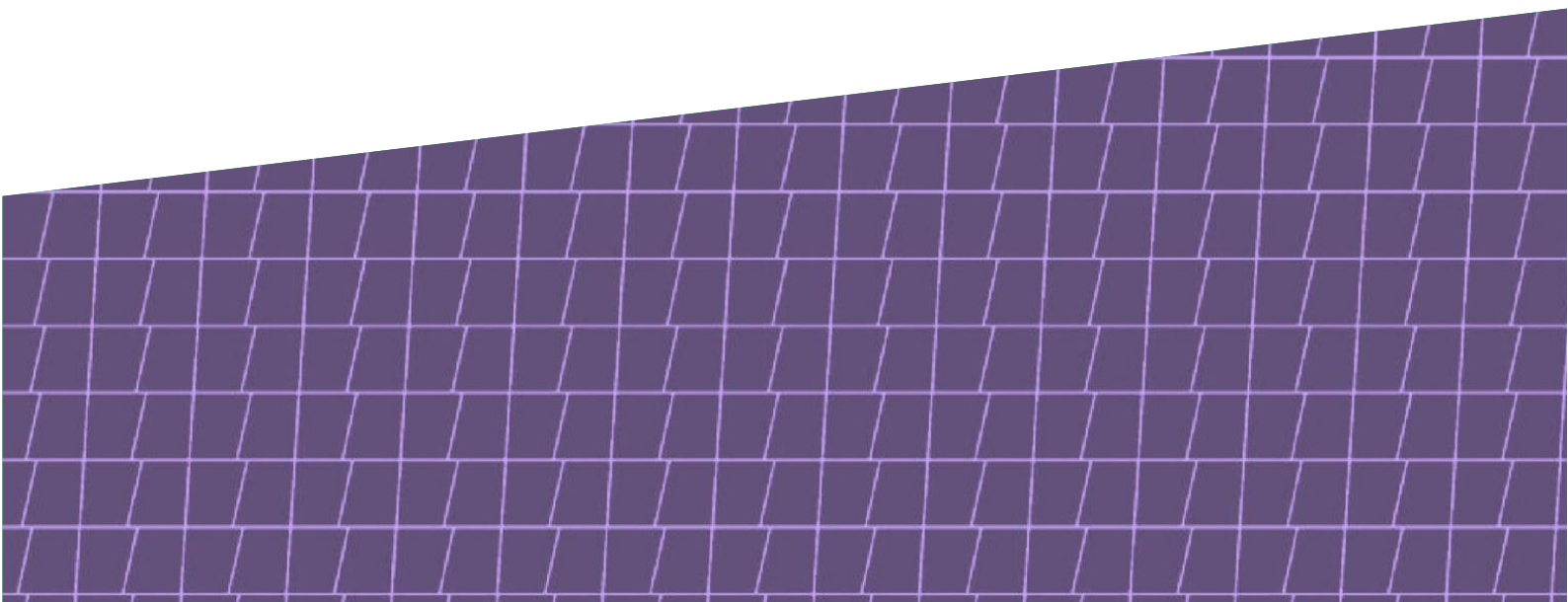
Lobbying is a form of campaigning, often used to get the institution to agree to certain “asks,” including for funding and other resources, adopting policies and practices, working in partnerships, etc. If your institution is keen to work with you, you may even be able to pool resources towards the campaign.

The Scottish Government expects all colleges and universities to be working toward the goal of eradicating GBV on campus, taking steps outlined in the ESHE toolkit to encourage and embed a strategic approach to eradicate all forms of violence against women and girls. It is in their interest to make sure the students’ association is involved in this process, as this will help them ensure success.

Steps to success

1. Find out who in your institution is leading on the task of combatting gender based violence.
2. Arrange a meeting with them.
3. Point out their responsibilities:
 - The 2018 Ministerial Letter of Guidance made it a requirement for universities to begin implementing the recommendations of Equally Safe in Higher Education.
 - It’s also a requirement for universities to report on progress in their Scottish Funding Council outcome agreements.
 - Colleges were advised to look at how they can use the toolkit until a college toolkit becomes available.
 - All colleges and universities must begin the process of evaluating and improving current policies and practices to combat gender based violence.
4. Point out the vital role the students’ association can play in helping the institution achieve these aims:
 - Students’ associations are best placed to promote and defend student welfare.
 - The role of the students’ association is to represent the student interest within the wider context of university and college management.
 - Students’ associations can help colleges and universities highlight campaigns, policies and practices to the student population; they play a huge part in success.
5. Establish your asks – What activity does the students’ association want the institution to take forward? This should include:
 - An evidence base of national or local data, testimonies, need, etc
 - Context of wider student support
 - Outlining the “asks” and the benefits
 - Consideration of the Specific, Measurable, Achievable, Resourced and Time bound elements of the “asks”
 - Other consideration should be established in planning the lobbying campaign.

Partnerships



Partnership implies the working together of two or more bodies towards a common purpose, respecting the different skillset, knowledge, experience and capacity that each party brings to the table. Decisions are taken jointly between those parties, and they co-operate to varying degrees in implementing the consequences of those decisions. For a partnership to work, each party must recognise that the other brings to the table something which cannot be done without, and must value that contribution.

