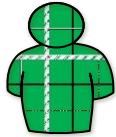


ESCU

**Equally Safe in
Colleges and Universities**



The Scottish Intervention Initiative

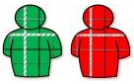
Training for Trainers Handbook

Dr Anke Kossurok & Dr Melanie McCarry

Equally Safe in Colleges and Universities

University of Strathclyde

With thanks to Glasgow and Clyde Rape Crisis Centre, and to Rachel Fenton and Helen Mott for the development of the original *Intervention Initiative* materials upon which this is based.



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Good Facilitation & Discussion Tips for Facilitators

Ground Rules – set at first session and remind every session

Ask the students what they need from you and from each other in order to feel safe talking about abuse and sexual coercion. E.g. do they require confidentiality, or the right to refuse to participate? Develop ground rules together and make sure that these include:

- Confidentiality – experiences shared by participants in the room are not to be shared outside. Explain that you will never put anyone ‘on the spot’ by asking people to share experiences they don’t want to share.
- Appropriate language – while discussion is welcome, language that is racist, sexist, homophobic or otherwise offensive or biased is not acceptable and should be challenged. There will be some discussion of offensive language as a topic in some sessions.
- Attendance – a shared expectation for timely attendance at each session.
- Leaving the room – there will be discussion of some sensitive areas and some people in the room will have had personal experience with some of the issues. Needing to leave the room is ok. If someone needs to leave the room because of the content of the session, facilitator/s will want to be able to find them afterwards to check how they are feeling and that they have appropriate support – please ask students to contact facilitator/s in private after the session.

Defusing difficult situations

- Foster a calm environment by modelling calm behaviour.
- If someone is dominating the discussion, summarise back to them what they have said and explain that you would now like to hear what others have to say.
- If a person seems hostile or antagonistic, do not respond with negativity but repeat back to them what they have said - they may feel that their opinions are not being listened to. Then ask if they can frame their views in a positive way that will move the discussion forward. Remind the group that it is fine to challenge ideas or opinions but not to be personal or to try to ‘win’ arguments.

Diversity

When dividing students for group exercises, aim to create groups that have an inclusive mix of students from different backgrounds / identities. This encourages open conversation and dialogue. Some exercises however might be better completed in single sex groups if this is possible or appropriate.

Engagement

Familiarise yourself with the material of this programme before delivering it - participants will engage better when facilitators are confident with the material.



Safeguarding, Confidentiality and Disclosure

It is very important that everyone knows from the beginning that confidentiality is important – the issues being discussed may affect students on a very personal level and the process of discussing them may lead some students to disclose previous or current abuse or assault. At the beginning of the programme you will create ground rules with the participants – please ensure that they include confidentiality.

Your university will have a Safeguarding Policy which they will publish and which you are required to implement. If during the course of the programme you become aware or have concerns that a participant is being abused or harmed, or if you have concerns about their welfare, health or safety, and believe them to be vulnerable, your university's Safeguarding Policy is likely to require that you report concerns to a Designated Safeguarding Officer at the university. It is a requirement of law to report safeguarding concerns in the case of children or young people (anyone aged under 18) or vulnerable adults. See Protection of Vulnerable Groups (Scotland) Act 2007 (<http://www.legislation.gov.uk/asp/2007/14/contents>). University of Strathclyde Safeguarding Policy is called Protecting Vulnerable Groups – <https://www.strath.ac.uk/hr/policiesandprocedures/pvg/>

If a participant does make a disclosure to you or to the group, you may find these points helpful:

Acknowledge

- It takes courage to talk about personal experiences – thank the person for sharing. Check whether they would like to talk later in a safe/quiet space and before moving on, ask if they are happy for the group discussion to move on.

Listen, Believe, Reassure

- This may be the first time they have ever spoken about this experience. It is important that they feel understood and believed. Reassure them that the abuse/assault is not their fault.

Inform

- From the outset, do not make promises that you cannot keep such as “I’ll take care of it” or “I won’t tell anybody”. Explain that some information can be kept confidential but some cannot.
- Explain that the group is a learning group and not a support group – say that there are support services inside and outside the university and provide a list of contact details and telephone numbers. Ensure you have distributed the list of local and national organisations.

Checklist:

I have read and understand my university's safeguarding policy and the procedures I must follow.

I have copies of a list of national and local support services including University support services and specialist support services (e.g. for domestic abuse, rape and sexual assault, forced marriage) to hand.



Criteria of Attendees

The following are criteria that attendees should fulfil BEFORE course begins:

- Have completed The Scottish Intervention Initiative.
- Have good working knowledge of gender-based violence (e.g., different forms of GBV).
- Understand & accept a gendered analysis of GBV & how gender inequality & GBV reinforce each other.
- Can apply this training and facilitate The Scottish Intervention Initiative at their institution/organisation, and train new facilitators to ensure sustainability of the programme.

Learning Outcomes

The learning outcomes which will enable you to:

1. Understand the context and rationale for delivering The Scottish Intervention Initiative (TSII);
2. Define the role of the facilitator and gain skills and confidence in facilitating TSII;
3. Respond safely and sensitively to disclosures and know where and when to access appropriate support;
4. Respond to tricky situations and questions in a sensitive and confident way.

Resources and Preparation before Course Begin

What you need to know as facilitator before the course begins	
Read the 'Good Facilitation' resource	
Read the guide to 'Safeguarding, Confidentiality and Disclosure' resource	
Have a local support services handout including links to complaint procedures	
Check internet connection and all video links	
Update slide 3 with names and contact details	

Estimated timing for each session		
Introduction	10 minutes	Allow four hours in total
Session 1	35 minutes	
Session 2	60 minutes	
Session 3	45 minutes	
Session 4	35 minutes	
Closing	10 minutes	

Resources for this session	
PowerPoint slides	
Internet connection to play video clips	
Handout – support services local/national	
Training for Trainers manual	
Flipchart paper / post-its, and pens	
Paper copies: Theoretical Rationale	
Instruction of empathy exercise	
Social norms questionnaire and score sheet	
Selection of role plays and case studies	
www.endGBV.uk pink leaflet	
Worksheet: Looking After Yourself	
Disclosure protocol	
Feedback forms	
Post-its or flipchart from introduction session	
Course certificates	



Information for facilitator only (in *italic*)




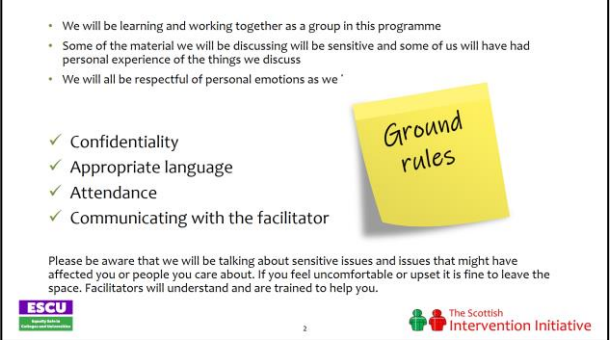


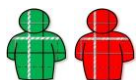
Tasks or questions for the group










Introduction

Session plan: 5-10 minutes

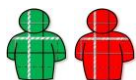
Focus/Activity	What to say	Resources
<p>Welcome/ Icebreaker</p>	<p> See the “Good facilitation” resource.</p> <p><i>Introduce yourself and the group to each other. Ask the participant to provide their name, which area they are studying/working and why they have signed up to the Training for Trainers.</i></p>	<p>Slide 1: Introduction</p>  <p>The slide features the ESCU logo (top left), the University of Strathclyde Glasgow logo (top right), and the central text: 'The Scottish Intervention Initiative' with a small icon of two figures, and 'Training for Trainers' below it.</p>
<p>Ground rules</p>	<p> Explain that we will discuss difficult and sensitive issues. Discuss confidentiality, listening, disclosure and ensure you have set the ground rules together.</p>	<p>Slide 2: Ground rules</p>  <p>The slide lists ground rules with checkmarks: Confidentiality, Appropriate language, Attendance, and Communicating with the facilitator. It includes a yellow sticky note graphic with the text 'Ground rules'. A disclaimer at the bottom states: 'Please be aware that we will be talking about sensitive issues and issues that might have affected you or people you care about. If you feel uncomfortable or upset it is fine to leave the space. Facilitators will understand and are trained to help you.' Logos for ESCU and The Scottish Intervention Initiative are at the bottom.</p>



Focus/Activity	What to say	Resources
Facilitators	<p> Ensure you give your contact details to your group and explain you can discuss any issues and can signpost to support organisations.</p>	<p style="text-align: center;">Slide 3: Facilitators</p> <div style="border: 1px solid black; padding: 10px;"> <p>Facilitators</p> <p>Name of facilitator 1 Contact details</p> <p>Name of facilitator 2 Contact details</p> </div> <p style="text-align: right; font-size: small;">   </p>
<p>Questions and concerns about TSII and delivering it</p> <p>3-5mins for this activity</p>	<p> ASK THE GROUP</p> <p>Do you have any thoughts, questions, and concerns about TSII and delivering it?</p> <p> This question is asked to collect attendees' initial thoughts, questions or concerns after having gone through TSII and about delivering it themselves.</p> <p>Feedback could be collected on a flipchart paper or on post-its (involve co-facilitator) highlighting which points will be addressed during the Training for Trainers sessions. Any outstanding questions could be addressed at the very end of the Training for Trainers.</p>	<p style="text-align: center;">Slide 4: Questions and concerns about TSII and delivering it</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Do you have any thoughts, questions, and concerns about The Scottish Intervention Initiative and delivering it?</p> </div> <p style="text-align: right; font-size: small;">   </p>
Aims of the Course	This is a one-day course designed to equip university staff and students (or those working closely with this group) to deliver TSII Bystander Training to other staff and students.	Slide 5: Aims of the Course


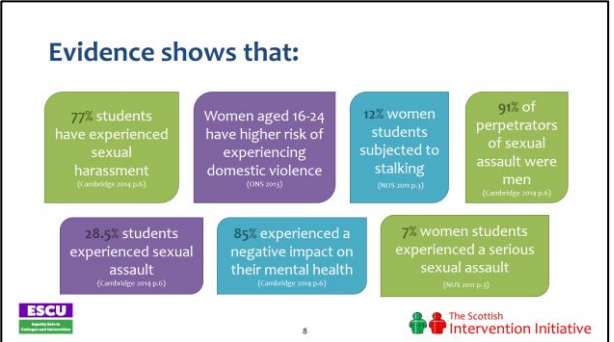


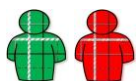
Focus/Activity	What to say	Resources
Learning Outcomes	<p>There are 4 learning outcomes which will enable you to:</p> <ol style="list-style-type: none"> 1. Understand the context and rationale for delivering TSII; 2. Define the role of the facilitator and gain skills and confidence in facilitating; 3. Respond safely and sensitively to disclosures and know where and when to access appropriate support; 4. Respond to tricky situations and questions in a sensitive and confident way. 	<p>Slide 6: Learning Outcomes</p>



