## Prevalence and nature – before and after university

### Harassment

**Table 7. List of incidences of harassment experienced by students at the time of studies.**

| | Wave A | Wave B |
|---|---|---|
| | % of persons who declared having experienced such an incidence at the time of studies N=2438 | % of persons who declared having experienced such an incidence at the time of studies N=4759 |
| Someone exposed themselves to me. | 7,3 | 18,5 |
| Someone harassed me via telephone, SMS, e-mail, or letter by saying things that were indecent or threatening. | 9,6 | **21,8** |
| I was harassed by being whistled at, having dirty comments directed at me, or being stared at. | **47,7** | **66,8** |
| Someone made me feel uncomfortable by making comments about my body or my private life or by making sexual advances in a pushy way. | **35,2** | **44,8** |
| Someone got unnecessarily close to me, e.g. bent over too close or pressured me into a corner. | **32,9** | **31,5** |
| Someone told me lewd jokes and spoke to me in a way that made me feel sexually intimidated and pressured. | **21,5** | 16,1 |
| Someone groped me or tried to kiss me against my will. | **22,2** | **24,7** |
| Someone walked after me or followed me and I felt scared. | 16,65 | 20,0 |
| Someone made it clear to me that it could be disadvantageous for my future or my professional development if I didn't agree to have sex with him/her. | 1,4 | 1,8 |
| Someone showed me pornographic images or pictures of naked people in inappropriate situations. | 10,5 | 6,2 |
| I have experienced other situations involving sexual harassment. | 6,0 | 6,4 |

The largest number of students pointed out to the incidence of verbal harassment. Majority of the respondents declared to have been whistled at, directed comments at, and stared at. Students also admitted having experienced hearing comments about their private lives and bodies, which made them feel uncomfortable and participating in conversations which they perceived as a form of sexual pressure. In the second stage of the research

(wave B) female students also admitted to having had experienced verbal forms of harassment such as whistling, commenting and unpleasant statements as common incidents.

The second category of experienced incidents, at both stages of the research, were different forms of unwanted physical contact. They included: getting too close to the respondent, bending over, attempts to hug and kiss.

It is worth stressing, that in the first stage, among 11 of the selected categories of incidents, in as many as 9 cases, the incidences took place more often at the time when the respondent was studying in the secondary school[64]. They included: whistling and commenting - 62%, comments regarding the respondents' bodies - 44%, attempts to kiss - 25%. In the second stage of the research (wave B), due to the modification of the questionnaire, it was impossible to distinguish different stages of students' lives, hence, the respondents only marked those incidents that they experienced in their whole lives and then marked the ones that she experienced in the course of their studies.

**Table 8. Comparison of the number of incidence of sexual harassment before and during studies.**

| Incidence: | Wave A "after 15 years of age, but before studies" | Wave A Incidences experienced during studies | Wave B Incidences experience throughout life | Wave B Incidences indicated as experienced during studies from among incidences experienced throughout life. |
|---|---|---|---|---|
| I was harassed by being whistled at, having dirty comments directed at me, or being stared at. | 61,4 | 47,6 | 67,2 | 55,4 |
| Someone made me feel uncomfortable by making comments about my body or my private life or by making sexual advances in a pushy way. | 44 | 35,1 | 45,4 | 50,0 |
| Someone got unnecessarily close to me, e.g. bent over too close or pressured me into a corner. | 33,2 | 32,9 | 31,8 | 44,2 |

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[64] In the survey this period of time is worded in the following way: "after 15 years of age, but before starting university studies". Nonetheless, due to the fact that 96% of the respondents were in the age group 17-26, it can be assumed that this period of time can be referred to a "age of secondary education" (15-18 years of age).

**Stalking**

**Table 9. List of forms of stalking experienced by students in the course of studies.**

| | Wave A | Wave B |
|---|---|---|
| | % of persons who declared having experienced such an incidence at the time of studies N=2157 | % of persons who declared having experienced such an incidence at the time of studies N= 4047 |
| Unwanted telephone calls, letters, e-mails, SMS or messages over an extended period | **14,7** | **23,6** |
| Sent me things I didn't want (e.g. mail order items, "gifts", pornographic material) | 2,6 | 1,8 |
| Visited my home uninvited/lurked outside my home, at the university, at my work place | 5,6 | 6,6 |
| Spied up on me (e.g. via fellow students, neighbours, acquaintances) | **7,1** | **6,7** |
| Broke in or attempted to break in to my home, gained unauthorised access to my e-mail account, intercepted my post, listened in to my telephone conversations | 3,9 | 2,7 |
| Harassed my family, friends, fellow students, neighbours | 1,4 | 1,8 |
| Threatened to harm me, to break me psychologically, or to destroy things that belong to me | 3,8 | 5,8 |
| Threatened self-harm or suicide. | 6,8 | **10,7** |
| Deliberately destroyed or damaged things which belong to me or mean something to me | 1,95 | 2,2 |
| Threatened to injure me physically or to kill me | 2,4 | 3,2 |
| Physically attacked me and committed bodily harm | 2,0 | 2,1 |
| Threatened to harm someone close to me (e.g. children, parents, partner). | 1,8 | 1,8 |
| Attacked or put at risk a person close to me (e.g. children, parents, partner) | 2,2 | 1,2 |
| Failed to abide by a Police restraining order or a court safety order | 0,05 | 0,1 |
| Other incidents involving harassment, threats or terrorising actions. | 1,3 | 4,6 |

In both stages of the research (wave A and B), among the most often declared incidences were: unwanted telephone calls, letters, e-mails, text messages or messages in other forms. The second categories, in terms of frequency, were spying (e.g. via fellow students, neighbours, acquaintances). Other experienced incidents included: threats of suicide and unwanted visits to the respondents' home, workplace, university.

Similarly to sexual harassment, students participating in the first stage of the project (wave A), experienced more of such incidences before they started

university studies, that is at the time of secondary school education. The most often mentioned were incidences were stalking by phone - 21%, spying - 11% and unwanted visits to respondents' homes - 8%. As many as 12% of the respondents reported that the other party threatened them to commit suicide.

**Table 10. Comparison of the number of incidences of stalking experienced before and during studies (wave A) and during the whole life and during studies (wave B).**

| Incident: | Wave A "after 15 years of age, but before studies" | Wave A Incidences experienced during studies | Wave B Incidences experience throughout life | Wave B Incidences indicated as experienced during studies from among incidences experienced throughout life. |
|---|---|---|---|---|
| Unwanted telephone calls, letters, e-mails, SMS or messages over an extended period | 21 | 14,7 | 28,1 | 45,1 |
| Spied up on me (e.g. via fellow students, neighbours, acquaintances) | 11 | 7,1 | 8,0 | 41,3 |
| Threatened self-harm or suicide. | 6,8 | 12,1 | 12,8 | 27,7 |

**Sexual violence**

Just like sexual harassment and stalking, students had more often experienced sexual violence at the age of their secondary school education, or earlier, meaning before they started university studies. A similar intensity in experiencing sexual violence was declared by students in the second stage of the research (wave B).

<div style="text-align:center"><b>Table 11. Students experience with sexual violence</b>.</div>

| | Wave A "after 15 years of age, but before studies" N=2020 | Wave A % of persons declaring experiencing such incidence during studies. N=2020 | Wave B Incidences experience throughout life. N= 473 | Wave B % of persons declaring experiencing such incidence during studies. N=457 |
|---|---|---|---|---|
| Someone forced me to engage in sexual intercourse and used their penis or something else to penetrate my body against my will. | 2,6 | 3,0 | 1,2 | 2,8 |
| Someone tried, against my will, to penetrate me with their penis or something else, but it didn't happen. | 3,5 | 2,7 | 0,8 | 1,6 |
| Someone forced me to engage in intimate touching, caressing, petting and similar acts. | **5,2** | **4,55** | **1,5** | **3,6** |
| I was forced to engage in other sexual acts or practices that I didn't want. | 1,8 | 2,2 | 0,6 | 1,6 |
| Someone forced me to look at pornographic images or films and to act them out, even though they knew I didn't want to. | 0,25 | 0,5 | 0,1 | 0,3 |

