



**GenderSAFE**  
ENDING GENDER-BASED VIOLENCE IN ACADEMIA

## Training of trainers

### Online training

**Title of the training**  
**Training of Trainers**

#### **Learning objectives**

The main objectives of this training are to support participants to:

- develop training capacity and gain expertise to adapt and facilitate training sessions on addressing gender-based violence in research and academia
- apply gender training methodologies and tools for designing and delivering participatory training sessions
- use training scripts and supporting materials developed through UniSAFE and GenderSAFE
- create a safe space for discussion and dialogue in training sessions on gender-based violence
- apply quality standards in gender training, drawing on the Gender Equality Academy principles and with a specific focus on gender-based violence

#### **Description for the promotion of the training**

This Training of Trainers supports participants in developing the knowledge, skills and confidence needed to deliver training on gender-based violence in research and academia. It builds on methodologies and insights from the GE Academy, UniSAFE and GenderSAFE projects, combining conceptual input, practical tools and participatory feminist methodologies.

The training introduces participants to the UniSAFE 7P framework and the available UniSAFE and GenderSAFE capacity-building materials. It also supports participants to work with training scripts, case stories, persona stories, journey maps, the Lotus Blossom technique and other participatory tools that can be adapted to different institutional and national contexts.

The programme is designed as an experiential learning process. Participants are invited to reflect on their own training experience, practise facilitation techniques, design short training sessions and receive feedback from trainers and peers. Particular attention is given to creating a safe and inclusive learning environment, managing difficult discussions and responding to resistance when training on gender-based violence. The training also prepares participants for possible future delivery of GenderSAFE training sessions and contributes to the development of a wider pool of trainers able to support institutional change in higher education and research organisations.

## Who is it for?

This training is intended for participants who are expected to deliver, adapt or support training on gender-based violence in research and academia, including:

- gender equality officers or focal points
- equality, diversity and inclusion officers
- members of Gender Equality Plan implementation teams
- trainers and facilitators working on gender equality or gender-based violence
- researchers or project partners involved in institutional change processes
- ombudspersons, trusted persons or support actors who may contribute to capacity-building
- members of higher education institutions and research organisations who are expected to use or adapt UniSAFE and GenderSAFE training materials

*Participants should have a basic understanding of gender equality and an interest in addressing gender-based violence in academic and research settings. Previous training experience is useful, but not required.*

## Participants are expected to:

- familiarise themselves with the [UniSAFE 7P framework](#) for addressing gender-based violence in higher education and research
- watch the [introductory training session on the 7P framework](#) or review the relevant training materials in advance
- explore the [UniSAFE Toolkit](#), including practical tools and inspiring practices
- review the available UniSAFE and GenderSAFE capacity-building materials, in particular the introductory training package
- prepare to actively participate in group work, peer learning and short facilitation exercises

**Recommended number of participants:** small group format recommended (8-15 participants)

**Format:** Online

**Duration:** 12 hours, delivered over three days of 4 hours each

**Language:** English



## Structure of the training:

MIRO: [https://miro.com/app/board/uXjVHCS2Dp4=?share\\_link\\_id=336648606679](https://miro.com/app/board/uXjVHCS2Dp4=?share_link_id=336648606679)

### Day 1: Introduction, the 7P framework and participatory techniques

Programme	Approach	Duration	Observations
<b>Optional Miro demo</b>	Participants who are not familiar with Miro can join an optional short demonstration before the start of the training. The trainer presents the basic features of the board, including how to navigate the board and use sticky notes.	15 min	This session is optional. Trainers should inform participants in advance that they can join this short introduction if they are not familiar with Miro.
<b>Welcome and icebreaker</b>	Trainers welcome participants and introduce the training objectives and agenda. The block includes: welcome message, objectives, agenda, safe-space framing, brief presentation of UniSAFE and GenderSAFE, round of introductions and expectations ( <b>20 min</b> ); icebreaker in pairs, where participants identify two things they have in common ( <b>5 min</b> ); short sharing from selected pairs or transition back to plenary ( <b>5 min</b> ); Mentimeter roundtable on training experience and expectations ( <b>10 min</b> ).	40 min	Suggested Mentimeter questions can address confidence in delivering training on gender-based violence, facilitating difficult discussions, handling resistance, adapting training to different institutional and cultural contexts and the role of training in structural change.
<b>The UniSAFE framework and materials available</b>	Trainers present the UniSAFE 7P framework and available materials. The block includes: presentation of the 7P framework and video ( <b>10 min</b> ); short quiz on the 7Ps and forms of gender-based violence ( <b>10 min</b> ); presentation of materials from the UniSAFE Toolkit and capacity-building resources ( <b>15 min</b> ); overview of participatory techniques ( <b>20 min</b> ); exchange and Q&A ( <b>10 min</b> ).	65 min	The short quiz helps recap the key elements of the 7P model and the different forms of gender-based violence. The exchange should focus on how the materials and techniques can be adapted and used in real training scenarios.
<b>Break</b>	Participants take a break.	15 min	Optional music can be played during the break.