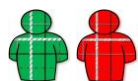
Session 1: Context and Rationale of The Scottish Intervention Initiative





Session plan: 35 minutes

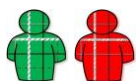
Focus/Activity	What to say	Resources
Session 1 introduction	This session is intended to give you some background information about The Scottish Intervention Initiative including theoretical framework, context and impact.	<p style="text-align: center;">Slide 7: Session 1 introduction</p> 
Evidence in Higher Education settings	We presented some research evidence in the Bystander Training showing that GBV is a problem at UK universities.	<p style="text-align: center;">Slide 8: Evidence in HE settings</p> 







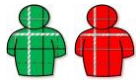
<p>Evidence in society</p>	<p>Additionally, evidence shows that this problem extends beyond the university setting. Women, and particularly young women, report having had experiences of physical, psychological or sexual violence. Men tend to be the perpetrators in most cases. These experiences are frequently reported as traumatising and negatively impact victims' mental health, wider relationships, and work and study performance, and contribute to gender inequality and other forms of discrimination.</p> <p>This suggest that there is a cultural problem of systematic abuse which cannot be addressed solely by rehabilitating individual offenders or treating individual survivors. We require a solution that systematically changes the culture.</p>	<p>Slide 9: Evidence in society</p> <p>Evidence also shows that:</p> <ul style="list-style-type: none"> 20% of sexual crimes are 'communicating indecently' and 'viewing sexual activity or images', often cyber-enabled (Scottish Government, 2017) 27.1% women (19.2% men) experienced domestic abuse since age 16 (Office for National Statistics, 2018) 18.6% women aged 18-24 (5.3% men) experienced sexual victimisation in childhood (Holtkamp, Caron, Bunting & Finkel, 2013, 18) 52% women (63% aged 18-24) have experienced some form of sexual harassment at work (TUC, 2016) 54% and 17% working women experienced sexual harassment by a colleague or direct manager, respectively (TUC, 2016) 79% of 'other sexual crimes' include female victims (59% under 16) (Scottish Government, 2017) <p>ESCU The Scottish Intervention Initiative</p>
<p>Gendered analysis</p>	<p>In The Scottish Intervention Initiative, we adopt a 'gendered analysis' of gender-based violence understanding that "violence against women is regarded as both a cause and consequence of women's inequality". Which is also the position that the Scottish Government takes. (Scottish Government ESCU Working Group, 2019)</p> <p>The historic roots of GBV lie "in women's unequal social and political status in many countries across the world and men's traditional right to use physical and sexual violence against women" (McGoldrick and Donaldson, 2017).</p> <p>GBV "take a number of different forms, [are] perpetrated by individuals and groups, in public and in private and can affect women at any age. [This creates] a continuum of [gender-based] violence" that runs throughout society (McGoldrick and Donaldson, 2017). GBV functions to maintain women's historically subordinated position and, thus, maintain male privilege. And at the same time, these unequal power relations and the socially constructed norms around gender roles encourage further GBV. (Scottish Government ESCU Working Group, 2019)</p>	<p>Slide 10: Gendered Analysis</p> <p>Gendered Analysis</p> <p>Violence against women is regarded as both cause and consequences of women's inequality</p> <ul style="list-style-type: none"> • Mostly affects women for being women • Historic roots of women's subordination reinforced through men's use of physical and sexual violence • Continuum of violence against (mostly) women permeates throughout society still today and maintains unequal power relations which encourage further violence • Women and men use and experience violence differently <p>ESCU The Scottish Intervention Initiative</p>



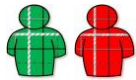
	<p>Of course, women do use violence but overall “Women and men use and experience violence differently. Men are statistically more likely to use violence (especially severe violence) against other men and against women. Women and girls are disproportionately affected by domestic abuse, sexual violence and other forms of violence committed mainly by men.” (Scottish Government ESCU Working Group, 2019)</p> <p>Therefore, a gendered analysis “is a tool to make visible the operation of gender within structural patterns of power, and the impact of gender-based abuse to perpetuate women’s individual and collective subordination.” (Scottish Government ESCU Working Group, 2019)</p> <p> You can direct participants to the MOOC “Understanding violence against women” (McGoldrick and Donaldson, 2017) and ESCU Toolkit, both available from the University of Strathclyde.</p>	
<p>Video and discussion</p> <p>3 minutes for this activity</p>	<p> Play this YouTube video of Nicola Sturgeon emphasising the importance of taking a ‘gendered analysis’ approach. It is 11 seconds long. Then briefly discuss how attendees feel about this approach and presenting it to attendees of the bystander training. Address any concerns the group may have.</p> <p> ASK THE GROUP</p> <p>How do you feel about the gendered analysis approach? Do you have any concerns?</p>	<p>Slide 11: Video on Gendered Analysis</p> <div data-bbox="1469 922 2072 1265"> <p>Gendered Analysis</p>  <p>https://www.youtube.com/watch?v=oky4Ge1_CcC</p> <p>ESCU The Scottish Intervention Initiative</p> </div>









<p>Scottish Intervention Initiative</p>	<p>The Intervention Initiative was developed by Dr Helen Mott and Dr Rachel Fenton at the University of the West of England who extended the ‘Get SAVI’ project by Scottish Women’s Aid and adapted it for the university sector. The project was commissioned by Public Health England in 2014.</p> <p>In subsequent years, it was adapted for the Scottish context by the ESCU team at the University of Strathclyde and renamed as The Scottish Intervention Initiative and has since been delivered to Strathclyde university staff and students in collaboration with Glasgow & Clyde Rape Crisis. It is now rolled out across colleges and universities in Scotland.</p>	<div data-bbox="1464 244 2072 598"> <p>Background for Delivering The Scottish Intervention Initiative</p> <ul style="list-style-type: none"> 2014-2016 Mott & Fenton (University of the West of England) adapted the ‘Get SAVI’ project by Scottish Women’s Aid to develop The Intervention Initiative 2016-2019 Adapted to the Scottish context and renamed as TSII by the University of Strathclyde and delivered with Glasgow & Clyde Rape Crisis to university students and staff since 2018 Delivered to colleges and universities across Scotland in response to the Scottish Government’s agenda <i>Equally Safe</i> to tackle gender based violence in colleges and universities   </div>
<p>Rationale of The Scottish Intervention Initiative</p>	<p>The Scottish Intervention Initiative aims to promote change in the social environment that facilitates rape, sexual assault and domestic violence in University and Further Education settings. It is based on theories of bystander intervention and social norms (Berkowitz, 2013) and encourages “men and women to change the social norms in their peer culture that support problematic and abusive behaviours (Lonsway et al., 2009)”. (Fenton, Mott and Rumney, 2015)</p>	<div data-bbox="1464 715 2072 1161"> <p>Slide 13: Rationale of The Scottish Intervention Initiative</p> <p>Rationale of The Scottish Intervention Initiative</p> <p>To promote change in the social environment that facilitates rape, sexual assault and domestic violence in University and Further Education settings</p>   </div>
<p>Rationale of TSII: Advantage to other prevention programmes</p>	<p>The advantages of TSII programme are:</p> <ul style="list-style-type: none"> • Empowers both men and women to intervene proactively to stop violence & abuse. • It emphasises that the responsibility for changing the environment lies with the whole community. • It is based on inclusivity, empowerment, skills training and ‘being part of the solution’ 	<div data-bbox="1464 1166 2072 1388"> <p>Slide 14: Rationale of The Scottish Intervention Initiative</p> </div>



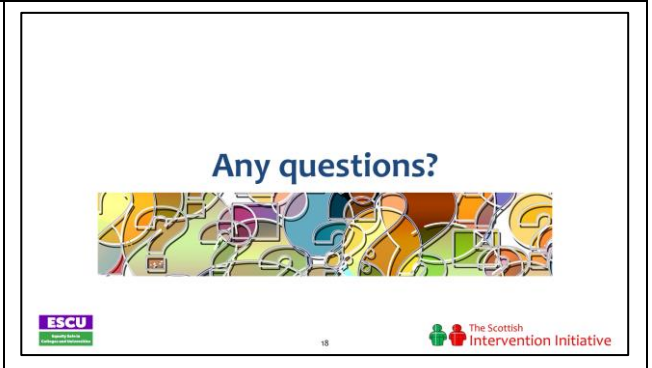
	<ul style="list-style-type: none"> • and importantly gives men a positive and active role in the prevention of violence against women. As such it sets the tone as non-blaming and non-judgemental. • It teaches both the theory of bystander intervention and the practical skills necessary to confidently and competently intervene to prevent violence. • It corrects misperceptions of sexual assault and domestic violence thereby increasing healthy behaviour and willingness to intervene as a bystander. • It is adaptable to other situations where someone is being victimised. 	<p>Rationale of The Scottish Intervention Initiative</p> <p>Advantage to other prevention programmes</p> <ul style="list-style-type: none"> • encourages proactive intervention to stop violence and abuse • responsibility for change is with the whole community • positive approach: inclusivity, empowerment, skills training and 'being part of the solution' • gives men a positive and active role in the prevention of violence • teaches theory and practical skills of bystander intervention • corrects misperceptions of GBV <p><small>ESCU Fenton, R.A., Mott, H.L. and Murray, P.A.S. (2013) The Intervention Initiative: Theoretical Rationale. 2nd Edition, Bristol: University of the West of England [online]. Available from: https://preprints.uwe.ac.uk/276761/Theoretical-rationale.pdf (Accessed 09 October 2019)</small></p> <p> The Scottish Intervention Initiative</p>
<p>Helen Mott: The Intervention Initiative</p>	<p> Play this YouTube video of Helen Mott talking about The Intervention Initiative. It is 2:52 minutes long.</p>	<p>Slide 15: Helen Mott: The Intervention Initiative</p> <p>Helen Mott: The Intervention Initiative</p> <p></p> <p>https://www.youtube.com/watch?v=oXdk9SnAY3Q</p> <p><small>ESCU</small></p> <p> The Scottish Intervention Initiative</p>
<p>Evidence Base</p>	<p>There is evaluation evidence that this bystander training model works. Fenton & Mott (2018) reported that rape myth acceptance, domestic abuse myth acceptance and denial decreased while bystander efficacy, readiness to help, and responsibility increased. Intent to help also significantly increased. The only part that did not show any increase from a pre-test to post-test was prosocial bystander behaviour. But Fenton & Mott suggested that the measure they used may not have asked about the kind of prosocial bystander behaviour taught in The Intervention Initiative and may need to be administered again several months after the</p>	<p>Slide 16: Evidence Base</p>