## Perpetrators

<div style="text-align:center"><b>Graph 3. The gender of perpetrators.</b></div>
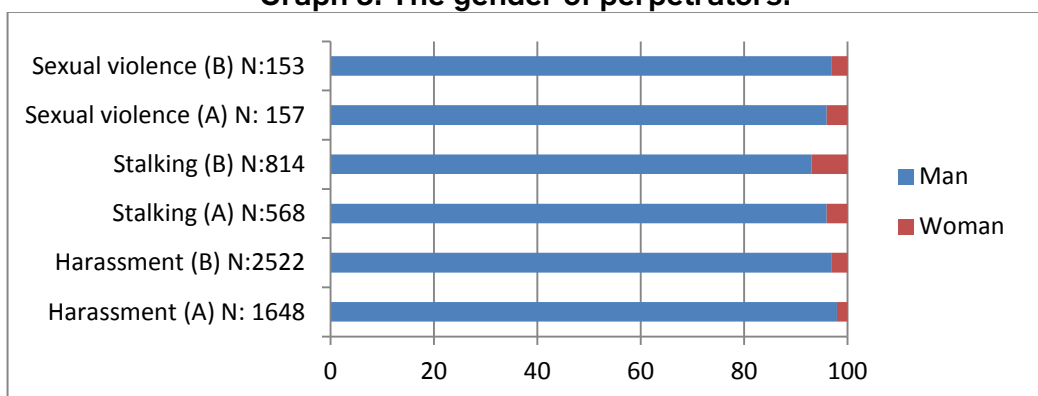


The table below presents results for all questions regarding the person with whom the student has experienced the incidence[65] which she regards as the most serious. The answers are presented to allow a comparison of the range of

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[65] In the questionnaire the term „perpetrator" was not used.

answers for each category of persons and not as they appeared in the questionnaire.

### Table 12. Person the students have experienced the incident with.

| Wave A | Harassment n= 1648 | stalking n=568 | violence n=157 | Wave B | harassment N=2537 | stalking n= 814 | violence n=153 |
|---|---|---|---|---|---|---|---|
| someone I knew (including casual acquaintance) | 42,5 | 79,5 | 92,4 | | | | |
| a stranger | **57,5** | 20,4 | 7,6 | a stranger | **77,7** | 23,9 | 5,4 |
| | | | | | | | |
| **university environment**[66] | 73,2 n=711 | 17,4 n=564 | 14,3 n=154 | | | | |
| fellow student | **19,4** | 14,6 | 12,4 | fellow student | **20,6** | 17,4 | 21,4 |
| tutor[67] | 0,2 | 0,2 | | | | | |
| academic support staff | 2,9 | 1,1 | 1,9 | an academic staff member | 6,9 | 2,9 | 5,2 |
| lecturer/professor | 3,7 | 0,4 | 0 | | | | |
| other university employee | 1 | 0,7 | 0 | other school employee | 0,9 | 0,2 | 1,3 |
| | | | | | | | |
| **personal environment** | 26,7 N=711 | 82,6 N=564 | 85,7 N=154 | **someone outside the university** | 71,7 | 79,4 | 72,1 |
| partner | 2,2 | 10 | **24,8** | Partner | 0,7 | 7,1 | **28,8** |
| ex partner | 5,5 | **21,2** | 15,7 | ex partner | 3,1 | **32,1** | 26,1 |
| someone I had date with | 7,8 | 10 | 18,3 | on a date | 4,9 | 36,0 | **55,6** |
| someone from my family | 3,2 | 4,6 | 2,6 | Someone from my family *(including distant relative or other related person)* | 0,6 | 4,1 | 5,4 |
| someone in my group of friends | **25,3** | 11,7 | 10,46 | Someone in my group of friends *(including a friend of a friend)*[68] | 6,5 | 11,7 | 18 |
| | | | | *Someone from work (e.g. colleague, superior, customer)* | 2,7 | 1,9 | 1,8 |
| | | | | *Someone from my residential environment (e.g. neighbour, room/flat mate, landlord)* | 0 | 0 | 0 |
| | | | | *Professional (e.g. doctor, trainer, Policeman)* | 1,1 | 0,8 | 0,9 |
| | | | | *Internet acquaintance* | 1,3 | 4,6 | 1,8 |

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[66] In bold marked are the filter questions, when the respondent decided to choose them, she could see different ways to answer the question, which was provided in a form a table beneath the filter answer.

[67] Underlined are only the categories of answers which were used at the first stage of research (wave A)

[68] In italics are the answers (or parts of them) which were used only at the second stage of the research (wave B).

**Harassment**

Most students who experienced the incidence of sexual harassment did not know the perpetrator. While at the Jagiellonian University as a second category of perpetrators students most often pointed to a friend, for students at other universities/institutions of higher education, it was someone from a group of friends and acquaintances or a fellow student.

At both stages of the research (wave A and B) almost 8% of the perpetrators of sexual harassment were the staff members of the university/higher education institution (at wave A the result depicts the combining of categories: tutor, lecturer/professor, member of the university staff, at wave B it was a total of responses "academic staff member" and "other school employee").

**Stalking**

At both stages of the research 20% of the perpetrators in incidences of stalking were strangers. In the first stage (wave A) the respondents claimed to personally have known 79,5% of the perpetrators. In most case the perpetrator was the respondent's current partner - 21,2%, friend - 11,7%, ex-partner - 10% or someone she knew -6,2%. University employees constituted 2,4% of the perpetrators. At the second stage (wave B) the most frequent mentioned were; a fellow student (17%), an ex-partner (32%) someone from a group of friends of acquaintances (11%). University employees constituted 3,1% of the perpetrators.

**Sexual violence**

In most cases, respondents knew the perpetrator in incidences of sexual violence, with only 7,6% (Jagiellonian University) and 5,4% (other universities) declaring that the perpetrator was a stranger to them. The most frequently mentioned was the life partner or the ex-partner of the respondent. At the first stage of the research (wave A) the perpetrator was, in 12,4% of cases, a fellow students and, in 10,4% of cases, someone from the group of friends. Similar data was obtained from students from different universities/institutions of higher education (wave B) where most often the perpetrator was a current partner, ex-partner or someone from the group of friends or acquaintances.

At the first stage (wave A) 18,3% of the students declared that the perpetrator was a person with whom she had a date. This result is difficult to compare with the second stage of the research (wave B) because of the modifications introduced into the question, something what should be kept in mind while interpreting the results of the below graph; students first determined the relation with the perpetrator  (ex. friend, partner), and then whether the incidence took place during the date, which was declared by 50% of the victims.

**Graph 4. Differences in the relation between the perpetrator and the victim.**
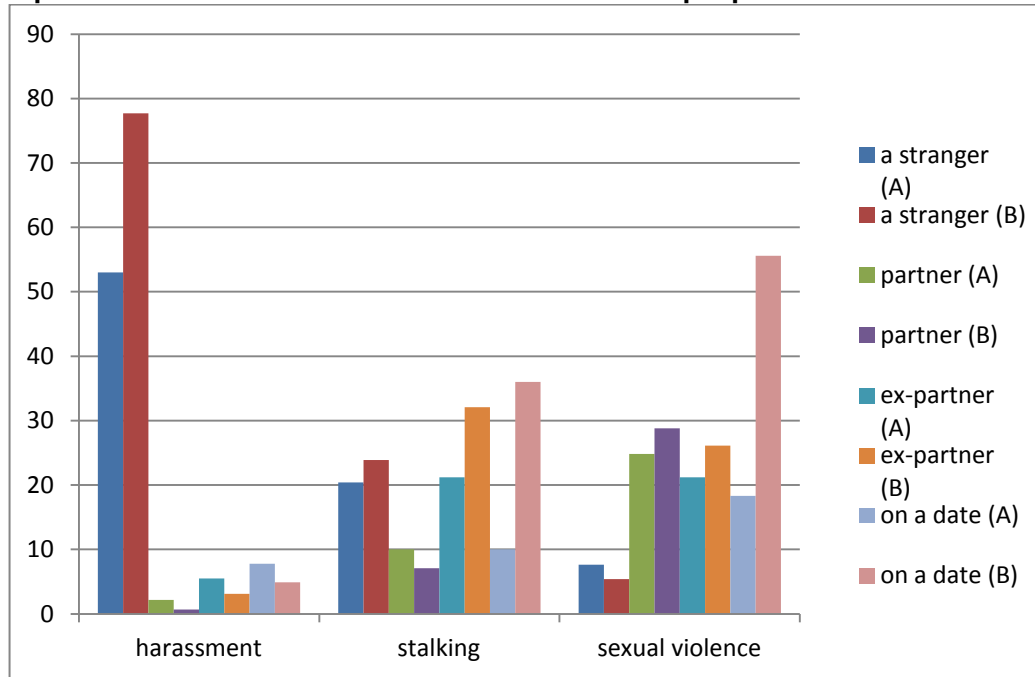


Presented data suggests that the relation with the perpetrator changes along with the form of sexual violence. The perpetrators of sexual harassment in forms such as abusive verbal comments or different forms of forcing physical contact were strangers or persons whom the respondents knew very little. In the case of stalking and sexual violence, the perpetrators were usually well-known to the victim. In most cases, they were her current or former partners.