<p><b>Using participatory techniques</b></p>	<p>Trainers introduce and facilitate an exercise linking case or persona stories to journey mapping and the Lotus Blossom technique. The block includes: short verbal poll (<b>5 min</b>); presentation of the exercise and available materials, including case and persona stories (<b>5 min</b>); division of participants into two groups and explanation of the group task (<b>10 min</b>); group work, with one participant acting as trainer or facilitator for the journey map or Lotus Blossom exercise while others participate actively (<b>30 min</b>); each group trains the other group in plenary (<b>30 min</b>); feedback in plenary on the use of persona stories, journey mapping and Lotus Blossom for future trainings (<b>20 min</b>).</p>	<p>100 min</p>	<p>The Miro board should include, for each group, one persona, one Lotus Blossom and one journey map. Trainers should explain that the purpose is to reflect on how the exercise works as a training method, not to provide the “correct” answers as participants in a standard training session.</p>
<p><b>Key takeaways</b></p>	<p>Participants reflect on the day, including key takeaways and challenging moments. Trainers present the focus of Day 2.</p>	<p>20 min</p>	<p>This can be done through plenary discussion, Miro or chat.</p>

**Day 2: Safe-space principles, training scripts and session design**

Programme	Approach	Duration	Observations
<p><b>Welcome and presentation of Day 2</b></p>	<p>Trainers welcome participants back and present the schedule for Day 2. A short icebreaker invites participants to share something surprising about themselves, such as a hidden talent or unusual hobby.</p>	<p>15 min</p>	<p>The icebreaker should remain light and voluntary. Trainers should avoid putting anyone on the spot.</p>
<p><b>How to create a safe space respecting the GE standards</b></p>	<p>Trainers present the GE Academy training standards and introduce the guidance on creating a safe space for discussion and dialogue in training sessions on gender-based violence.</p>	<p>30 min</p>	<p>Trainers may discuss whether safe-space guidelines should be collectively created with participants or provided as a predefined set. Links to the Quality Standards booklet and the UniSAFE guide on creating a safe space can be shared.</p>

<b>Using the UniSAFE / GenderSAFE scripts</b>	Trainers present the UniSAFE and GenderSAFE training scripts, including their aims, target audiences, scripts, supporting materials, presentations and exit questionnaires. The block includes: presentation of the UniSAFE one-day training scripts and other available materials ( <b>40 min</b> ); Q&A session ( <b>20 min</b> ).	60 min	Trainers can present the materials through PowerPoint and shared screen, breaking down the different elements of each document, including script, supporting materials, presentation and exit questionnaire.
<b>Break</b>	Participants take a break. Trainers prepare breakout rooms.	15 min	
<b>Designing a training session</b>	Participants work in groups to design a short training session. Based on participatory techniques and the available UniSAFE resources, each group plans a short training script for a specific scenario. The scenarios include details on the duration, audience, aim and expectations of the session.	60 min	Participants receive specific instructions and scenario documents. They should be encouraged to embed participatory techniques and use the available UniSAFE and GenderSAFE materials.
<b>Presentation of the group activity results and reflections</b>	Each group presents the results of its group activity. The block includes: group presentations focused on how participants embedded participatory techniques using the UniSAFE materials and how they applied the training standards and PERFCKTSI principles ( <b>30 min</b> ); trainer feedback ( <b>10 min</b> ).	40 min	The focus should be on training design choices, use of participatory methods, clarity, feasibility and alignment with quality standards.
<b>Key takeaways</b>	Participants reflect on the day, including key takeaways and challenging moments. The session includes Q&A and an overview of Day 3.	20 min	This can be used to collect remaining questions for the final day.