Students' Associations should consider partnerships which provide:

Expertise: Organisations that specialise in working to eradicate gender based violence, and providing support to survivors can offer student's associations practical support in developing strategies. Ensuring that strategies have the right messages, that they are survivor focused, trauma sensitive and which fulfils other principles for combating gender based violence.

Resources: Partners may have funding available to support your work, or may be able to support with practical resources such as campaign materials which their organisation has already developed. Most importantly, they may have the people that can help with your activities.

Impact: Other groups on and off campus may be better placed to reach out to different kinds of people, such as institution staff or the public. Who else would you like to be involved in your work, and which groups can reach them? The more organisations that are working together on a project, the more attention they can together draw towards that work.

The process of developing partnerships should include:

1. Mapping out stakeholders – Who is affected? Who are the main actors? Who may be interested in supporting the work? Who can make the decisions?
2. Identifying whether your values align? Look at policies, practices and overall culture. Do they match with your own?
3. Identifying what each stakeholder could bring to the project. Will partnering with them help you to meet your aims?
4. Consider what specific contribution can you ask them to make, and what kind of relationship the partnership will take, e.g. consultations, working or steering groups, etc.

Internal partners may include:

There are many potential partners within your college or university who may be able to help. Some you might want to consider include:

- Other student groups: Are there any clubs, societies or Liberation groups at your institution who would be interested?

- Staff and staff networks: It's likely there will be staff at your institution who share your goals. They may also have their own networks representing specific groups of staff, such as women or Black staff, or those working in specific areas. A good start would be to find who is leading on eradicating gender based violence, and any staff who's work deals with related issues.
- Your institution itself: Engaging with your institution is a key way you can increase the impact of your work. To do so effectively, it's important you understand the decision makers and structures involved. Find out how your student association engages formally in the institution's governance, and see the section on lobbying in this toolkit for more advice on how to go about getting them on board.

Partners may include:

- Trade unions: Staff at your institution will be organised and represented by trade unions, who advocate for their interests collectively. Trade unions are similar to student unions in many ways, and trade union members are likely to have some campaigning experience, as well as potentially resources to offer. Trade unions are also likely to share your values, and want to be part of work to eradicate gender based violence. Teaching staff are likely to be represented by the Universities and Colleges Union (UCU) at universities, or Educational Institute of Scotland (EIS) at colleges. Other support staff may be represented by Unite, Unison or the GMB.
 - Zero Tolerance www.zerotolerance.org.uk/
 - Rape Crisis Scotland www.rapecrisisscotland.org.uk/
 - Violence against Women Partnership
 - Scottish Women's Aid womensaid.scot/
 - Scottish Women's Rights Centre www.scottishwomensrightscentre.org.uk/
 - National Violence Against Women Network www.improvementservice.org.uk/tackling-violence-against-women.html
 - Save Lives www.safelives.org.uk/
 - Amina- Muslim Women's Research centre (provides specialist services for Muslim and BME Women) www.mwrc.org.uk/
 - Hemat Gryffe (provides specialist service for BME Women) www.hematgryffe.org.uk/
 - Shakti Women's Aid (provides specialist service for BME Women) shaktiedinburgh.co.uk/
 - National LGBT Domestic Abuse Helpline www.galop.org.uk/galop-to-run-national-lgbt-domestic-violence-helpline/
 - LGBT Youth Scotland www.lgbtyouth.org.uk/
 - White Ribbon UK <http://www.whiteribbonScotland.org.uk/>

References

- ⁱ Scottish Government, Equally Safe Strategy:
<https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/>
- ⁱⁱ Scottish Government, Equally Safe Delivery Plan:
<https://www.gov.scot/publications/equally-safe-delivery-plan-scotlands-strategy-prevent-violence-against-women/>
- ⁱⁱⁱ Equally Safe in Higher Education Research and Toolkit:
<https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/eshetoolkit/>
- ^{iv} Ministerial Letter of Guidance 2018:
http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_letter_of_guidance_2018-19.pdf
- ^v Scottish Government, Equally Safe: Scotland's strategy to eradicate violence against women and girls.
<https://www2.gov.scot/Publications/2016/03/7926/3>
- ^{vi} NUS Hidden Marks Report
https://www.nus.org.uk/global/nus_hidden_marks_report_2nd_edition_web.pdf
- ^{vii} NUS 'That's What She Said' Report
<https://www.nus.org.uk/Global/Campaigns/That's-what-she-said-summary-WEB.PDF>
- ^{viii} Scottish Government Statistic on Domestic Abuse 2016
<http://www.gov.scot/Resource/0050/00508511.pdf>
- ^{ix} Feminist Strategies to end Violence against Women
<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199943494.001.0001/oxfordhb-9780199943494-e-005>
- ^x End Violence against Women and Girls, Survivor centred approach.
<http://www.endvawnow.org/en/articles/1499-survivor-centred-approach.html>