## Place of incidence

### Table 13. Place of incidence

| | Wave A | Wave B | Wave A | Wave B | Wave A | Wave B |
|---|---|---|---|---|---|---|
| | Harassment n=1621 | Harassment n=2435 | Stalking n=551 | Stalking n=794 | Sexual violence n=153 | Sexual violence n=146 |
| Lecture theatre/ seminar room | 1,9 | 5,4 | 0,9 | 1,6 | 0,65 | 1,4 |
| Library | 0,25 | 0,1 | 0 | 0,5 | 0 | - |
| Staff Office | 0,9 | 1,8 | 0,4 | 1 | 0 | 0,7 |
| Administrative rooms at the university[69] | 0,2 | - | 0 | - | 0 | - |
| *Student union rooms* | - | 0 | - | 0 | - | 0 |
| Canteen/cafeteria | 0,7 | 1 | 0 | 0,4 | 0 | 0 |
| Sports hall/changing Room | 0,3 | 0,6 | 0,2 | 0,1 | 0,65 | |
| Toilets | 0,25 | 0,3 | 0,2 | 0,1 | 0,65 | |
| Lift/stairs/ corridor | 1,7 | 4,5 | 0,6 | 1,9 | 0,65 | 0 |
| Outdoor areas on the university campus | 2,2 | 6,2 | 1,5 | 1,9 | 0 | 0 |
| *car park at university* | - | 1,3 | - | 0,3 | - | 0 |
| car park | 0,3 | - | 0,6 | - | 0 | - |
| on the street | **30,7** | - | 8 | - | 2,0 | - |
| *In a public building (e.g. shop, station, office)* | - | 3,4 | - | 0,9 | - | 1,4 |
| *At a public place (e.g. on the street, in a park, on a car park)* | - | **32,5** | - | 9,3 | - | 2,1 |
| on public transport (bus, train) | 9,4 | 6,2 | 0,9 | 0,9 | 0,65 | 0 |
| At the disco, in a pub, in a café | **15,5** | 9,7 | 5,4 | 3,3 | 3,9 | 4,8 |
| public park | 4,9 | - | 1,3 | - | 2,6 | - |
| In my own flat/house | 3,8 | - | 22,1 | - | **22,2** | **-** |
| *In /in front of my own flat/house* | - | 5,5 | - | 21,7 | **-** | **26,7** |
| In front of my own flat/house | 3.,0 | - | 9,55 | - | 0 | - |
| In someone else's flat/house | 6,5 | 3,3 | 3,4 | 5 | **44,4** | **38,4** |
| *At my work place* | - | 2,8 | - | 1,6 | - | 2,1 |
| Inside student residences | 1,9 | 1,7 | 2,6 | 1,3 | 7,2 | 4,1 |
| In a car | 1, 4 | 0,6 | 0,75 | 0,3 | 5,9 | 4,8 |
| In the Internet/on the phone | 3,2 | - | **29, 8** | - | 0 | - |
| *In the Internet* | - | 1,6 | - | **9,6** | - | - |
| *On the telephone* | - | 3,5 | - | **24,3** | - | - |
| Other | 7,9 | 5,9 | 7,9 | 10,2 | 4,6 | 10,3 |

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[69] The underlined answers were used only at the first stage of the research (wave A).

**Harassment**

The largest number of incidences experienced by students at the Jagiellonian University took place in the street. The two next most often places were a disco/a café /a party as well as means of public transportation. Slightly over 8% of the incidences took place on university premises (lecture theatres, library, staff offices, administrative rooms, canteens/cafeterias, sports facilities/changing rooms, toilets, lifts/staircases/corridors, outdoor areas around university and student dormitories).

At other universities/institutions of higher education, in as many as 21% students pointed to a place related with the university. Nonetheless, the largest number of sexual harassment incidents took place in a public place not related to the university.
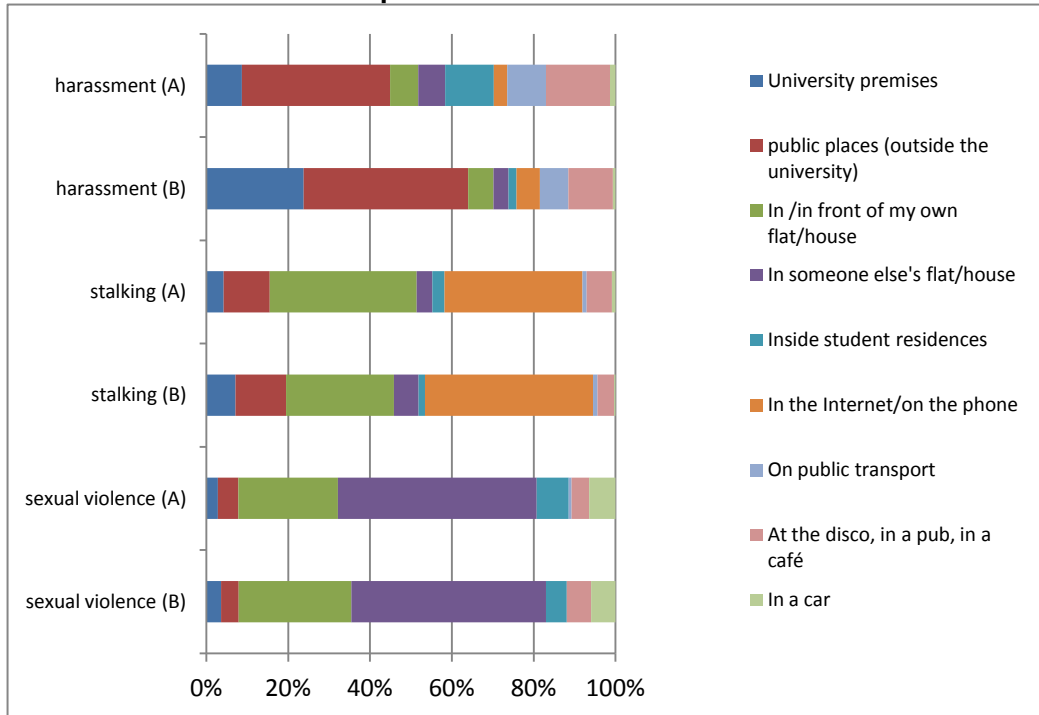
**Stalking**

Data obtained at the first stage of the research (wave A) indicates that as many as 30% of incidences took place with the use of the Internet or telephone. The remaining ones took place in the victim's place of residence or in the street. At the second stage (wave B) the respondents also declared to be stalked by the Internet or telephone, however these two categories were separated in the questionnaire. It turned out that the telephone was more often used than the Internet. The second most often mentioned place of the incidence of stalking was the victim's place of residence.

**Sexual violence**

In almost 50% of the cases the place of incidence was in someone else's flat/house. 7,2% of the incidences took place in the students' dormitory and almost 4% took place at the disco, a party. With similar frequency students at other universities/institutions of higher education were pointing towards private flats. Among other mentioned places were: a disco, a car, and to a smaller degree a dorm.

## Graph 5. Place of incidence



**Legend:**
- University premises
- public places (outside the university)
- In /in front of my own flat/house
- In someone else's flat/house
- Inside student residences
- In the Internet/on the phone
- On public transport
- At the disco, in a pub, in a café
- In a car

The graph above shows the correlation between the place of incidence and its type. Incidence of harassment usually take place in public places, while stalking is usually performed by means of electronic media, while acts of sexual violence are usually conducted in private locations such as the students' place of residence or somebody's house/flat.