	<p>intervention so that participants had opportunities to use their new skills. (Fenton and Mott, 2018a)</p> <p> ASK THE GROUP: Do you have any questions at this point?</p>	<p>Evidence Base</p> <ul style="list-style-type: none"> empirical results for social norms interventions in related fields and other bystander programs evidence for impact of The Intervention Initiative <ul style="list-style-type: none"> ↓ rape myth acceptance; ↓ domestic abuse myth acceptance; ↓ denial ↑ bystander efficacy, ↑ readiness to help, and ↑ responsibility increased ↑ intent to help increased significantly prosocial bystander behaviour did not increase significantly  <p>ESCU The Scottish Intervention Initiative</p>
<p>Group Work</p> <p>20 minutes for the whole activity</p>	<p> GROUP ACTIVITY</p> <p>Let's familiarise ourselves a bit more with the Theoretical Rationale. I would like you to read Fenton, Mott & Rumney's introduction and, in small groups, discuss with one another what the benefits of The Intervention Initiative are. After approx. 15 minutes we will come back as a group and summarise your points.</p> <p> <i>Anticipated 5 minutes reading time, 10 minutes small group discussions, and 5 minutes group summary. Requires copies of (see appendix): Fenton, R.A., Mott, H.L. and Rumney, P.N.S. (2015) The Intervention Initiative: Theoretical Rationale. 2nd Edition. Bristol: University of the West of England [online]. Available from: http://eprints.uwe.ac.uk/27671/1/Theoretical-rationale.pdf (Accessed 08 October 2019)</i></p>	<p>Slide 17: Group Work</p> <p>Group Activity</p> <ul style="list-style-type: none"> Read Fenton, Mott & Rumney's introduction to The Intervention Initiative 'Theoretical Rationale' Discuss in small groups: What are the benefits of the programme, The Intervention Initiative?   <p>ESCU The Scottish Intervention Initiative</p>
<p>Summarising session 1</p>	<p>Summary: Thus far, we gave an overview of how and why TSII was developed, and how we aim for it to be used to equip the university/college community as a whole in addressing GBV. The evidence based rationale underpinning the programme is important because potential participants may question the validity of it. One role of the facilitator is to promote this programme and encourage people to come along.</p>	<p>Slide 18: Summary session 1</p>





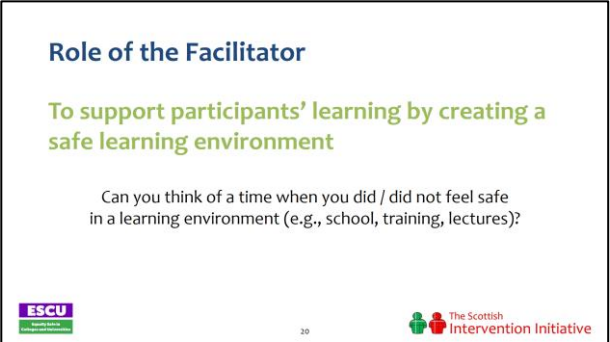
Let's take a short minute break before starting Session 2 that addresses facilitation skills, are there any questions about this first session?

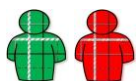







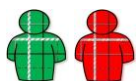
Session 2: Role of the Facilitator





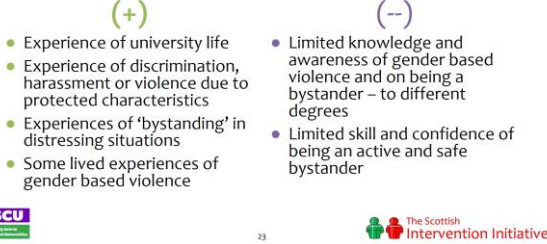
Session plan: 60 minutes

Focus/Activity	What to say	Resources
<p>Session 2 introduction</p>	<p>This session will define the role of the facilitator and how to create a supportive learning environment.</p>	<p>Slide: 19: Session 2 introduction</p> 
<p>Role of the Facilitator</p> <p>5 minutes for this activity</p>	<p>The role of the facilitator is to assist participants' learning by creating a safe learning environment.</p> <p>Now, all of you will have been in some kind of learning environment before, for example, as a student, workshop or seminar participant, or a 'Bystander Training' participant. You experienced other people facilitating these or perhaps have even facilitated before yourself. That is, you probably know already a good amount of what good or bad facilitation looks like.</p> <p> ASK THE GROUP</p> <p>Can you think of a time when you did / did not feel safe in a learning environment, at school, training, or lectures etc.?</p>	<p>Slide 20: Role of the Facilitator</p> 

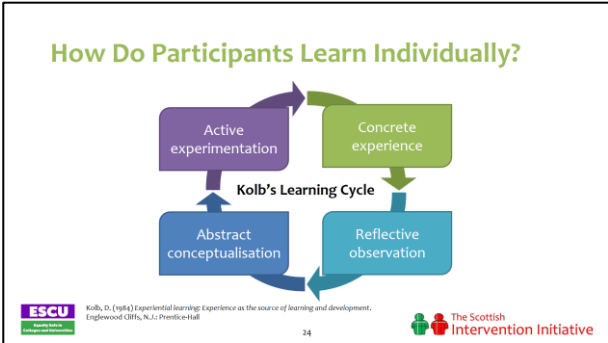


Focus/Activity	What to say	Resources
	<p> Explore participants' responses by asking "What factors contributed to feeling safe or unsafe in that environment?" Answers could be collected on flipchart paper and/or with post-its and divided into safe and unsafe factors. In this way, you can establish their existing knowledge as well as identify gaps already covered in the next slides or bring up questions about safe/unsafe learning spaces or good/bad facilitation that could be discussed during subsequent material. Spend approx. 5 minutes on this activity.</p>	
<p>Support Participants' Learning</p>	<p>As a facilitator, it is helpful to consider:</p> <ul style="list-style-type: none"> • Who are my participants? • What do they know already? • What do they not know? • How do they learn best? <p>Let's look at this in detail.</p>	<p>Slide 21: Support Participants' Learning</p> <div data-bbox="1467 646 2072 997" style="border: 1px solid black; padding: 10px;"> <p>Support Participants' Learning</p> <p>Knowing your participants</p> <ul style="list-style-type: none"> • Who are the participants? • What do they know and don't know about the topic? • How do they learn? <p><small>ESCU</small> <small>The Scottish Intervention Initiative</small></p> </div>
<p>Who are the participants?</p> <p>2-3 minutes for this discussion</p>	<p> This slide contains an animation that only shows the full text when clicking a second time. You can use the empty slide to engage participants by asking:</p> <p> ASK THE GROUP</p> <p>Who are the participants?</p>	<p>Slide 22: Who are the participants?</p>




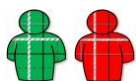
Focus/Activity	What to say	Resources
	<p>In most cases TSII will be delivered to university staff or students including participants from wide backgrounds. Most participants will already have been active and/or passive bystanders at some point in their life. As facilitators, it is important to be aware that there may be victims as well as perpetrators of GBV in the group.</p> <p>Find out in advance whether your audience is from a specific programme or department (e.g., students training to become teachers). Then you can tailor some elements of the bystander training (e.g., case studies, questions to the audience, real life examples or statistics) to their circumstances, such as being an effective bystander in a school setting.</p>	<p>Who are the Participants in The Scottish Intervention Initiative?</p> <ul style="list-style-type: none"> • University staff and students • Diverse group (age, gender, sexuality, ethnicity, nationality, dis/ability) • All have been active as well as passive bystanders in distressing situations on some point • Some victims/survivors of gender-based violence on or off campus • Some perpetrators of gender-based violence on or off campus  <p>ESCU The Scottish Intervention Initiative</p>
<p>What do participants already know and don't know?</p> <p>2-3 minutes for this discussion</p>	<p> This slide contains animation that only shows the full text when clicking a second time (for the '+') and third time (for the '-'). You can use the incomplete slide to engage participants by asking:</p> <p> ASK THE GROUP</p> <p>Your participants will have a similar range of knowledge and experience to you before you attended the bystander training. What did you know and didn't know before attending The Scottish Intervention Initiative?</p> <p> Looking for:</p> <ul style="list-style-type: none"> • University staff and students will have lived experiences of university life generally, and facilitators can make use of this to engage in discussions. 	<p>Slide 23: What do participants already know and don't know?</p> <p>What Do Participants Already Know and Don't Know?</p> <p>(+)</p> <ul style="list-style-type: none"> • Experience of university life • Experience of discrimination, harassment or violence due to protected characteristics • Experiences of 'bystanding' in distressing situations • Some lived experiences of gender based violence <p>(-)</p> <ul style="list-style-type: none"> • Limited knowledge and awareness of gender based violence and on being a bystander – to different degrees • Limited skill and confidence of being an active and safe bystander  <p>ESCU The Scottish Intervention Initiative</p>


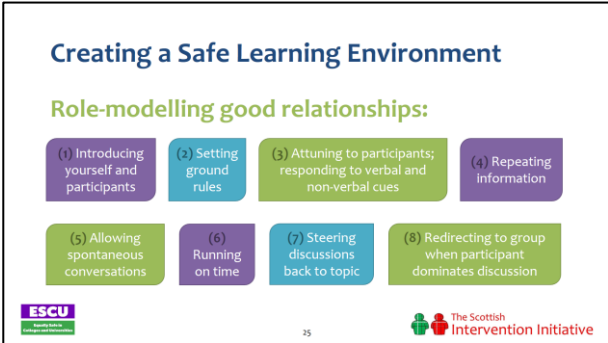

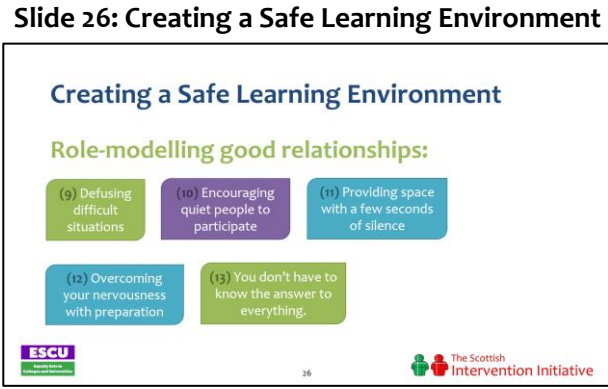


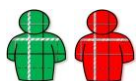
Focus/Activity	What to say	Resources
	<ul style="list-style-type: none"> • There may be experiences of discrimination, harassment or violence due to other protected characteristics. This will help to show how the role of bystanders works across different issues. Be aware of language and avoid discrimination/assumptions about sex, sexuality etc. • Be careful, when using personal experiences, that victims of GBV don't feel pressured to disclose. We will come back to these cases in session 3 and 4. • As facilitators we work from the premise that participants have: <ul style="list-style-type: none"> – A limited knowledge / awareness of GBV and on being a bystander, and – Limited skills /confidence in being an active (and safe) bystander. 	
<p>How do participants learn individually?</p>	<p>People learn in different ways and there are various theories on learning styles. Here, we will introduce you to one of them: Kolb's (1984) learning cycle, or "experiential learning". As facilitators, we aim to include different ways of learning to appeal to participants because not everyone learns in the same way. But it is important that everyone gets the key messages of the bystander training.</p> <p>According to Kolb, people learn through discovery and experience and this can be achieved by going through this 4-step cycle – although most people have their own preferred starting point:</p> <ol style="list-style-type: none"> 1. Firstly, it is essential that the learner (or team of learners) are exposed to a concrete experience which actively involves them. It's learning by doing. For example, this includes ice breakers, practical exercises, problem solving, or group discussions. 2. A second step is reflective observation. This involves "taking time-out from 'doing', [...] stepping back from the task and reviewing what has been done and 	<p>Slide 24: How do participants learn individually?</p>  <p>The diagram illustrates Kolb's Learning Cycle as a continuous loop of four stages: Active experimentation (purple box), Concrete experience (green box), Reflective observation (blue box), and Abstract conceptualisation (light blue box). Arrows indicate a clockwise flow from one stage to the next. The text 'Kolb's Learning Cycle' is centered above the diagram. At the bottom left, there is a logo for ESCU (European Skills Centre for Universities) and a citation: 'Kolb, D. (1984) Experiential learning: Experience as the source of learning and development. Englewood Cliffs, N.J.: Prentice-Hall'. At the bottom right, there is a logo for The Scottish Intervention Initiative.</p>