### Day 3: Practice delivery, resistance and future use of the materials

Programme	Approach	Duration	Observations
<b>Welcome and presentation of Day 3</b>	Trainers welcome participants back and present the schedule for Day 3. A short icebreaker invites participants to share a story about a significant object	15 min	The opening prepares participants for the mini training presentations and feedback.

	on their desk or around them. Trainers introduce the hands-on session.		
<b>Mini training presentations and feedback</b>	Participants work in plenary. The block includes: short preparation in groups ( <b>15 min</b> ); selected participants present a 10-minute training session while the rest act as participants, followed by feedback and reflection after each presentation ( <b>60 min</b> ).	75 min	The original structure foresees three groups, with 10 minutes of presentation and 10 minutes of feedback each. Feedback should focus on facilitation, clarity, timing, use of methods and challenges faced.
<b>Key learning as a trainer: what did we do well and what do we want to do even better?</b>	Participants reflect on their learning as trainers, including what worked well and what they would like to improve in future training delivery.	15 min	This can be done individually first and then shared in plenary.
<b>Break</b>	Participants take a break.	15 min	
<b>Dealing with resistances and other potential challenges</b>	Trainers facilitate a discussion on types of resistance and challenges that may arise when training on gender-based violence. They present implicit and explicit forms of resistance, provide examples and discuss possible responses. Participants are invited to share experiences with similar situations, if they feel comfortable.	45 min	This session uses PowerPoint and Miro for discussion.
<b>Experience exchange on using the UniSAFE / GenderSAFE scripts</b>	An external trainer or experienced facilitator joins the discussion to share experience of using the UniSAFE and GenderSAFE scripts in practice.	30 min	This exchange is designed to help participants understand how the scripts can be adapted and used in real training settings.
<b>Reflection on possibilities to use the acquired competences in future work</b>	Participants reflect on how they can use the competences gained through the training. Prompts include: one key lesson from the training, opportunities to use the acquired knowledge, one idea they can apply immediately, one idea for integrating the	30 min	Participants can first record their answers on Miro and then share selected reflections in plenary.

	knowledge into their current work and possible challenges in applying the material presented.		
<b>Closing and evaluation</b>	Trainers close the training, summarise the main points and show an overview of the available materials. Participants are invited to complete the exit questionnaire.	15 min	Trainers may also explain any follow-up, coaching or next steps.

## Facilitation notes

### Creating a safe learning environment

Because the training focuses on gender-based violence, trainers should create a safe, respectful and inclusive learning environment from the beginning. Participants should not be asked to disclose personal experiences. They should be able to step out, take a break or contact trainers privately if needed. The training should model the same principles that participants are expected to apply in their own future sessions. This includes clear ground rules, inclusive facilitation, accessible language, careful timekeeping and sensitivity to power relations in the group.

### Supporting trainer development

This training is not only about understanding the content. It is also about developing the ability to facilitate discussions, adapt materials, handle difficult moments and support learning among participants. Trainers should therefore create enough space for participants to practise, receive feedback and reflect on their role as future trainers.

### Working with participatory methods

Participatory methods should be introduced as practical tools for dialogue, reflection and institutional analysis. Participants may need support to understand both the purpose of the method and how to facilitate it. Trainers should explain the steps clearly, provide enough time for group work and debrief not only the content of the exercise, but also the facilitation process.

### Working with resistance

Resistance should be presented as a possible part of gender-based violence policy and training work. Trainers should help participants identify different forms of resistance and practise possible responses. The aim is not to eliminate all discomfort, but to help future trainers respond in ways that are constructive and safe.

### Materials needed

- PowerPoint presentation

- Miro board
- Mentimeter or another polling tool
- Zoom breakout rooms
- UniSAFE and GenderSAFE training scripts
- exit questionnaire

## Resources

- Introductory training session on the 7P framework: available [here](#).
- UniSAFE and GenderSAFE capacity-building materials: available [here](#).
- GE Academy quality standards: available [here](#).
- Definition of gender-based violence by Council of Europe: available [here](#).
- List of forms of gender-based violence: available [here](#).
- Facts and figures: available at [UniSAFE Survey Results](#).
- Root causes and factors: [Council of Europe source](#).
- Impact on victims: [Executive Summary of Report 5.3 \(UniSAFE\)](#).
- Definitions of 7Ps: available [here](#) and video available [here](#).
- UniSAFE Toolkit available [here](#).
- Facilitating change: A guide to using case stories in co-creation activities for addressing gender-based violence, UniSAFE guidelines, available [here](#).

## How to cite this document?

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