## Disclosure

## Graph 6. Did you tell anyone about this experience after it happened?



**Legend:**
- yes
- no
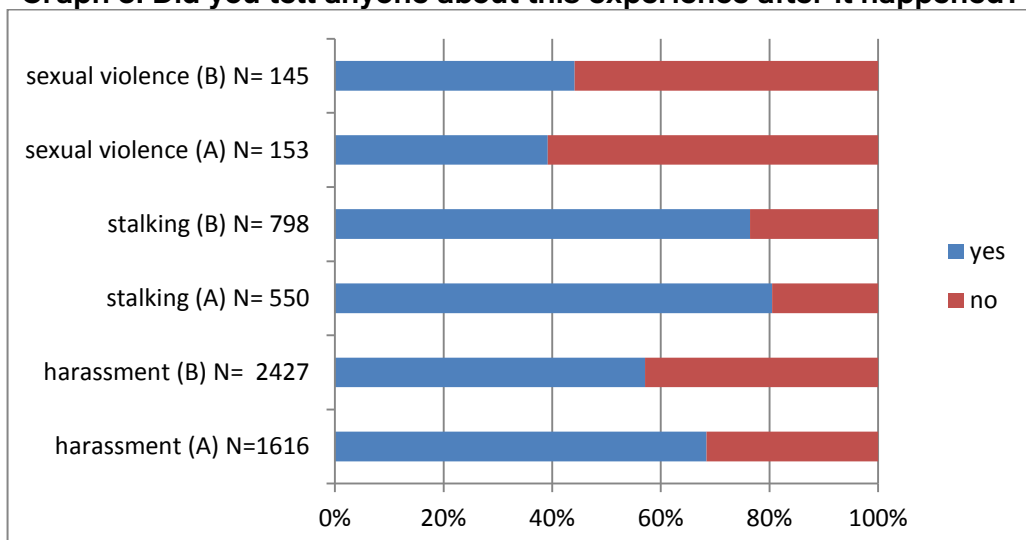
**Harassment**

68,4% of the respondents at the first stage of research (Jagiellonian University) told somebody about the incidence. Almost all students told somebody from the family or a friend – 98,2%. Other answers did not receive more than 2% (there were more than one answer to this question). Only 1% of the surveyed informed a university staff member about the incidence[70]. At the second stage of the research (wave B) the question was reformulated and the students could choose to answer it with more than one answer: "a friend/female friend with whom I study", "a university/school staff member", "somebody from outside the university/school". While choosing the third option a student was given more choices to make in regards to who the person unrelated to the university was. Because at the first stage (wave A) the category "somebody from my family or friends" was the most often pointed out, at the second stage (wave B) this category was divided into two separate answers: "somebody from the family" and "a friend". In the case of sexual harassment, 83% of the respondents told their friend about the incidence, 49% told someone from the family, while 62% chose a friend/female friend from studies.

At the first stage of the research project (wave A) 31,6% of the respondents declared that they did not tell anybody about the incidence of sexual harassment. The main reason for keeping silence on this topic was that the incident had not seemed so bad to the victim and it was a one-off event[71]. Other reasons included: willingness to forget about the incidence, shame and personal blame for the occurrence of the event as well as treating it as something personal that does not need to be shared with others.

At the second stage of the research (wave B) 43% of students declared not to have told anybody about the incidence. The most frequent reason for such a decision was the low level of harm associated with the incidence and willingness to quickly forget about it.


**Stalking**

At the Jagiellonian University 80,5% of respondents declared to have informed somebody about the incidence. Out of them 99,3% informed a family member or a close friend. At the second stage of the research (wave B) students declared to have more often informed about the incident their close friends - 79% than family members 63%. Over 50% of the students talked about the incident with her friend/female friend from the university. Only 7% of respondents at the Jagiellonian University and 6,2% of students from other universities/institutions of higher education had reported the incidence to the Police.

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[70] In the question asking whom the student informed about the incident provided was a general category "university staff member". While choosing this category, a student could provide more precise information on what was this person's function at the university. Only 15 students at the Jagiellonian University informed the university staff member about this one, regarded as most important incident, but none of them provided information what was the function of this person.
[71] Respondents could choose as many reasons as they wanted.

Students at the Jagiellonian University usually did not inform anybody about the incident because they did not consider it serious enough, wanted to forget about it, or regarded it as too personal of an experience. At other universities, students also wanted to forget about the incidence or thought it was not serious enough to inform others about its occurrence.

When asked why had they not informed the Police[72] about the incidence, students would most often give lack of trust in the Police or other not mentioned in the answers to the question explanation (the most often given explanation was that "the incident did not require the intervention of the Police" and "the incidence was not that serious"). Similarly, a high percentage of answers "other" was repeated at the second stage of the research (wave B), however, at this stage, students could not provide detail information to this answer. The most frequently given reason was lack of trust in the Police and a fear of not being treated seriously by the Policemen.

**Sexual violence**

Only 39,2% of students at the Jagiellonian University informed somebody about the incidence. In 93,2% of the cases it was somebody from their family or a close friend. Dividing these two categories at the second stage of the research (wave B) allowed to better determine who the person the respondent was talking about was. In 78% the victim would inform a friend and only 26% informed somebody from their families.

At the Jagiellonian University 60,7% of students and 59% at different universities/institutions of higher education had not informed anybody about the incidence. The most frequently mentioned reason for silence was a sense of blame for the incidence and a sense that the incidence was too personal. The results of the second stage of the research (wave B) suggest that the main motif of not talking about the incident was the fact that it was too personal, a respondent felt shame and partial blame for its occurrence.

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[72] The question regarding not informing the Police appeared only in the second part of the survey (stalking and sexual violence).

**Table 14. Reasons why the students did not talk about the incidence with anybody.**

| Why didn't you tell anybody? | Harassment (A) N=1601 | Harassment (B) N=526 | stalking (A) N=540 | stalking (B) N=115 | Sexual violence (A) | Sexual violence (B) |
|---|---|---|---|---|---|---|
| What happened didn't seem so bad at the time; it didn't seem necessary to tell anyone | **60,4** | **53,6** | **31,3** | **27** | 29,2 | 16,7 |
| I didn't know who I should talk to about it. | 6,1 | 12,4 | 16,6 | **22,6** | 17,9 | **25,0** |
| I was in a state of shock and couldn't do anything | 2,9 | 6,8 | 9,8 | 11,3 | 6,7 | 23,3 |
| I blamed myself for having misjudged the situation and having contributed to it happening. | 8,7 | 7,8 | 13,7 | **23,5** | 42,7 | 36,7 |
| I just wanted to be left alone and to forget that anything had happened. | **21,2** | **29,3** | 26,4 | 33,9 | 28,1 | 30,0 |
| I felt ashamed and couldn't find the words to describe what had happened. | 10,9 | 9,7 | 13,7 | 13,9 | **28,1** | **41,7** |
| It was too intimate a subject; I felt it was something I should keep to myself. | 9,5 | 11 | **22,5** | 17,4 | 40,4 | 40,0 |
| It was a one-off event that was over and done with as far as I was concerned. | **35,9** | **24,5** | 18,6 | 13,9 | **24,7** | **23,3** |
| I didn't think anyone or anything could help me. | 4,2 | 9,1 | 9,8 | 12,2 | 5,6 | 11,7 |
| I was scared that the person would take revenge or would harm me in some way. | 2,2 | 4,6 | 5,8 | 8,7 | 5,6 | 16,7 |
| I was scared of facing unpleasant questions. | 5,3 | 8,2 | 11,7 | 14,8 | 17,9 | 25 |
| I didn't want to put my relationship with the person at risk. | 4,3 | 3,0 | 9,8 | 7,0 | 21,3 | 13,3 |

**Table 15. Reasons for not reporting to the Police.**

| Reason: | wave A stalking N=540 | wave B stalking N= 110 | wave A Sexual violence N= 148 | wave B Sexual violence N=58 |
|---|---|---|---|---|
| I was afraid that the Police would not take me seriously or would not believe me at all. | 10,8 | **26,4** | 12,4 | **25,9** |
| I believed not to have any sufficient evidence anyway. | **18,6** | **30,9** | **24,7** | **25,9** |
| I was afraid of being mistreated by the Police or during a trial. | 6,9 | **20,0** | 10,1 | 19,0 |
| I did not want the person to get arrested and/or sentenced. | **17,65** | 13,6 | **33,7** | **22,4** |
| I did not feel up to getting through preliminary investigation and/or trial. | 7,8 | | 7,9 | |
| I had no faith in the Police. | **20,6** | 15,5 | 15,7 | 8,6 |
| Other reasons. | **23,5** | **21,8** | 11,2 | **24,1** |