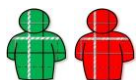
Focus/Activity	What to say	Resources
	<p>experienced." It's an opportunity to ask questions and communicate with other members of a team. Example may include asking for others' observations, giving feedback to others, writing a report or reflective piece or learning diary, quiet thinking time, tea/coffee breaks.</p> <p>3. Thirdly, a learner goes through a process of abstract conceptualisation, that is, of making sense of what has happened, [...] interpreting the events and understanding the relationships between them." Learners compare and synthesise what they have done, what they reflected on, and what they already know. Presenting models, and providing theories and facts are particularly helpful to support this process.</p> <p>4. The final stage is active experimentation. The learner places, what they have learned, into a context relevant to them. They consider how to put the new material into practice, for example, by planning what to do next, using case studies and role plays, and considering solutions to real problems.</p> <p>(University of Leicester, 2019)</p> <p>The Scottish Intervention Initiative has been designed to suit different ways of learning and therefore it's important to stay true to the material.</p> <p> ASK THE GROUP</p> <p>Think of a time when you learned to do something and it was successful and you enjoyed the experience. Where in the learning cycle would you place yourself?</p>	
<p>Creating a Safe Learning Environment</p>	<p>A second aspect of the role of the facilitator is to create a safe learning environment. We can do this by role-modelling good relationships with participants and this might involve the following:</p>	<p>Slide 25: Creating a Safe Learning Environment</p>



Focus/Activity	What to say	Resources
	<p> This slide uses animation. Click for each point to appear one after the other. Read out each point on the slide and add comments as below:</p> <ol style="list-style-type: none"> 1. It breaks the ice. 3. For example, if several of your participants look confused or the group very hesitantly starts a task after you gave an instruction or after you asked a question then you might like to find out why. 5. While the Bystander Training comes with a script for facilitators, it’s okay to include participants’ questions, comments and experiences relevant to the topics. These conversations enrich theoretical material and keeps participants interested. 6. At the same time, be mindful of the time. 8. You can create a safe space for sharing feedback by thanking this participant for their contribution and asking the group for further input. <p>[Continue on next slide.]</p>	
<p>Creating a Safe Learning Environment</p>	<p> This slide uses animation. Click for each point to appear one after the other. Read out each point on the slide and add comments as below:</p> <ol style="list-style-type: none"> 9. We will talk about this more in the last session. 10. For example, by having small-group or pair discussions or by looking at them smiling when looking for group feedback. 11. To reflect, to finish a given task, or for participants to gather courage to answer. Rushing your audience along may feel unsafe or pressured to them. 	<p>Slide 26: Creating a Safe Learning Environment</p> 







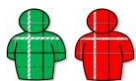
Focus/Activity	What to say	Resources
	<p>12. For example, have all material ready and a room booked. Know that your co-facilitator is coming and how many participants are attending. Rehearse some of the script in advance. Participants will engage better when facilitators are confident with the material.</p> <p>13. Use your common sense and trust your intuition too. Or engage your co-facilitator, or look up information and return to it later.</p>	
<p>Pre-course preparation</p>	<p> <i>Read out each point on the slide and add comments as below:</i></p> <p>There are also practical issues to consider as a facilitator:</p> <p>1. Delivery</p> <ul style="list-style-type: none"> • Deliver programme in (1) 1-hour sessions over 8 weeks, (2) 2-hour sessions over 4 weeks, or (3) a day and a half in 1 or 2 weeks. • TSII “designed to tackle a community-level problem. This means it should be delivered to all members of your community... It is suitable for delivery to mixed-sex groups. [Preferably] it should be timetabled, not offered on a voluntary ad-hoc basis.” Note that “the intervention is complex. Individual sessions should not be extracted or condensed; they do not stand alone but work together as a whole.” <p>2. Promotion</p> <ul style="list-style-type: none"> • Different formats, e.g., emails, posters, VLEs, targeted websites, twitter, Facebook pages, newsletters, flyers, uni radio, face-to-face in the classroom • Creativity welcomed. • Requires considerable effort to encourage people to register for this programme. • Create an Eventbrite page or just ask people to email you. 	<p>Slide 27: Pre-course preparation</p> 



Focus/Activity	What to say	Resources
	<p>3. Group size</p> <ul style="list-style-type: none">• To make the group exercises and role-plays work• To maintain a safe learning environment• If participation is <i>voluntary</i> then some registered people may not attend and others will drop out during the course. This is normal. Consider over-recruiting. <p>4. Suitable room</p> <ul style="list-style-type: none">• To connect to a laptop, where furniture can be moved, and which is accessible <p>5. Course material</p> <ul style="list-style-type: none">• All material available from the ESCU website at the University of Strathclyde• Can be uploaded on your university's VLE for participant access• Facilitation Handbook includes instructions of what material to prepare for each session and a script. <p>6. Facilitators</p> <ul style="list-style-type: none">• Ideally one facilitator is a local Rape Crisis prevention worker; brings a lot of 'real world' experience that participants respond well to• Facilitators may be (but don't have to be) academic staff, staff from counselling, wellbeing, student services; all should be trained in responding to disclosures• Not suitable for peer facilitation. <p>(Equally Safe in Higher Education, 2019)</p>	

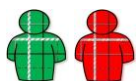


<p>Facilitating Activities</p> <p>40 minutes for activity</p>	<p> GROUP ACTIVITY</p> <p>As a facilitator, you will deliver different activities, for example, an empathy exercise, video discussions, a social norms questionnaire and its results, and role plays. Do you have questions about delivering any of these?</p> <p> <i>Depending on feedback, you could either let them try out only one activity that particularly concerns them or two or three activities. The following instructions is for three activities, but can be amended:</i></p> <p>Organise into three groups. Each group selects an ‘activity’ table and practices facilitating that activity within their group. These activities are taken directly from <i>The Scottish Intervention Initiative</i> material. Discuss your experience of delivering and receiving this material. (What did or did not work and why? What other concerns might you have in delivering this material?).</p> <p>After 10 mins, move to another table to explore a second activity in the same way. Then explore a third activity. After 30 minutes, each group will feedback to the whole group.</p> <p> <i>For three activities, this is 40 mins long. Spend 25-30 mins on practicing facilitating (3 activities; 10 mins each) and another 10 mins on group feedback for each activity (3 activities, 3 mins each). This can be reduced when practicing only one or two activities.</i></p>	<p>Slide 28: Facilitating Activities</p> <div data-bbox="1467 292 2060 635" style="border: 1px solid black; padding: 10px;"> <p>Exercise: Facilitating Activities</p> <p>Do you have questions about delivering an activity?</p> <ul style="list-style-type: none"> • Choose an activity to practice facilitating it • Discuss your experience of delivering and receiving this material. (What worked well, and why? What didn't, and why? Any other concerns?) • Then, feed back your experience to the whole group <div style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p>Activities:</p> <ul style="list-style-type: none"> • Fielding questions • Reflecting on and reviewing videos • Delivering exercises (e.g., empathy exercise, social norms questionnaire) • Facilitating role plays </div> <p style="font-size: small; margin-top: 10px;">ESCU 28 </p> </div>
<p>Summarising session 2</p>	<p>In session 2, we looked at who the participants in <i>The Scottish Intervention Initiative</i> are, how you can support their learning and create a safe environment. We had a practical session on skills. You also had a go at facilitating some of the activities</p>	<p>Slide 29: Summary of session 2</p>





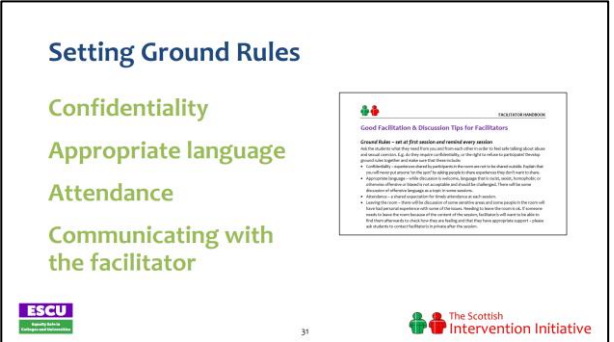
yourself. We will take a break now and then continue with session 3 about handling disclosures, reporting pathways and keeping yourself safe. Are there any questions before we move on?







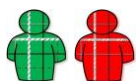
Session 3: Safeguarding, Disclosures and Support

Session plan: 45 minutes

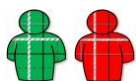
Focus/Activity	What to say	Resources
<p>Session 3 introduction</p>	<p>In this session we will discuss safeguarding issues, confidentiality, reporting pathways, handling disclosures, and looking after yourself.</p>	<p>Slide 30: Session 3 introduction</p> 
<p>Setting ground rules</p> <p>3 minutes for discussion</p>	<p>At the beginning of the programme you will create ground rules with the participants. Please ensure that they include confidentiality, use of appropriate language, attendance, and communicating concerns with the facilitator. TSII includes a “Good Facilitation” guide for you to read.</p> <p>Particularly, confidentiality is important because the issues being discussed may affect students on a personal level and the process of discussing them may lead some students to disclose previous or current abuse or harassment.</p> <p> ASK THE GROUP</p> <p>What are the key issues around ‘confidentiality’?</p>	<p>Slide 31: Setting ground rules</p> 



