



GenderSAFE
ENDING GENDER-BASED VIOLENCE IN ACADEMIA

Active Bystander Intervention

In-person training

Learning objectives:

This training aims to help participants gain the knowledge, skills and tools needed to recognise and respond to gender-based violence. The participant by the end of the training will:

- Be able to articulate the forms of gender-based violence.
- Understand bystander's responsibility and effect.
- Foster awareness in identifying situations where bystander intervention may be appropriate.
- Learn about the 5D intervention model, designed by Right to Be.

Description for promotion of the training

Studies have shown that bystander intervention training can change attitudes, increase a sense of responsibility, and increase the likelihood that training participants take action. This training aims to educate institution members (staff and students) on gender-based violence and provide them with the necessary skills to recognise and intervene in risky and inappropriate situations. The programme includes interactive exercises, examples of the gender-based violence continuum, role playing and discussions on identifying risk and inappropriate situations and making safe interventions.

Who is it for?

- Administrative staff
- Faculty members
- Researchers and students of higher education institutions and research organisations
- Anyone in the academic and research community who wish to be empowered as active bystanders and take preventive actions against gender-based violence by intervening in potentially harmful situations.

Recommended number of participants: 9–50

Format: in-person;

Duration: 3 hours, including breaks

Language: English

Structure of the training:

Programme	Approach	Duration	Observations
Introduction	<p>Introduction and overview of the training</p> <ul style="list-style-type: none"> Brief presentation of the programme of the day and its objectives, trigger warning, ground rules and agenda. Ice-breaker: stand up if... (with light-hearted statements): 	20 min	<p>It is essential for the trainer to emphasise that during any group work activities that encourage sharing experiences, the training is a secure and safe environment to do so. Confidentiality is of utmost importance, and the trainer must stress that what is discussed in the room stays within the room.</p> <p>Considering the sensitive topic that will be discussed, it is possible that certain incidents may trigger some participants. Additionally, there may be participants who are victims or survivors of related experiences, and it is crucial to have that in mind. Read more in the document “Creating a safe space for discussion and dialogue”.</p>
Recognising gender-based violence scenarios and the need to intervene	<p>Exercise 1 – in plenary:</p> <ul style="list-style-type: none"> Participants will be shown one by one each case of gender-based violence in the Google Forms (QR code) They will have to answer these two questions for each case: <p><i>“In your opinion,</i></p>	<p>25 min</p> <p>5 min to read and complete</p> <p>5 min per question to discuss in plenary</p>	<ul style="list-style-type: none"> For question 1, ask participants to give reasons why yes, why not. For question 2, ask participants if they can imagine any scenario in which they’d dare to intervene as bystanders. If the answer is “it depends” (for example, you’d dare only if you are the supervisor of the aggressor), then the answer is yes. <p>Trainer reflects specifically on those questions where the opinions are more divided.</p>

	<p>1) <i>Does this warrant/require bystander intervention?</i></p> <p>2) <i>If so, would you dare, and do you feel equipped, to intervene?"</i></p> <ul style="list-style-type: none"> The answers to each question are presented "live" in the Google Forms results section. 		<p>Trainer collects reasons why people say "no" to any of the 2 questions on a flipchart. These will be tackled later in the training.</p> <p>Ask people who have answered "yes" to give reasons.</p> <p>Correct any misconceptions kindly as they arise.</p>
Definition of gender-based violence and overview of its forms	<ul style="list-style-type: none"> The trainer presents the definition of gender-based violence in detail and all of its forms. Explains that some forms are more recognisable than others. GbV is in many cases difficult to recognise and this is on purpose. Explain the continuum of violence 	10 min	
Definition of active bystander intervention	<p>The trainer presents the following the form of lecture (meaning limited interaction with the audience) slides 12-18:</p> <ul style="list-style-type: none"> Defines the role of active bystander How to intervene Most common obstacles for people not to intervene Importance of bystander training (effects on the victim) 	20 min	<p>The trainer aims to empower participants by helping them understand their individual roles in combatting gender-based violence within their microenvironments. It is crucial to recognise how their seemingly "small" actions can have a significant impact.</p> <p>The trainer opens the floor for a brief sharing of experiences from some of the participants (choose 5-6) for Slide 22.</p>

			<p>The trainer emphasises the responsibility of bystanders and the effects of their actions.</p> <p>Resources are found at the end of this document.</p>
Break		10 min	
Tools for bystander Intervention	<p>In plenary, the trainer:</p> <ul style="list-style-type: none"> • Presents the tools for bystander intervention: 5Ds model (distract, delegate, document, delay, direct). • Gives time to participants to reflect on the 5D model and answers questions. 	20 min	<p>In this session, the trainer introduces the main tool, the 5D model, and assists participants in comprehending when it's appropriate to intervene.</p> <p><i><u>Important disclaimer to be shared with participants:</u></i> the graphs used by Right to be and the video by StandUp are not designed by the UniSAFE Project and the figures and cases used are not inclusive or representative. The examples usually present the binary model of female male cases.</p>
Role playing	<ul style="list-style-type: none"> • Trainer gives instructions for Exercise and gives out the scenario cards and the 5Ds cards. <p><u>Exercise – in breakout rooms:</u></p> <ul style="list-style-type: none"> • Role-playing exercises to practice intervention strategies. 	60 min	<p>The aim of this session is for participants to apply the 5D technique they have learnt by engaging in role-playing exercises in small groups. The trainer will provide scripts for the role-playing (A5 cards).</p> <p>Each script has one offender, one target person. Each scenario describes a situation without indicating bystander's action. The group members choose a role, and they play their role while being in the small groups. The bystander chooses one practice from the 5Ds.</p>

	<p>The trainer can ask specific questions based on the script played: Ask other participants what they think of the way the bystander reacted. Do they see other ways to do it? Invite participants who have suggestions to play them out.</p>		<p><i>The trainer explicitly mentions that if someone does not feel comfortable taking over a role, to clearly mention it. This is a safe space.</i></p> <p>When in plenary, the trainer encourages reflections from “actors” and “audience”.</p> <p>The trainer here has to highlight the power imbalances that may occur between bystanders, victims and offenders. According to the scenario that is chosen in plenary, the trainer can ask at the end of the role-playing, what would be different if the bystander/victim/offender was in a different power position, for example if the bystander student was a manager but now becomes a student.</p> <p>The aim is for the participants to identify how power imbalances can facilitate action depending on the position of the involved parties.</p>
<p>Wrap up and Evaluation</p>	<ul style="list-style-type: none"> • Ask participants for one thing that was the most useful (mentimeter wordcloud) • Feedback form 	<p>15 min</p>	

Note for the trainer: Gender-based violence, according to UniSAFE’s perspective, is defined as a continuum of violence, violations, and violent behaviours and attitudes on the basis of sex and gender and always intersects with other dimensions of inequalities, such as age, ethnicity, disability, and sexuality (Hearn et al. 2020; Bondestam & Lundqvist 2019; Strid et al. 2021). This is explicitly mentioned to you as you may encounter some counter-arguments for the forms of gender-based violence that are recognised for this exercise.

Materials needed

- PowerPoint presentation
- [GoogleDocs \(or similar\) for voting in exercise 1](#)
- Printed cards with 5Ds examples for participants
- Printed role-playing scenarios for participants (2 scenarios per group)
- Breakout rooms for group work
- Exit questionnaire

Resources

- 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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