## Impact on victims

**Table 16. Impact of the incidence on the victim.**

| | | | | | | |
|---|---|---|---|---|---|---|
| Felt down or depressed | 3,4 | 10,8 | 10,5 | 40,2 | 14,8 | 40,6 |
| Become more aware of discrimination against women. | 19,4 | 19 | 7,5 | 7,7 | 10,8 | 14,0 |
| Constantly went over the situation in my mind. | 24,1 | 26,1 | **44,5** | **57,4** | **47,9** | **58,7** |
| Became more prone to illness, was frequently absent due to illness. | 0,9 | 1,7 | 3,7 | 4,4 | 3,3 | 7,0 |
| After the incident I decided to do something against gender violence (collaborated with NGOs, become a volunteer, etc.). | 1,3 | 0,9 | 1,3 | 0,6 | 0,6 | 0,7 |
| Developed lower self-esteem, feelings of humiliation. | 15,3 | 17,9 | 16,9 | 25,7 | 37,8 | 45,5 |
| Felt more scared generally (e.g. of leaving the house/flat, meeting other people). | **21,8** | **24,1** | **22,6** | **36,2** | **14,8** | **22,4** |
| Avoided certain places or situations. | **39,8** | **36,6** | **31,7** | **44** | **30,4** | **44,8** |
| I felt angry and/or disappointed. | 31,7 | 28,0 | **46,0** | **46,5** | **57,4** | **51,0** |
| Had feelings of shame and guilt. | 11,1 | 14,5 | 15,6 | 25,5 | **50,0** | **56,6** |
| I felt my reaction could help other women in the future. | 2,8 | 2,4 | 1,5 | 1,8 | 1,3 | 1,4 |
| Had difficulties in relationships, developing trust towards other people. | 7,6 | 6,3 | 12,2 | 16 | 14,8 | 23,1 |
| Developed lack of drive, found it hard to concentrate, my performance generally suffered. | 2,6 | 3,8 | 8,8 | 12,3 | 10,8 | 16,1 |
| Thought about committing suicide and/or self-harm. | 1,8 | 1,2 | 4,1 | 4,0 | 6,7 | 10,5 |
| Developed an eating disorder. | 1,6 | 2,0 | 4,9 | 6,3 | 8,7 | 13,3 |
| Abused alcohol/drugs. | 1,8 | 1,9 | 3,4 | 4,0 | 6,7 | 10,5 |
| Other problems. | 2,5 | 3,5 | 3,2 | 10,3 | 2 | 9,8 |
| I experienced no negative effects. | **27,1** | **26,3** | **19,6** | 5,5 | 9,4 | 7,7 |

The students were asked to determine the impact of the incidence on their private lives and the course of studies at the university. The respondents could choose as many answers as they wished and which the most reflected their personal experiences. At both stages of the research (wave A and B) reactions selected by students are quite similar.
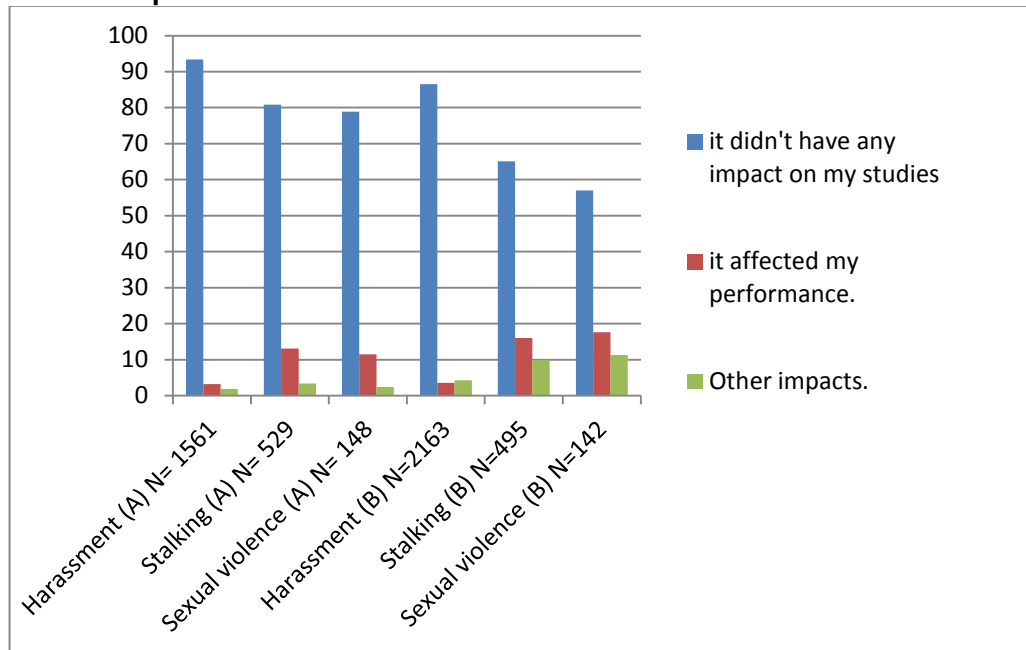
**Graph 7. The most frequent students' reactions to the incidence.**
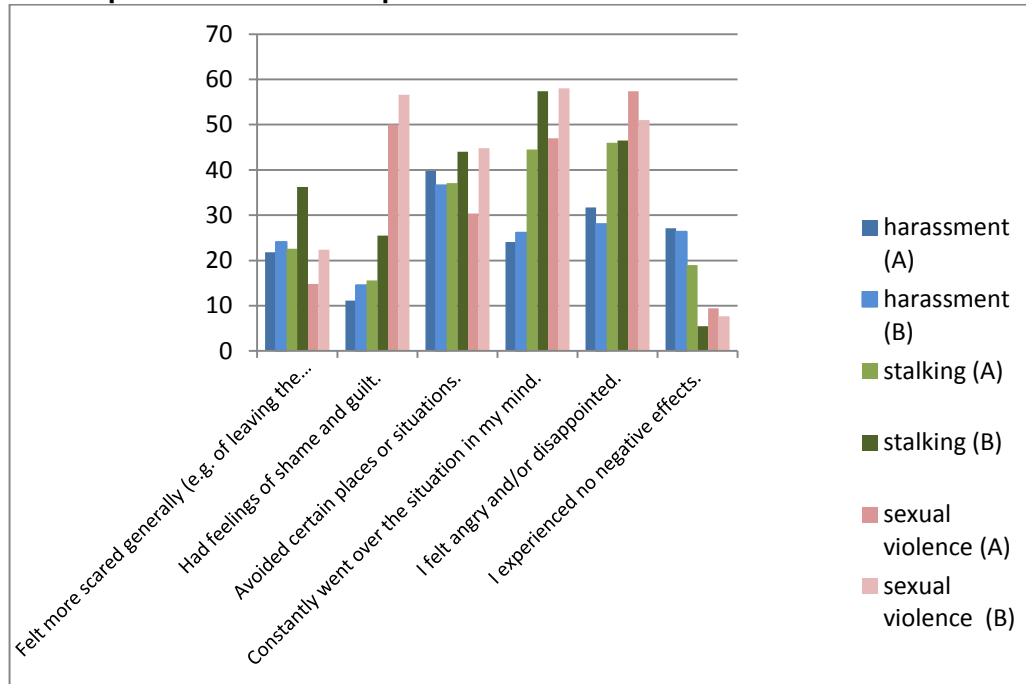


**Impact on studies**

At both stages of the research (wave A and B) students declared that the incidence did not have much impact on their studies. The only noticeable impact was in a few cases in the form of worse grades.

**Graph 8. Influence of the incident on the course of studies.**

**Fear/feeling of safety**

Respondents declared that the Jagiellonian University was a safe place. All places mentioned in the survey (lecture theatre/ seminar room, library, staff offices, canteen/cafeteria, sports hall/changing rooms, toilets, lift/stairs/ corridor) received a safety indicator of more than 90%[73]. A great majority of respondents (over 70%) feels relatively safe while using mass transport to get around town and when they are by themselves on university premises or in the dorms.

At other universities/institutions of higher education students also feel relatively safe. The only difference is in distribution of "very safe" and "more or less safe" answers.