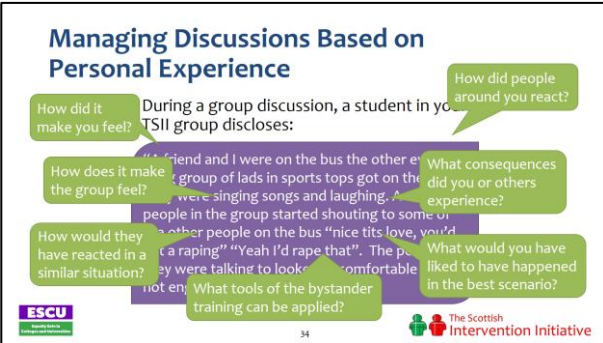


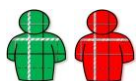
Focus/Activity	What to say	Resources
	<p> Looking for:</p> <ul style="list-style-type: none"> no one will be asked to disclose personal experiences, but if they do disclose experiences then they will not be share with anyone outside the group; confidentiality is conditional; it's never absolute;: facilitator has a duty of care to follow a safety protocol when someone discloses immediate risk of serious harm, and will work with that person to decide who they would be happy for facilitator to tell (e.g., their supervisor); if facilitator is unsure whether confidentiality cannot be given in a particular case then seek advice from line manager; discuss what to do if confidentiality is breached by TSII participant 	
<p>Relational Approach</p>	<p>When people feel safe they are likely to open up, and this means that course participants might disclose personal experiences of GBV. It is important but not always easy to respond skilfully.</p> <p>A central part of dealing with disclosures is how you relate to the person. It is essential to listen to them and believe them.</p> <p>It may take years for someone to feel able to disclose so we always have to offer a positive response. Being in this group may encourage a participant to disclose so be aware of responding appropriately. Remember, we know that facilitators are not experts or professionals in GBV but we can respond in a positive way to support the survivor to get help and support.</p> <p>It is essential that you do not ask the participant to share details of their abuse, this is not your role.</p>	<p>Slide 32: Relational Approach</p> <div data-bbox="1467 817 2074 1161" style="border: 1px solid black; padding: 10px;"> <p>Relational Approach</p> <p>How we are with the person and how we relate to them is central. </p> <p>7.8 years (average) before survivors disclose¹</p> <p>26-28% of survivors never disclose²</p> <p>You are not expected to be an expert but you can be key in empowering abuse survivors seek help.</p> <p><small>ESCU 1. Alboick, D. and Miller, P. (2013) Non one noticed, no one heard: A study of disclosures of childhood abuse. NSPCC [online]. 2. Kogan, S. M. (2004) 'Disclosing unwanted sexual experiences: Results from a national sample of adolescent women'. Child Abuse & Neglect, 28(3), 293-305.</small></p> <p><small>The Scottish Intervention Initiative</small></p> </div>



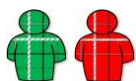
Focus/Activity	What to say	Resources
<p>Handling Disclosures</p>	<p>We are not training you here in conducting risk assessments but you may be in situations where you may need to handle disclosures. As facilitators and as employers at the university, you have a duty of care to respond to risks of serious harm. If a participant does make a disclosure to you or to the group, you may find these points helpful:</p> <p>Acknowledge their experience.</p> <ul style="list-style-type: none"> • It takes courage to talk about personal experiences – thank the person for sharing. • Check whether they would like to talk later in a safe/quiet space and before moving on, ask if they are happy for the group discussion to move on. <p>Believe and reassure them.</p> <ul style="list-style-type: none"> • This may be the first time they have ever spoken about this experience. • Important that they feel understood and believed. Be kind and reassure them that the abuse/assault is not their fault. Confirm you take the matter seriously. <p>Listen actively. Don't interrupt. Don't be afraid of silences. Concentrate on what you are being told.</p> <p>Ask if they feel safe. Ask them if they are feeling frightened and explain that you will support them to tell someone e.g., police, accommodation, security, parent etc.</p> <p>Explain your role and encourage towards specialist support.</p> <ul style="list-style-type: none"> • Advise that you are not a trained specialist but you can listen, provide information and refer for support. 	<p>Slide 33: Handling Disclosures</p> <p>Handling Disclosures</p> <ol style="list-style-type: none"> Acknowledge their experience Believe and reassure them Listen actively Ask if they feel safe Explain your role and encourage towards specialist support Give them control <p>ESCU Universities Scotland (2018) Psychological, emotional, physical and sexual abuse can take many forms [online], available at: https://www.escu.ac.uk/</p> <p>The Scottish Intervention Initiative</p> <p>33</p>



Focus/Activity	What to say	Resources
	<ul style="list-style-type: none"> Avoid making statements that cannot be upheld; e.g., “I’ll take care of it” or “I won’t tell anybody”. Instead, direct them to local and national organisation. <p>Give them control.</p> <ul style="list-style-type: none"> The person making the disclosure needs to be in control and make their own decisions about what happens next Except if they disclose risk of serious harm to themselves or someone else. Then follow your safety protocol. We’ll come back to this shortly. <p>(The Scottish Intervention Initiative, 2019b; Universities Scotland, 2018)</p>	
<p>Managing Discussions Based on Personal Experience</p> <p>5 minutes for this activity</p>	<p> This slide uses animation so that each green bubble appears after each click.</p> <p>Most shared experiences can be integrated in group discussions. Let’s look at this example. <i>[Read case study in purple box.]</i> What could you say or ask in response to this comment so that it can become part of a valuable group discussion?</p> <p> Looking for (but not limited to):</p> <ul style="list-style-type: none"> How did it make you feel? How did people around you react? What consequences did you or others involved experience? What would you have liked to have happened in the best scenario? How does it make the listener/group feel? How would they have reacted in a similar situation? What tools of the bystander training can be applied? 	<p>Slide 34: Managing Discussions based on Personal Experience</p> 










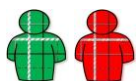
Focus/Activity	What to say	Resources
<p>Responding to Disclosures of Risk of Serious Harm</p>	<p>The techniques from the previous 2 slides are useful when responding to most disclosures. But they may need to be adapted when information about risk of serious harm is being shared.</p> <p>Note that such disclosures tend to be rare, and the person usually makes an informed decision to disclose to you. We would like you to be prepared. Note also that we don't ask you to do anything more than what you are required to do already.</p> <p>Only if the person or someone they mention is at risk of serious harm do you tell anyone else and only do so in discussion and agreement with the person who has disclosed. This conversation should happen in private with the person (and the co-facilitator) at the end of the session. If the person is too distressed to continue with the bystander training session then the co-facilitator can sit with them in a different room until the end of the session.</p> <p>There is no shared definition of “risk of serious harm” so that you need to use your own judgement. Risk of serious harm may include, for example:</p> <ul style="list-style-type: none"> • Being in immediate danger • Verbal threats to injure, serious sexual assault, rape or kill • Physical attempts to injure, assault, rape or kill <p>It may not include historic abuse or domestic violence (unless there is a current risk of serious harm).</p>	<p>Slide 35: Responding to Disclosures of Risk of Serious Harm</p> <div style="border: 1px solid black; padding: 10px;"> <p>Responding to Disclosures of Risk of Serious Harm</p> <p>Only if the person or someone they mention is at risk of serious harm do you tell anyone else and only do so in discussion and agreement with the person who has disclosed.</p> </div> <p><small>ESCU</small></p> <p><small>35</small></p> <p><small>The Scottish Intervention Initiative</small></p>
<p>Responding to Disclosures of GBV</p>	<p>There are a few further points to consider when you decide the disclosure is serious:</p> <ol style="list-style-type: none"> 1. Do not ask for details of the abuse. 2. Do not offer or agree to arrange support for them. 	<p>Slide 36: Responding to Disclosures of GBV</p>



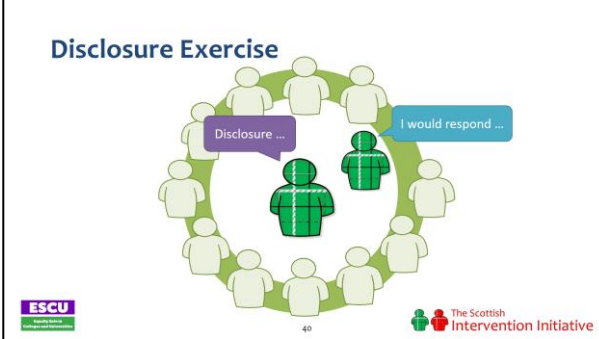



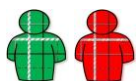
Focus/Activity	What to say	Resources
	<p>3. Do not offer counselling.</p> <p>4. If a perpetrator is named then explain that you will need to speak to your line manager and ask them for contact details to get back to them.</p> <p>5. We suggest that, in agreement with the person, a brief record is made on Report & Support (or an institutional equivalent). This can be an anonymous report.</p>	
<p>Disclosure Protocol</p>	<p>For further guidance you can look up the Disclosure Protocol in the ESCU Research Toolkit.</p> <p>Also familiarise yourself with your institution's safeguarding policy because you are required to implement these. If you cannot find guidance on your institution's website or intranet then ask HR or Student Services/Welfare.</p>	<p>Slide 37: Disclosure Protocol</p>
<p>Looking after yourself</p>	<p>Receiving a disclosure of gender based violence can sometimes be a very emotional experience. It's okay to feel upset. Please recognise this and seek support from your co-facilitator and/or line manager. It is also helpful to debrief with your co-facilitator after delivering each session. (Universities Scotland, 2018)</p>	<p>Slide 38: Looking after yourself</p>



Focus/Activity	What to say	Resources
		<p data-bbox="1512 343 1787 375">Looking After Yourself</p> <p data-bbox="1512 399 2027 486">Recognise that disclosures and tricky situations can sometimes be very emotional. It's okay to feel upset, and seek support yourself.</p>  
Looking after yourself 10-13 minutes for this activity	<p data-bbox="392 678 672 742"> GROUP ACTIVITY</p> <p data-bbox="392 750 1422 869">I would like to get you thinking a bit more about how you would look after yourself. We have provided a worksheet for you. I would like to give you five minutes now to fill it in and then we could add to it by sharing our responses with the group.</p> <ul data-bbox="392 877 1422 1045" style="list-style-type: none">• What are the most challenging aspects to being a facilitator?• How do you set your own boundaries, for example, at work or home?• What are your ideas of looking after yourself after a disclosure?• What possible organisational/professional supports can you identify? <p data-bbox="392 1085 1422 1236"> <i>This will take 5 mins for individual work and approx. 5-8 mins for group feedback. Sharing group feedback here is important because attendees can add other people's ideas for self-care to their worksheet and, in that way, build a resource for themselves.</i></p>	<p data-bbox="1579 678 1971 710">Slide 39: Looking after yourself</p> <p data-bbox="1512 750 1787 782">Looking After Yourself</p> <ul data-bbox="1512 805 1915 989" style="list-style-type: none">• What are the most challenging aspects to being a facilitator?• How do you set your own boundaries, for example, at work or home?• What are your ideas of looking after yourself after a disclosure?• What possible organisational/professional supports can you identify?   




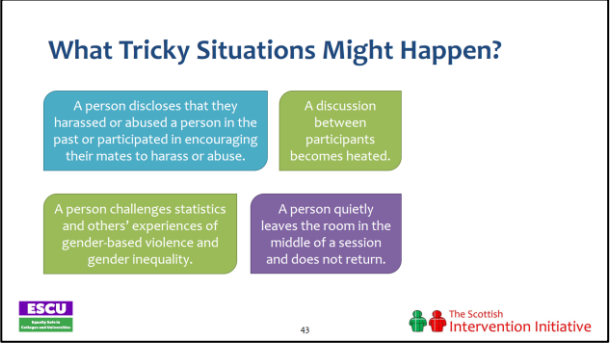


<p>Group discussion</p> <p>15-20 minutes for this activity</p>	<p> GROUP EXERCISE</p> <p>We are going to do a Disclosure exercise next. Let's all stand up and form a big circle. This exercise is intended to build your confidence in dealing with disclosures. It takes you outside your comfort zone and makes you think on the spot.</p> <p>I [<i>the facilitator</i>] will stand in the middle and make a disclosure. Following my disclosure, one of you steps forward as you think of a way to deal with my disclosure and you share your solution with the group. Then you step back and someone else comes forward to do the same.</p> <p> <i>Think of a scenario involving a GBV experience that you could use for this exercise to 'make a disclosure' for participants to respond to. After a few participants have stepped forward, and if there is time, you can present another scenario.</i></p>	<p>Slide 40: Group discussion</p> 
<p>Summarising session 3</p>	<p>In this session, we covered issues of confidentiality, reporting pathways, handling disclosures, and looking after yourself. We will take a break and then return for our final session on Responding to Tricky Situations and Questions.</p>	<p>Slide 41: Summarising session 3</p> 



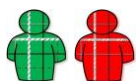
Session 4: Responding to Tricky Situations and Questions




Session plan: 35 minutes

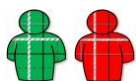
Focus/Activity	What to say	Resources
<p>Session 4 introduction</p>	<p>In this session, we will consider some tricky questions and scenarios that may happen, and how we can best respond to these.</p>	<p>Slide 42: Session 4 introduction</p> 
<p>What tricky questions or situations might you come across?</p> <p>3-5 minutes for activity</p>	<p> ASK THE GROUP: What tricky questions or situations might you come across? Or to put it another way: What questions or situations would you find scary when facilitating a course on tackling harassment and abuse?</p> <p> <i>Take 3-5 mins to discuss this. Participants may already know what kind of situations are tricky. As a facilitator, you can then affirm their concerns with information on this slide.</i></p> <p>For example: (see slide)</p>	<p>Slide 43: What tricky questions or situations might you come across?</p> 



Focus/Activity	What to say	Resources
<p>How to respond to tricky situations?</p>	<p>Some of your response will depend on the circumstances and, with experience, you will become better at handling these well. Remember also that you have a co-facilitator and line manager to turn to for support. But there are a few general techniques you can adopt:</p> <ol style="list-style-type: none"> 1. First of all: Stay calm! Foster a calm environment by modelling calm behaviour. 2. If someone is dominating the discussion, summarise back to them what they have said and explain that you would now like to hear what others have to say. 3. If a person seems hostile or antagonistic, avoid responding with negativity but repeat back to them what they have said – they may feel that their opinions are not being listened to. Then ask if they can frame their views in a positive way that will move the discussion forward. Remind the group that it is fine to challenge ideas or opinions but not to be personal or to try to ‘win’ arguments. 4. Inform yourself about current research, statistics, news reports and intervention practices on GBV to provide counter-arguments to GBV myths and real-life examples. 5. You can also involve the group in responding to tricky questions or scenarios. E.g., ‘What does the group think?’, ‘How would others in this group respond?’ 6. Keep in mind that victims, perpetrators and bystanders are in your group: You need a response that is positive to all. Instead of focusing on a person which risks to be judgemental aim to focus on behaviour or contextual factors <p>(The Scottish Intervention Initiative, 2019a)</p>	<p>Slide 44: How to respond to tricky situations?</p>


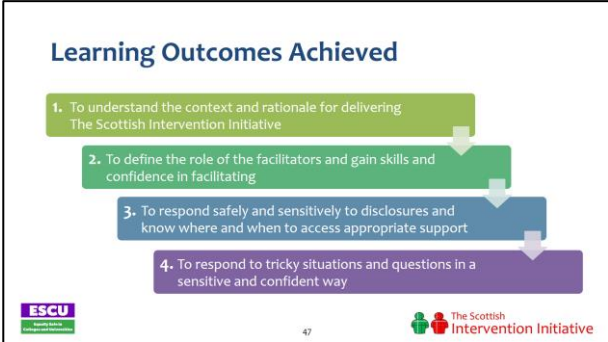




<p>Group work: Tricky scenarios and how to respond</p> <p>25-30 minutes for this activity</p>	<p> GROUP ACTIVITY</p> <p>Final exercise of the training:</p> <ul style="list-style-type: none">• Practice responding to possible scenarios.• Divide into small groups of 3-4 people and choose 2-3 scenarios.• Spend 20 minutes discussing possible responses. Consider alternative responses and how these may be perceived by participants who are victims, perpetrators, bystanders, or of different demographic backgrounds. <p> After about 20 minutes, bring the group together for 5 minute feedback. You may ask: <i>How did you find the scenarios/exercise? What was challenging/easy/surprising?</i></p>	<p>Slide 45: Group work: Tricky scenarios and how to respond</p> <div data-bbox="1467 331 2063 678"><p>Group Activity: Tricky Scenarios and How to Respond</p><p>Statements bystander participants might say:</p><table border="1"><tr><td>Scenario 1: "Men don't experience GBV. It's women's problem."</td><td>Scenario 2: "All the media reports about false allegations of rape/sexual assault show that most women just make it up."</td><td>Scenario 3: In response to student A (female) disclosing being sexually harassed by male student, participant B (male) said: "If I had been there I would have beaten him up!"</td></tr><tr><td>Scenario 4: "But women are also abusive towards men."</td><td>Scenario 5: "My mates made bets on who would take the most drunken girl/guy home after a party."</td><td>Scenario 6: "Women are perfectly able to choose ... It's not just men who are the problem."</td></tr></table><p>ESCU 45 The Scottish Intervention Initiative</p></div>	Scenario 1: "Men don't experience GBV. It's women's problem."	Scenario 2: "All the media reports about false allegations of rape/sexual assault show that most women just make it up."	Scenario 3: In response to student A (female) disclosing being sexually harassed by male student, participant B (male) said: "If I had been there I would have beaten him up!"	Scenario 4: "But women are also abusive towards men."	Scenario 5: "My mates made bets on who would take the most drunken girl/guy home after a party."	Scenario 6: "Women are perfectly able to choose ... It's not just men who are the problem."
Scenario 1: "Men don't experience GBV. It's women's problem."	Scenario 2: "All the media reports about false allegations of rape/sexual assault show that most women just make it up."	Scenario 3: In response to student A (female) disclosing being sexually harassed by male student, participant B (male) said: "If I had been there I would have beaten him up!"						
Scenario 4: "But women are also abusive towards men."	Scenario 5: "My mates made bets on who would take the most drunken girl/guy home after a party."	Scenario 6: "Women are perfectly able to choose ... It's not just men who are the problem."						
<p>Summarising session 4</p>	<p>We hope that this session gave you an insight into what tricky questions or scenarios may occur and also how to respond to them.</p>	<p>Slide 46: Summarising session 4</p> <div data-bbox="1467 791 2063 1136"><p>Any questions?</p><p>ESCU 46 The Scottish Intervention Initiative</p></div>						



Closing Session

Session plan: 5-10 minutes

Focus/Activity	What to say	Resources
Learning outcomes	<p>These are the learning outcomes we covered in this training. Now you should be able to:</p> <ol style="list-style-type: none">1. Understand the context and rationale for delivering TSII.2. Define the role of the facilitator and have gained skills and confidence in facilitating.3. Respond safely and sensitively to disclosures and know where and when to access appropriate support.4. Respond to tricky situations and questions in a sensitive and confident way. <p> You can check if attendees' questions and concerns from the introduction (slide 4) have been covered and then answer any remaining questions.</p>	<p>Slide 47: Learning outcomes</p> 
Feedback, questions, thank-you	<p>We are coming to the end of our training. Thank you very much for your participation. Are there any final questions?</p> <p>We would really appreciate it if you leave us some feedback on our feedback forms.</p> <p> Hand out feedback forms to participants and allow approx. 5-10mins to complete these. The same time can be used to answer final questions from the audience. Course certificates can also be handed out at this point.</p>	<p>Slide 48: Feedback, questions, thank-you</p> 



References and Further Reading

Session 1

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NUS (2011) *Hidden marks: A study of women students' experiences of harassment, stalking, violence and sexual assault*. 2nd Edition [online]. Available at: https://www.nus.org.uk/global/nus_hidden_marks_report_2nd_edition_web.pdf (Accessed: 08 October 2019)

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Radford, L., Corral, S., Bradley, C. and Fisher, H.L. (2013) 'The prevalence and impact of child maltreatment and other types of victimization in the UK: Findings from a population survey of caregivers, children and young people and young adults', *Child Abuse and Neglect*, 37(10), p801-13.

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Scottish Government (2018) *Scottish Funding Council – Letter of Guidance 2018-19* [online]. Available at: http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_letter_of_guidance_2018-19.pdf (Accessed: 08 October 2019)

TUC (2016) *Still just a bit of banter. Sexual harassment in the workplace in 2016*. Available at: <https://www.tuc.org.uk/sites/default/files/SexualHarassmentreport2016.pdf> (Accessed: 08 October 2019)

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Session 2

Equally Safe in Higher Education (2019) How to run the Intervention Initiative at your institution, University of Strathclyde [online]. Available at: <https://www.strath.ac.uk/humanities/schoolofsocialwork/socialpolicy/equallysafeinhighereducation/interventiontraining/guidelinesforuniversities/> (Accessed: 08 October 2019)

Kolb, D. (1984) *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice-Hall

Rosewell, J. (2005) *Learning styles*. The Open University [online]. Available at: https://www.open.edu/openlearn/ocw/pluginfile.php/629607/mod_resource/content/1/t175_4_3.pdf (Accessed: 08 October 2019)

The Scottish Intervention Initiative (2019a) *Good facilitation – Discussion tips for facilitators* [online]. Available at: https://www.strath.ac.uk/media/1newwebsite/departmentsubject/socialwork/documents/eshe/Good_Facilitation_Guide_-_Discussion_tips.pdf (Accessed: 08 October 2019)

The Scottish Intervention Initiative (2019b) *Safeguarding, confidentiality and disclosure* [online]. Available at: <https://www.strath.ac.uk/media/1newwebsite/departmentsubject/socialwork/documents/eshe/Safeguarding-confidentiality-disclosure.pdf> (Accessed: 08 October 2019)

The Scottish Intervention Initiative (2019c) *Successful role-play for bystander intervention learning* [online]. Available at: <https://www.strath.ac.uk/media/1newwebsite/departmentsubject/socialwork/documents/eshe/Successful-role-play.pdf> (Accessed: 08 October 2019)

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Session 3

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McCarry M., Donaldson A., McCullough A., McGoldrick R. and Stevenson K. (2018) *Equally Safe in Higher Education Research Toolkit: Guidance for Conducting Research into Gender-based Violence in Scottish Higher Education Institutions*. Glasgow: University of Strathclyde [online]. Available at: https://www.strath.ac.uk/media/1newwebsite/departmentsubject/socialwork/documents/eshe/Equally_Safe_Doc_2_pgs_inc_ISBN.pdf.pagespeed.ce.EOXDj_HbJK.pdf (Accessed: 08 October 2019)

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Universities Scotland (2018) *Psychological, emotional, physical and sexual abuse can take many forms* [online]. Available at: <https://www.endgbv.uk/> (Accessed: 08 October 2019)

List of Local and National Support Services

[Please adapt with your own local support services.]