**Table 17. Distribution (%) of answers to question regarding students' feeling of safety at the university.** The table presents the distribution of the percentage of "very safe" (the first number) /"more or less safe" answers. In the brackets provided is the total number of answers for "not very safe" and "not safe at all". Together in each cell the sum of all answers equals 100% (ex. 93%"very safe"/5%"more or less safe" 2 %"not very safe"+not safe at all" add to 100% of answers regarding safety in lecture theatres/seminar rooms)

| Place: | wave A N=2533 | University North N= 1629 | University West N= 564 | University Centre N= 321 | Academy South N= 461 | Academy West N= 316 | University South N= 460 | Ins. of higher education South N= 1227 |
|---|---|---|---|---|---|---|---|---|
| Lecture theatres/seminar Room | 93/5 (2) | 85/13 (2) | 83/14 (3) | 89/10 (1) | 86/12 (2) | 85/13 (2) | 65/31 (4) | 80/18 (2) |
| Libraries/reading Room | 91/7 (2) | 77/16 (7) | 80/16 (4) | 81/16 (3) | 80/12 (8) | 84/11 (5) | 72/17 (11) | 77/13 (10) |
| Staff Office | 80/1 7 (3) | 53/33 (14) | 56/30 (14) | 65/24 (11) | 56/22 (22) | 60/39 (1) | 50/32 (18) | 53/22 (25) |
| Canteen/cafeteria | 78/2 0 (2) | 65/29 (6) | 51/33 (16) | 70/20 (10) | 68/28 (4) | 69/25 (6) | 58/26 (16) | 57/34 (9) |
| Sports halls/changing Room | 63/3 3 (4) | 40/37 (23) | 34/39 (27) | 48/31 (21) | 41/28 (31) | 55/36 (9) | 44/38 (18) | 37/43 (20) |
| Toilets | 72/2 4 (4) | 59/37 (4) | 53/40 (7) | 65/32 (3) | 63/32 (5) | 60/33 (7) | 44/43 (13) | 54/41 (5) |
| Lifts/stairs/ Corridors | 63/3 1 (6) | 56/38 (6) | 48/45 (7) | 65/31 (4) | 60/35 (5) | 63/33 | 46/42 (12) | 51/41 (8) |
| Car parks | | 35/45 (20) | 29/47 (13) | 43/32 (25) | 39/43 (18) | 50/40 (10) | 24/45 (31) | 43/42 (15) |
| Outdoor areas on university campus | | 28/55 (17) | 27/55 (18) | 46/45 (9) | 28/44 (28) | 40/44 (16) | 19/49 (32) | 39/49 (12) |

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[73] A sum of answers „very safe" and „more o less safe"

**Graph 9. Sense of safety on university premises - alone, in the dark.**
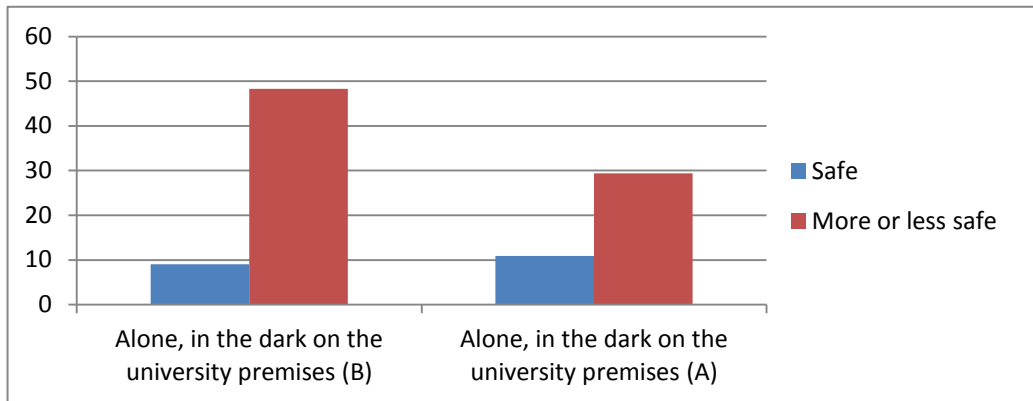


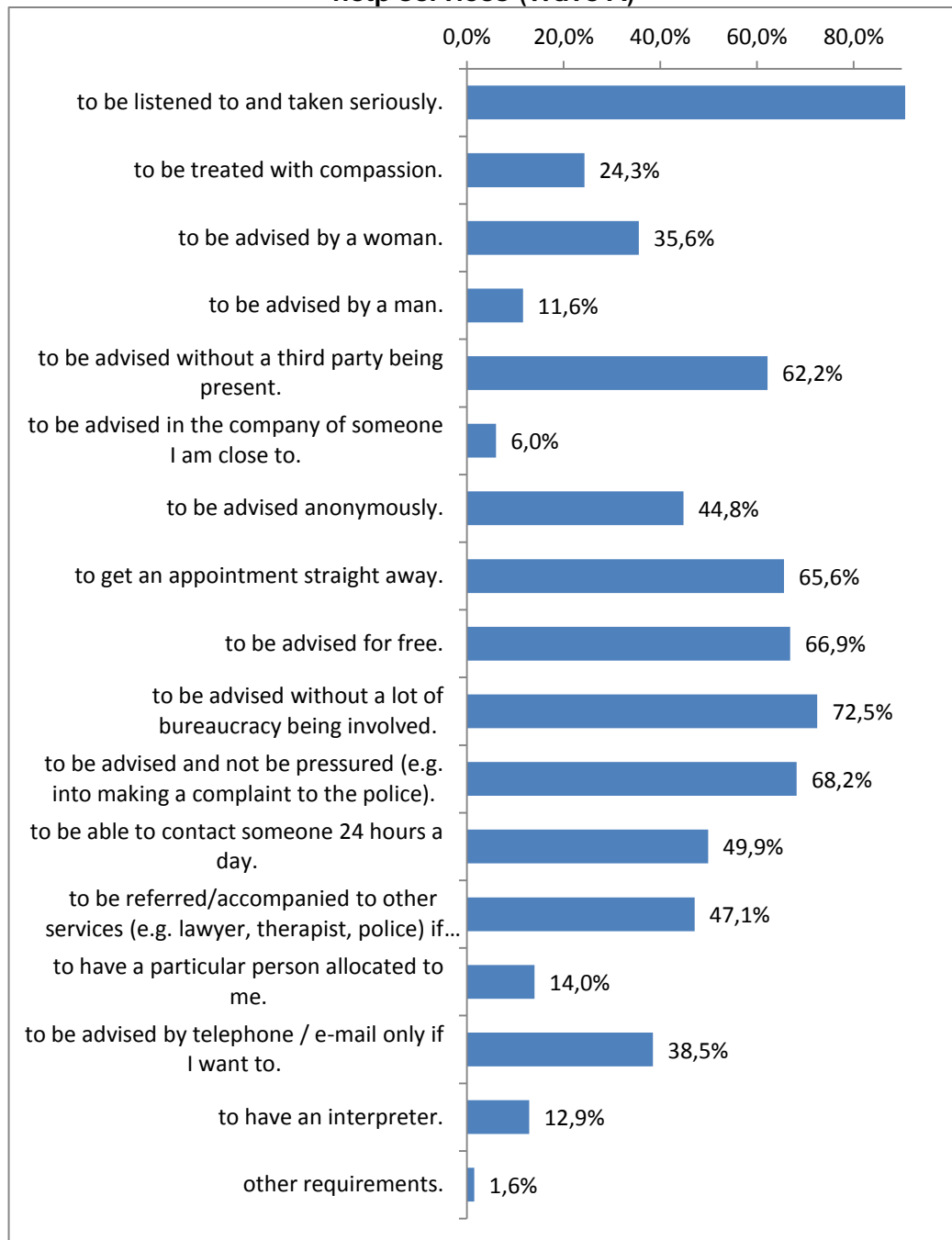**Perceptions of adequacy of services to victims**

Results of both stages of the research project indicate that students usually tell about the incidence someone who was close to them – someone from their families, circles of friends – and later they will contact a specialist.

At the Jagiellonian University students more frequently declared that in the past they had used the services of a doctor and/or psychologist (9%). While referring to the future female students were most willingly to use the confidence line or the help of a psychologist. Among the least favourable were the services of the Students' Government and the clergy. Survey results also suggest that Polish students do not know places at the university or in town where they could come to seek help. As many as 64% of students declare not to know the University Legal Counsel, 54% does not know the Crisis Intervention Centre which operates in the city, while 58% does not know any group of self-help.

At the second stage of the research (wave B) female students in as many as 50% declared that they do not use help services of Students' Government. Only 1% of the respondents have admitted to have used such services in the past. Over 50% declared that in the future they would be willing to use the help of a therapist or a doctor, while 8% have already used the help services of a doctor.
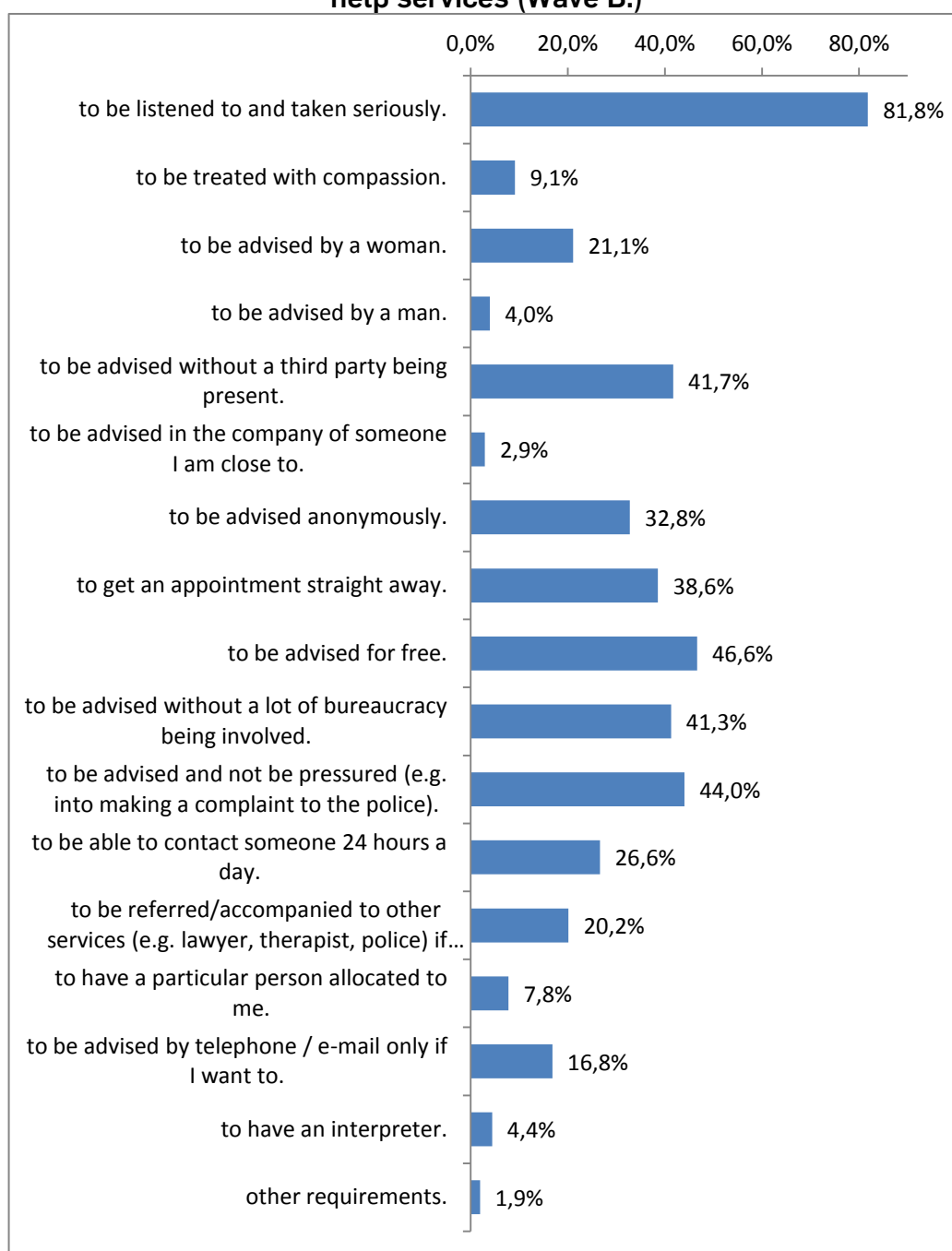
At both stages of the research students were asked about their expectations towards institutions providing help. At the first stage (wave A) they could choose the five most important characteristics which such an institution should have, at the second stage (wave B) it was limited to three.

## Graph 10. Students' expectations towards institutions/persons providing help services (Wave A)



| Expectation | Percentage |
|---|---|
| to be listened to and taken seriously. | |
| to be treated with compassion. | 24,3% |
| to be advised by a woman. | 35,6% |
| to be advised by a man. | 11,6% |
| to be advised without a third party being present. | 62,2% |
| to be advised in the company of someone I am close to. | 6,0% |
| to be advised anonymously. | 44,8% |
| to get an appointment straight away. | 65,6% |
| to be advised for free. | 66,9% |
| to be advised without a lot of bureaucracy being involved. | 72,5% |
| to be advised and not be pressured (e.g. into making a complaint to the police). | 68,2% |
| to be able to contact someone 24 hours a day. | 49,9% |
| to be referred/accompanied to other services (e.g. lawyer, therapist, police) if… | 47,1% |
| to have a particular person allocated to me. | 14,0% |
| to be advised by telephone / e-mail only if I want to. | 38,5% |
| to have an interpreter. | 12,9% |
| other requirements. | 1,6% |

Base: N=1985

**Graph 11. Students' expectations towards institutions/persons providing help services (Wave B.)**

| Expectation | Percentage |
|---|---|
| to be listened to and taken seriously. | 81,8% |
| to be treated with compassion. | 9,1% |
| to be advised by a woman. | 21,1% |
| to be advised by a man. | 4,0% |
| to be advised without a third party being present. | 41,7% |
| to be advised in the company of someone I am close to. | 2,9% |
| to be advised anonymously. | 32,8% |
| to get an appointment straight away. | 38,6% |
| to be advised for free. | 46,6% |
| to be advised without a lot of bureaucracy being involved. | 41,3% |
| to be advised and not be pressured (e.g. into making a complaint to the police). | 44,0% |
| to be able to contact someone 24 hours a day. | 26,6% |
| to be referred/accompanied to other services (e.g. lawyer, therapist, police) if… | 20,2% |
| to have a particular person allocated to me. | 7,8% |
| to be advised by telephone / e-mail only if I want to. | 16,8% |
| to have an interpreter. | 4,4% |
| other requirements. | 1,9% |

Base: N=3756

## Perceptions of adequacy of policies and practices in place

Interviews and focus groups have revealed the problem of lack of knowledge on the issue of sexual gender-based violence not only at the Jagiellonian University but also in institutions responsible for safety as well as among the public. Consequently, even experts find it difficult to determine the scale of this phenomenon, its results, and assess the legal regulations. During the interviews, the respondents would underline that it is difficult to objectively assess the current law if it is being used on a limited scale due to a small

number of cases reported to the Police. They also admitted, however, that the situation is also a result of the law itself, which inadequately protects or even exposes the victim to further harm (for example through a series of interrogations, lengthy period of the procedure, etc).

Scattering of policy methods to combat the problem of gender-based violence which are available at Polish institutions of higher education, is noticeable while making a comparison of different approaches to the issue of safety among students of different universities in Kraków. For the assessment criterion let's take whether a university has a staff member who is responsible for initiating and implementing security policy and the school's participation in the integrated security policy - *University promoting safety*[74].

In Kraków only 4 institutions of higher education[75] (out of 22 schools that are in the city[76]) have joined the programme. In the remaining majority of schools there is no person assigned the responsibility over safety or providing help services to victims. Also, the mere fact that the school participates in the programme does not mean that the model of safety provision that has been created in these schools applies (or would apply) to such specific problems as sexual violence. In general, it can be said that none of Kraków's universities has a well-functioning support system for the victims of sexual violence, or a programme that would counteract such acts, or procedures of how to react when they occur, even though some schools have higher chances for the implementation of such procedures due to the work that has so far been done in area of providing safety to students.

**Distribution of responsibility a) within the university b) outside the university**

One of the reasons for difficulties in the adequate distribution of responsibility between units and agencies within and outside the university in terms of providing security to students is lack of basic knowledge in regards to gender-based violence. One of the main problems is the so-called dark number of such incidences, which does not allow defining a real need for prevention and action procedures in similar cases. Lack of rigorous information is partially an excuse for the agencies responsible for providing safety not to take prevention actions or make a thorough analysis of the phenomenon. Until the

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[74] A university applies for a certificate *University promoting security,* which is awarded no earlier than 6 months after the university joined the progamme after the Certificate Team had completed its audit work. Detailed information on the rules of obtaining certificate can be found in *Regulamin nadawania certyfikatu „Uczelnia wyższa promująca bezpieczeństwo"* published in Polish on the website of the Police: http://malopolska.policja.gov.pl/files/15/file/Regulamin_nadawania_certyfikatu_Uczelnia_Wyzsza_Promujaca_Bezpieczenstwo.pdf (accessed on November 21, 2011).

[75] Registrar of universities with certificate: http://malopolska.policja.gov.pl/prewencja/zpb-uczelnie-wy-sze (accessed on November 21 2011)

[76] Data of Polish Ministry of Science and Higher Education: http://www.nauka.gov.pl/szkolnictwo-wyzsze/system-szkolnictwa-wyzszego/uczelnie/ (accessed on December 10 2011)

current academic year (2011/2012) at the Jagiellonian University there was no unit responsible for providing help services to victims.