Amina

Support for BME women

www.mwrc.org.uk

0808 801 0301

0141 212 8420

National LGBT Domestic Abuse Helpline

www.galop.org.uk/domesticabuse

0800 999 5428

Childline

National helpline for children under 19

www.childline.org.uk

0800 1111

Glasgow & Clyde Rape Crisis

Strathclyde Disability & Wellbeing Services (Level 4, Graham Hills Building) or 5th floor, 30 Bell Street, Glasgow G1 1LG

07501 723 969

08088 00 00 14

Glasgow Women's Aid

Information, support and refuge accommodation to women, children and young people who are experiencing domestic abuse

www.glasgowwomensaid.org.uk

0141 553 2022

Hemat Gryffe Women's Aid

Information, support and refuge accommodation to women, children and young people from Asian, Black and Minority Ethnic Groups

www.hematgryffe.org.uk

0141 353 0859

Strathclyde University Human Resources

For employees

www.strath.ac.uk/hr

0141 548 4476

Men's Advice Line

For man experiencing domestic violence and abuse from a partner or ex-partner

www.mensadvice.org.uk

08/08 801 0327

National Domestic Violence Helpline

For women experiencing domestic violence, their family, friends, colleagues and others calling on their behalf

www.nationaldomesticviolencehelpline.org.uk

0808 2000 247

NSPCC

Helpline for adults to get advice or share their concerns about a child

www.nspcc.org.uk

0808 800 5000

Rape Crisis Scotland

www.rapecrisisscotland.org.uk/

0808 801 0302

Refuge

Safe refuge accommodation to women, children and young people experiencing domestic abuse

www.refuge.org.uk

Say Women

Offers safe, supported accommodation and related services for women, aged 16-25 years, who are survivors of childhood sexual abuse, rape or sexual assault and who are homeless or threatened with homelessness

www.say-women.co.uk

0141 552 5803

Strathclyde University Staff Counselling

www.livewell.optum.com

0800 282 193

Strathclyde University Student Counselling

www.strath.ac.uk/studywithus/strathlife/studentcounselling/
0141 548 3510

University of Strathclyde Student Union

Support for Strathclyde University students
www.strathstudents.com
0141 567 5000

Shakti

Support for BME women, children and young people who are experiencing, or have experienced, domestic abuse
www.shaktiedinburgh.co.uk
0131 475 2399

Scottish Domestic Abuse and Forced Marriage

www.sdafmh.org.uk
0800 027 1234

UCU/NUT at Strathclyde University

www.strath.ac.uk/ucu
www.strath.ac.uk/unison

University of Strathclyde Report & Support

Anonymous online reporting tool
<https://www.strath.ac.uk/studywithus/strathlife/reportsupport/>

Victim Support

Support to anyone affected by crime regardless of whether it has been reported to the police
www.victimsupport.org.uk
0808 168 9111

Women's Support Project

Raises awareness of the extent, causes and effect of male violence against women, and for improved services for those affected by violence
www.womenssupportproject.co.uk
0141 418 0748

Young Women's Centre

Support to young women (between 12-18 years) who are at risk of sexual exploitation, abuse or escalation through the judicial system
0141 276 1874

In emergency, call 999.

Fenton, Mott & Rumney's (2015) Theoretical Rationale (edited)

The purpose of this toolkit is to promote change in the social environment that facilitates rape and sexual assault and domestic violence in University and Further Education settings. The educational programme delivered in this toolkit is underpinned by the theories of bystander intervention and social norms (Berkowitz, 2013). The focus of the programme is therefore on encouraging men and women to change the social norms in their peer culture that support problematic and abusive behaviours (Lonsway et al., 2009). Bystander intervention programmes empower both men and women to intervene proactively to stop violence and abuse. Bystander intervention is an effective strategy “because it places responsibility for changing the environment on the whole community” (Berkowitz, 2013).

Positivity is also at the heart of the social norms approach, which is a theory and evidence-based approach aimed at correcting misperceptions which influence behaviour (Berkowitz, 2013). Social norms theory focusses on reinforcing the positive and healthy attitudes and behaviours of the majority to prevent problematic and abusive behaviours and has been used in the US on college campuses to prevent sexual assault with some success (Berkowitz, 2011, 2013; Fabiano et al., 2003). This toolkit includes a culturally relevant social norms questionnaire, with provision for direct feedback to participants, with a view to correcting misperceptions thereby increasing healthy behaviour and willingness to intervene as a bystander.

This toolkit is predicated upon positivity, inclusion and empowerment (Berkowitz, 2013), reinforcing the message that students can make a difference and be ‘part of the solution’ (Berkowitz, 2009). We are very careful to set the tone as non-blaming and non-judgmental. Rather, the message is that everyone can be engaged positively in preventing violence. The emphasis is placed upon inspiring students, as future leaders of our society, to feel a sense of responsibility and empowerment which will motivate them to speak up against violence. The social imperative within this community then becomes to speak out rather than stay silent (Tabachnick, 2009). We are seeking to foster, emphasise and reinforce the shared social identity of being a student at this particular education setting, in order that this social identity transcends but does not erase other social identities such as ethnicity, culture, disability and so forth.

Tackling domestic abuse and sexual coercion requires an appreciation that they are forms of behaviour which are rooted in gender relations and the social policing of gender roles in our society. Boys and men can be and are victims, and abuse can and does happen within same-sex relationships as well as within family relationships and against trans men and trans women. Nevertheless in terms of the scale of the social problem that we seek to address with this programme, perpetrators tend overwhelmingly to be male and victims are mainly female. It is important to acknowledge that domestic abuse and sexual coercion are part of a social pattern of violence against women and are both a cause and a consequence of gender inequality. This does not diminish the impact of abuse on other victims and this programme will also be of benefit in helping to prevent abuse of other victims.

[Ref: Fenton, R.A., Mott, H.L. and Rumney, P.N.S. (2015) (2nd Edition) *The Intervention Initiative: Theoretical Rationale*. Bristol: University of the West of England <http://eprints.uwe.ac.uk/27671/1/Theoretical-rationale.pdf>

Victim/Survivor Empathy Exerciseⁱ⁾ – Instruction

Materials: Pens and Paper – one sheet per participant

Instructions

Ask each participant to tear a piece of paper into 4 strips. Then number the strips one through four. Tell participants that they will not have to share the information that they will be writing on the paper with the group. On each strip ask them to write the following:

- 1. the person you trust the most**
- 2. a place where you feel the safest**
- 3. your favourite group activity, sport, club or similar**
- 4. a secret – something you have told nobody or only one or two others.**

[If they genuinely feel they have no secret, ask them to imagine one and write it down].

1. (a) Ask the participants to look at the first piece of paper. Ask them to share with you what they like about this person, what they enjoy, why they feel close to them. Write what they indicate on the board (you may wish to use the left hand side of the board for these positive expressions).

(b) Now ask them to tear up the piece of paper with the person's name written on it and throw the pieces away. Say: You can no longer talk or be with that person – she/he either blames you for your assault or you were assaulted by him/her. How do they feel now? Write their reactions on the board (you may wish to use the right hand side of the board for the negative feelings).

2. (a) Ask the participants to look at the second piece of paper. Ask them to share with you what they like about this place and why they feel safe there. Write what they indicate on the board.

(b) Now ask them to tear up the piece of paper with the place written on it and throw the pieces away. You no longer feel comfortable going to that place, you were assaulted there. (Cite statistics: 55% of rapes happen in victim/survivors' homes – rising to 75% of those raped by a current or previous partnerⁱⁱ⁾). How do they feel now? Write their reactions on the board.

3. (a) Ask the participants to look at the third piece of paper. Ask them to share with you what they like about this activity (or club, sport or similar); what they enjoy about it, etc. Write what they indicate on the board.

(b) Now ask them to tear up the piece of paper with the activity or club written on it and throw the pieces away. You can no longer take part in this activity; you might see your perpetrator there. How do they feel now? Write their reactions on the board.

4. (a) Now ask the participants to look at the piece of paper with their secret. Why is it a secret? Why don't you want many people to know? Write their reactions on the board.

(b) Now take the piece of paper with the secret written on it. You can't tear it up. You can't throw it away. You must keep it forever. Think about what people might say to you if they knew. Think about what they might do if they knew. Now think about telling a stranger, maybe a tutor, your family, your friends, a union representative. How do you feel now? What might you worry about if you were going to tell someone? Are there possible reactions you would be dreading? (*looking for blame; disbelief; dismissal*). Write their reactions on the board. Why might you worry that people could respond like this? (*looking for – people use denial or blame as a way of coping or not facing up to painful facts* ⁱⁱⁱ).

5. Think about how a survivor might react after being assaulted. What if the person who assaulted her/him was their friend, partner, relative? What if it happened where they felt safe? What if they can no longer take part in social activities they used to enjoy?
6. Point to the list of negative emotions; ask participants - if they felt that way what might some of the consequences be for them socially, physically, academically, psychologically? What about taking the decision to share a secret – can we see how important it is to respond sensitively if someone tells us a secret? If a victim is a person of colour or a non-native speaker or gay/lesbian for example, how might these facts change the way they approach a police officer, rape crisis worker, or other service providers? What if the victim/survivor was assaulted by a member of the same sex – what issues might come up for them in reporting or disclosing to anyone?
7. Debrief: this has been an exercise in putting ourselves in other people's shoes, reflecting on the significant changes that might happen in a person's life as they cope with the aftermath of being assaulted or abused. It has also been an exercise in thinking about how important it is to respond in a serious and supportive way if someone in our life discloses a traumatic experience to us.

-
- i) This exercise was adapted by the Intervention Initiative Team from Plante 2002 (reproduced in Banyard, V. L., Plante, E.G., & Moynihan, M. M. (2005) *Rape prevention through bystander education: Bringing a broader community perspective to sexual violence prevention*. University of New Hampshire). Available at: <http://cola.unh.edu/sites/cola.unh.edu/files/departments/Prevention%20Innovations/bystander/Rapepreventionthroughbystandereducation.pdf> (Accessed: 12 June 2014)
 - ii) Myhill, A. & Allen, J. (2002) *Rape and sexual assault of women: The extent and nature of the problem. Findings from the British Crime Survey*. Home Office Research Study 237. London: Home Office. (p.37)
 - iii) Nina Burrowes' excellent guide for rape prosecutors describes some of the ways in which jury members, for example, may react to victims in court (pp.13-15). Burrowes, N. (2013) *Responding to the challenge of rape myths in court*. London: NB Research [online]. Available at: <http://www.nb-research.co.uk/index.php/projects-2/> (Accessed: 8 October 2014)

Social Norms Questionnaire

Anonymous Questionnaire for the Intervention Initiative Participants

Please select your sex: Female Male Other Prefer not to say

Please indicate, how likely you think it is that people in your peer group (other students of the same sex as you at this university) would...

	Not at all	Rarely	Neither likely/unlikely	Likely	Extremely likely
1. Approach a friend if they thought s/he was in an abusive relationship to let them know they were there to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ask a stranger who looks very upset at a party if they are okay or need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do something to help a very intoxicated person who is being taken to a bedroom by people / a person at a party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Stop sexual activity when asked to, even if already sexually aroused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate by providing a number between 0% - 100% to indicate the percentage of people in your peer group (other students of the same sex as you at this university) who you think would agree with the following statements...

	%
5. When girls go to parties wearing slutty clothes they are asking for trouble	
6. If a girl doesn't physically resist sex - even if protesting verbally - it really can't be considered rape	

Please indicate how likely you personally are or would be, to take the actions described in the following statements...

	Not at all	Rarely	Neither likely/unlikely	Likely	Extremely likely
7. Approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ask a stranger who looks very upset at a party if they are okay or need help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do something to help a very intoxicated person who is being taken to a bedroom by people / a person at a party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Stop sexual activity when asked to, even if I am already sexually aroused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions by indicating your level of agreement or disagreement with each of these statements...

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
11. When girls go to parties wearing slutty clothes, they are asking for trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. If a girl doesn't physically resist sex - even if protesting verbally - it really can't be considered rape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scoring the Social Norms Questionnaire

- i) Count and record the number of responses that you have.
- ii) For each respondent, score as follows:
 - Questions 1-4 & 7-10: Score 0 (zero) for “Not at all”; “Rarely”; “Neither likely/unlikely”
Score 1 (one) for “Likely”; “Extremely likely”
 - Questions 5 & 6: Use percentage scores given
 - Questions 11 & 12: Score 0 (zero) for “Strongly Disagree”; “Disagree”; “Unsure”
Score 1 (one) for “Agree”; “Strongly Agree”
- iii) Take the sum total for question 1 (i.e. add up all the scores), divide it by the number of respondents and multiply by 100 to give the % of their peers who participants think would behave this way. Repeat for questions 2,3,4.
- iv) Add the scores for question 5 together and divide by the number of responses that you have. This gives you the average % of their peers who participants think would agree with the statements. Repeat for question 6.
- v) Take the sum total for question 7, divide it by the number of respondents and multiply by 100 to give the % of respondents who said they would be likely to behave this way. Repeat for questions 8,9,10.
- vi) Take the sum total for question 11, divide it by the number of respondents and multiply by 100 to give the % of respondents who agreed with the statements.
- vii) There are likely to be some gender differences: you may want to analyse & compare responses between male & female participants.
- viii) You are now ready to select some interesting data ready to present to participants later in the programme. You will be comparing respondents’ own scores with how they scored their peers and you will be comparing: 1 – 7, 2 – 8, 3 – 9, 4 – 10, 5 – 11, 6 – 12

An example of how you might set out the results follows.

Florida State Uni data for misperceptions of bystander norms & Rape Myths	NORMS	
	Actual	Perceived (peers)
Strongly Agree/ Agree		
If I witnessed a man pressuring a woman to leave with him, I would ask if everything was okay.	69%	50%
Strongly Disagree		
If a woman is willing to go home with a man, consent to have sex is implied.	73%	35%
It is usually only women who dress suggestively that are raped.	79%	44%
When women are raped, it's often because the way they said "no" was ambiguous.	73%	49%
In the last 12 months		
Got consent before sexual activity.	85%	55%
Stopped the first time that your date said no.	62%	17%

Ref: Berkowitz (2013) *A Grassroots’ Guide to Fostering Healthy Norms to Reduce Violence in our Communities: Social Norms Toolkit*. USA: CDC.

Role Play Scenarios

Case Study: A Friend Discloses Assault

You are home from uni for the Christmas holidays. At 8 o'clock on a Saturday morning, a close female friend from uni calls you, crying. You ask her what has happened and she says someone came into her room on campus last night. She reluctantly tells you that she woke up to find a naked man on top of her. She is afraid to tell her parents because she didn't lock her door and believes she is at fault.

[REF: [NSVRC SAAM, 2010 from Plante et al., 2002](#)]

Case Study: In A Bar With Your Group

You are dancing in a bar with a group of friends. A young man joins your circle of dancers and begins to monopolise one woman's attention. It is loud, so you can't hear what they are saying to each other. He has moved in the way of seeing her face, cutting her off from the rest of your group.

[REF: [NSVRC SAAM 2010 Making a Difference Workshop Facilitators Guide:](#)]

Case Study: Halls of Residence (3)

You are walking down the hall to get the stairs to your room. When you pass a bedroom on the first floor you hear a man and a woman yelling at each other, they are really going at it. The man is calling the woman a "slut" and other names.

[REF: [NSVRC SAAM 2010 Making a Difference Workshop Facilitators Guide](#)]



Psychological, emotional, physical and sexual abuse can take many forms.

If something doesn't feel right to you, we can help.

www.endGBV.uk

Gender based violence is an issue in society that includes our universities and colleges. Research suggests that as many as 1 in 4 female students experience unwanted sexual behaviour during their studies.

Colleges and universities are working to prevent gender based violence. We want to encourage staff and students to make disclosures and ensure they receive the support they want. You might have a role in intervention, so we're asking for your help.

You may receive a disclosure of gender based violence from a student or colleague. Or you may witness something that isn't right. We want you to have information about specialist support services at your fingertips so you can help in the moment. We don't expect you to be an expert. We're simply asking you to carry this card so that if you find yourself in this situation, you can quickly and safely empower the person to get the help they want.

Defining gender based violence

Gender based violence describes a spectrum of behaviour that starts with objectification and unwanted comments and includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour based' violence, including, female genital mutilation, forced marriages and 'honour' crimes.

Scotland uses the term gender based violence because women and girls are much more likely to experience it and men most likely to perpetrate it as a result of continued inequality in our society. However, the term recognises that men and the LGBT+ community can be victims too.

What we're asking you to do

Please press out and keep the two cards overleaf. They fold to the size of a credit card so you can slot one into your staff ID lanyard, or fit it in your purse or wallet. If a student or colleague comes to you to make a disclosure of gender based violence, or you witness something that doesn't feel right, please discreetly give them the card so they can make a choice about the action they want to take. Please keep the other somewhere safe so you have another ready.

To learn more before you might need to use this card visit:
www.endGBV.uk

6 steps to guide your conversation if you receive a disclosure:

- 1. Believe them.** Be kind and reassure them they are not to blame. Confirm you take the matter seriously. Do not ask for proof.
- 2. Explain your role and encourage towards specialist support.** Advise that you are not a trained specialist but you can listen and provide information and refer for support. The best outcome is that they seek specialist support as soon as possible. That is the purpose of the card.
- 3. Ask if they feel safe.** Ask them if they are feeling frightened and, if they are, ask what they are afraid of. Early on, let them know you are duty bound to tell someone immediately if they disclose that they, or someone else, is at risk of serious harm. This is to keep them safe.
- 4. Listen actively.** Don't interrupt. Don't be afraid of silences. Concentrate on what you are being told. Don't investigate or probe for detail; that's not your role. Take brief, factual notes of what was said and don't include assumptions.
- 5. Give them control.** The person making a disclosure needs to be in control and make their own decisions about what happens next. It is not appropriate to offer solutions or advice or to act on their behalf without their full consent unless there is a risk of harm to them or others (see 3).
- 6. Safeguarding for under 18s.** If the disclosure is being made by someone over 16 but under 18 and in care or a care leaver, you need to pass this disclosure to the person responsible for safeguarding procedures in your institution. This should ideally be done with the student's consent.

Looking After Yourself as TSII Facilitator

What are the most challenging aspects to being a facilitator?

How do you set your own boundaries, for example, at work or home?

What are your ideas of looking after yourself after a disclosure?

What possible organisational/professional supports can you identify?

Disclosure Protocol

Explicitly state boundaries of facilitator role & limits of confidentiality

If risk of serious harm disclosed explain duty of care to tell someone. Explain that decisions will be made with participant.

Facilitator to share with project lead/manager who will refer to disclosure pathway in GBV policy.

If staff/student is name as perpetrator explain that this information will be passed on to project lead/manager. Refer to disclosure pathway in GBV policy.

Information on formal report procedures (to institution and/or police) given.

Information on support services given.

If participant is at immediate risk, give police number.

Ensure safety measures in place for participant (e.g., call friend/relative to pick them up).

Training Feedback Form

Please leave with your facilitator. Thank you for your participation in this programme. To help us evaluate the programme, please take a few minutes to give us your anonymous feedback.

- I am: male
 female
 trans
 other
 prefer not to say

My age is years.

I am in my year of study/employment.

My first language is

I attended of the total (4) session of TSII training.

Please circle the numbers from 1 (definite no / not good) to 5 (definite yes / excellent).

Objectives: I feel that this training met its objectives of assisting me to:	1	2	3	4	5
Understand the importance of taking a Gendered Analysis approach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the theoretical rationale and benefits of TSII.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my knowledge about different ways people learn material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be confident to facilitate TSII activities (e.g., empathy exercise).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the likelihood that I will create a safe learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be familiar with handling disclosures generally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be confident in responding appropriately to disclosures involving risk of serious harm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know where to go for help and/or support in case I'm unsure how to respond to a disclosure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know where to go for help and/or support in case someone's disclosure or a tricky situation upset me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve my confidence to respond to tricky situations and questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be motivated to be deliver The Scottish Intervention Initiative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Programme structure and flow	1	2	3	4	5
Was the programme clearly structured (i.e., did the right material come in the right order)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the programme make sense to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you feel that seminar group sessions were the appropriate structure for delivery of the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Programme structure and flow	1	2	3	4	5
Was the course appropriate and relevant to university/college life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would you recommend this programme to others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The length of the programme and of each session was about right.	1	2	3	4	5
(comments are helpful)					

The facilitator(s) of the programme did a good job teaching and supporting me.	1	2	3	4	5
(comments are helpful)					

The content of the programme was inclusive of people from all backgrounds.	1	2	3	4	5
(comments are helpful)					

Any further comments, views or recommendations about the programme and the facilitation of the programme.	1	2	3	4	5
(please continue on extra paper if you would like more space)					

**Thank you for taking the time to complete this form. All your feedback is anonymous.
If you have any issues or queries please contact the research team.**



Certificate of Completion

This certificate is awarded to

Name Surname

in recognition of
the successful completion of the Training for Trainers Programme
and facilitation of the 'The Scottish Intervention Initiative'.

[Signature]

Course Director: [Name printed]

[DD Month YYYY]

Date of Issue