The only form of help available to students is now a consultation with the spokesman for students' security and a possibility to contact local government agencies[77] or an NGO. However, as the results of both the questionnaires and the in-depth interviews indicate students do not approach these institutions too often. Over 50% of the Jagiellonian University students cannot point to any foundation or association that offers help services to victims. As many as 64% of the Jagiellonian University students do not know the University Legal Counsel. There are many reasons for such a state of affairs: in addition to the dominating fear and shame, there is also lack of easily available information about possibilities to obtain help, or as in the case of the City Centre for Social Help - stereotypes which, due to a large scope of activities related to social work, associate the work of this organization with poverty and pathology.

During the focus groups, female students, while talking about their expectations towards receiving help services from the university, would often stress the university's role in punishing perpetrators, especially if the perpetrator is a University employee. The students also underlined the educational role of the University which should be seen in activities focused on popularizing prevention and information. Should students need to seek help services, they would like to have better access to information at the university, especially as where to obtain it. In terms of help services themselves, they don't need to be, in the students' views, offered directly by the university. Opting for such distribution of responsibility was most often justified by the fear of anonymity or the specific nature of the university – its structure and administration.

## 6. Recommendations for improvements to prevention and response policies and practices in Poland

The below presented recommendations for improvements are a result of the analyses of the results of the on-line questionnaire of the both stages of the research (wave A and B), focus groups and in-depth interviews with experts. The recommendations include the most basic and universal actions a university should take while implementing the policy of a safe institution of higher education. The three main areas of work are: a transparent policy of the university which would clearly indicate that the university is a safe and free of gender-based sexual violence environment, establishing an autonomous unit responsible for students' safety and specializing in providing necessary help,

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[77] In larger cities, local government agencies create Crisis Intervention Centre which provide 24hour, free of charge, emergency services to victims. In Kraków, for example, the local centre among others provides the victims with an opportunity to overnight.

cooperation with external institutions focused on the issues of security and crime prevention as well as reacting to violent events.


## 1. Transparent policy of the university

A university should clearly establish its policy of anti-sexual harassment (both for university staff and the fellow students). In Poland there is still no culture for university authorities to tackle the problem of sexual harassment and the lack of a clear message from the university's leadership causes the marginalization of the problem. During the focus groups, female students would often state that they did not believe that the university would take any action in this aspect. They assumed, or sometimes based on their own experience, the following reactions on behalf of the university: efforts to cover up the case, allegations that the student is lying or making libellous accusations towards a lecturer as a revenge for a failed exam, ridiculing of the person who is informing the administrative staff or the authorities about the violent act.

Policy assumptions which should be implemented by the university:
- The university is a place free of sexual harassment and discrimination,
- The university guarantees the victim an opportunity to anonymously inform about the incidence and receive adequate reaction,
- The university guarantees that the victim will receive help,
- The university has an established action procedure for such incidences and clearly established stages of dealing with the victim and perpetrator.

**The university's policy should be promoted by means of regular social campaigns.**

Recommended forms of help are:
- o cyclical cultural events, concerts (ex. during a student's festival organised every May), radio shows, press articles;
- o lectures, seminars, performances.

The university should popularize its policy be means of social campaign events directed to students but also to employees who should be supporting the university in its fight with sexual harassment directed at students. Interviewed experts have pointed out that the social campaigns should be directed also to university staff in order to make it clear that in case they get involved in an inadequate behaviour, the university will take proper actions to react.

"*So that each time such sexist remarks, for example made during a lecture, which could be registered as a proof, that there is zero tolerance towards such behaviour. And a very clear procedure which would say which behaviour is reprehensible and unacceptable in class. Where a student should go to inform about such behaviour and what should be done to avoid putting the person reporting on unacceptable behaviour in a situation which would lead to unpleasant consequences." (Stakeholder interview)*

The campaign, in addition to promoting the university as a place free of sexual harassment, could play an educational role. All interviewed experts stressed the need to improve the state of knowledge about sexual gender-based violence. Lack of thorough information is one of the problems in the fight with these types of incidents. During the focus groups students would often show their ignorance not only in regards to the ways of obtaining help (at the university and/or at the city level), but also in regards to the rights they have to start any form of action against a fellow student or lecturer who had committed an act of sexual harassment towards them. The stakeholders recommend broad information campaigns about the phenomenon of sexual violence as such as well as methods of its prevention and ways to obtain help.

- o brochures and paper materials: book marks, calendars, pens;
- o separate book mark on the university's/department's website or information in the electronic system of communication between the university and the students (ex. USOS) which would include information about the university policy, action procedures in specific cases, places where help can be obtained and links to different institutions;

Students should get in easily available and durable form a collection of addresses and data which could be helpful in finding help.

- o obligatory training in security for students;

The training would focus on the broad problem of threats which the students could encounter. They would be organised for the first year students. The students would get university credit for the training based on their participation in the class. This would guarantee that the students really get familiar with the topic. The students would then need take a final exam which would include questions about the most important issues related to possible threats and an adequate reaction to them (for example emergency numbers, headquarters of university authorities, persons responsible for providing help services at the university and outside it). The training should be run by experts; the Policemen, doctors, and psychologists.

During the training, in additional to the core material on the issues of security (theft, burglary, mugging) discussed should be also the problem of sexual violence, for example:

- ▪ real threats – statistical data, dark number,
- ▪ stereotypes related to sexual violence, the problem of shame, stigmatization, fear, revenge and lack of punishment for the perpetrators,
- ▪ how to behave in case of experiencing a violent behaviour – discussing the course of actions, a visit to the Police station, a consultation with a doctor,
- ▪ institutions which provide help services.

The stakeholders also see a need to fight stereotypes surrounding the phenomenon of sexual violence. Hence, education in this aspect should focus both on the phenomenon of sexual violence and counteracting its current treatment as a taboo. According to the respondents it is the fear and the shame

that are the main factors deciding on the choice of actions taken by the victim. That is why, education on this issue is so important.

      o   Self-defence training (optional) as part of physical education

Such trainings would allow students not only to get familiar with the techniques of self-defence but also learn about ways on how to adequately react to threats – to overcome the fear of seeking help.

**2. Institutions responsible for students' safety** – these are the institutions where the students can make anonymous claims of an incident at the university and receive consulting services. The university should provide its students with clear information on who the person responsible for security is, so that students have no doubts where, within the university structure, they could seek help and request action.

The recommended institution should, first of all, be fully autonomous in its work. At the university should only be subordinate to the rector. This would guarantee its independence. In addition, this institution should be equipped with clear procedures to make adequate interventions (for example an obligation to take an action if a claim has been filed by a student) and offer complex help services to the victim, if not directly, then in cooperation with other institutions outside the university. Building a **network of experts** would help an implementation of this recommendation. Such a network would include ambassadors of public institutions and NGOs which operate in the area.

Almost all interviewed stakeholders expressed interest in cooperation with other centres or specialists. Aware of the complexity of the area of sexual harassment and sexual violence, the stakeholders stress the need to provide complex care to the victim. On many occasions, stakeholders who provided help to a victim, acted intuitively, on their own in areas that are not their specialty. This was usually a result of not wanting to send the victim to persons who don't know her even if these persons are specialists and as a result of the fear that this could make an impression of "getting rid" of the problem. The institution responsible for the students' security would set up cooperation with organizations which provide help services to victims to crime, offence or other acts which are not penalized in Poland by law, but which are a source of the victim's suffering. The person who is receiving a claim about such an act should be well-informed on how to direct the victim to receive adequate help service at the university or city level.

## 7. Recommendations for further research on this topic in Poland including European scientific network building

This research conducted within the framework of GAP grant project was the first of this scale and nature in Poland. Research in this area should continue in the form of cyclical polling research in universities/institutions of higher education that are participating in the project. It is also recommended to further expand the existing questionnaire for its application in other institutions

of higher education. Conducting research in a few countries at the same time allows deepening of the analysis.

Due to the introduction of criminalization of stalking in 2011, it would be most desirable to conduct European comparative research both in the area of legal regulations as well in the practical application of the law. Such research – in addition to an unquestionable knowledge-building value – would provide a unique opportunity to analyze innovation through law, especially since – as suggest the results of the GAP project – European countries differ in their recognition of stalking as a crime.

## *8. Appendix*

**Postcards used to promote the research.**



*„Because the skirt was too short…"*