



GenderSAFE
ENDING GENDER-BASED VIOLENCE IN ACADEMIA

Students as agents of change: Addressing gender-based violence in higher education

Online training

Title of the training:

Students as agents of change: Addressing gender-based violence in higher education

Learning objectives:

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

- understand gender-based violence and the continuum of violence in academia
- become familiar with the UniSAFE 7P framework as a holistic approach to addressing gender-based violence in higher education and research
- identify different roles that students can play in addressing gender-based violence, including awareness-raising, advocacy, peer support, policy engagement and coalition-building
- reflect on how students can contribute to institutional change in their own contexts
- leave the session with at least one concrete takeaway, action idea or next step relevant to their institution or student community

Description for the promotion of the training:

This training introduces students to the issue of gender-based violence in higher education and explores how they can contribute to institutional change. It provides an overview of key concepts, the continuum of violence in academia and the UniSAFE 7P framework, which covers Prevalence, Prevention, Protection, Prosecution, Provision of services, Partnerships and Policies. The session focuses on the role of students as agents of change. It invites participants to reflect on how students can contribute to awareness-raising, advocacy, peer support, policy engagement and dialogue with institutional actors. Through interactive activities and group discussion, participants will explore practical ways to recognise gaps, mobilise student communities and support safer and more inclusive academic environments.

The training is designed as an introductory and participatory session. Participants do not need to be experts on gender-based violence, but they should be interested in contributing to change within their institution or student community.

Who is it for?

This training is open to students of any level, including Bachelor, Master and PhD students across Europe, who are:

- interested in gender-based violence and institutional change, but not necessarily experts on the topic
- active or interested in student organisations, unions or networks
- involved in equality, diversity, inclusion or student wellbeing initiatives
- motivated to contribute to change within their institution

Please note that the training is delivered in English and a good level of English is required.

Participants are expected to:

- familiarise themselves with the legal and/or policy framework on gender-based violence in their institution, available [here](#).
- reflect on existing policies, practices or support structures in their institution related to gender-based violence

Recommended number of participants: 9–30

Format: online; adaptable to in-person delivery

Duration: 3 hours, including a 30-minute break

Language: English

Structure of the training:

MIRO board: https://miro.com/app/board/uXjVHCOonHAc=/?share_link_id=728191791175

Programme	Approach	Duration	Observations
Waiting time and informal arrival	Participants join the online room. Facilitators welcome them informally and invite them to check whether they can access the interactive tool, such as Miro, Mentimeter or the chat.	5 min, optional	This time is not counted in the three-hour training duration. Facilitators may play music while participants arrive and use this moment to resolve any technical issues. Recommended playlist.
Welcome, objectives and working principles	Facilitators welcome participants, introduce themselves and explain the purpose of the training. They present the learning objectives, the agenda and the participatory nature of the session. Participants are invited to share their name, pronouns if they wish and where they are joining from. Facilitators also present the working principles, including respect, confidentiality, zero tolerance for discriminatory comments, balanced participation and the possibility to step out if needed.	10 min	If the session is recorded, facilitators should clearly explain what is being recorded and how the recording will be used. Participants should be reminded that they are invited to engage at their own comfort level and are not expected to share personal experiences.
Icebreaker	Participants are invited to answer a light opening question, such as: “What is a small thing that made you smile this week?” The activity can take place on Miro, Mentimeter or in the chat. If the group is small, a few participants may also share verbally.	10 min	The aim is to create a welcoming atmosphere and help participants feel more comfortable before entering the topic.
What do we mean by gender-based violence in academia?	Participants are invited to share words, examples, situations or feelings that come to mind when they hear “gender-based violence in academia”. This can be done on Miro or through the chat.	10 min	Facilitators should avoid asking participants to share personal experiences. The activity is intended to surface initial associations and prepare the group for the first input.
Part 1: Understanding gender-based violence and the continuum of violence	Facilitators provide a short input on gender-based violence, the continuum of violence and the different forms it can take in higher education. The input introduces definitions, examples, UniSAFE survey	20 min	The input should remain accessible and student-friendly. Facilitators can use existing GenderSAFE and UniSAFE slides and avoid making the

	findings, impacts, root causes and the importance of intersectionality.		presentation too academic. Questions can be taken at the end of the input.
Exercise: Different forms of gender-based violence	Participants work in small groups with short examples and discuss which forms of gender-based violence may be present. They reflect on whether one or several forms are involved and whether some examples are more ambiguous than others.	15 min	Groups can work in breakout rooms using a Miro board. Each group should identify one person to move the sticky notes, if needed. Facilitators can move between rooms to support the discussion.
Short debrief	Groups share key reflections from the exercise. Facilitators clarify key points and connect the discussion to the continuum of violence.	5 min	Suggested questions: Which forms were easier or harder to identify? Did any examples fit more than one category? Were there any examples that were difficult to place?
Part 2: Institutional responses and the 7P framework	Facilitators introduce the UniSAFE 7P framework as a practical way to understand institutional responses to gender-based violence. The 7Ps are presented briefly: Prevalence, Prevention, Protection, Prosecution, Provision of services, Partnerships and Policies.	15 min	The focus should be on what institutions can do in practice and how fragmented, unclear or mistrusted systems can affect students.
Reflection: Looking at my own institution	Participants reflect in small groups on their own institutional context. They are invited to consider what already exists, what is missing, where things break down, what makes change difficult and where students could realistically intervene.	20 min	Facilitators can reassure participants that “I don’t know” is also a useful answer, as it may indicate that information is not visible or accessible enough.
Break	Participants take a break.	30 min	Participants may be invited to leave one thought or question on the Miro board or in the chat before the break.
Part 3: Students as agents of change	Facilitators introduce different roles students can play in addressing gender-based violence, such as awareness-raising, advocacy, peer support, campaigning, student representation, policy engagement and coalition-building.	15 min	Facilitators can use examples from student-led initiatives, their own institutions or European contexts, where these have been checked and are appropriate for the audience.
Group work: What can students do?	Participants work in groups to identify possible student actions in their own contexts. They are asked to	10 min	Suggested guiding questions: What is the problem or gap? What could students do? What would success

	connect actions to specific problems and possible outcomes.		look like? Who would need to be involved? What support would students need?
From learning to action	Participants identify one concrete takeaway, action idea or next step they could take after the training. A few participants may share voluntarily in plenary.	10 min	This helps close the session with realistic and context-specific next steps. Emphasise that change can happen at different levels and that small actions can also contribute to shifting culture and systems.
Short UniSAFE Toolkit and resources demonstration	Facilitators briefly present the UniSAFE Toolkit and relevant GenderSAFE resources.	5 min	Keep this part short and practical. The aim is to show participants where they can find further resources after the session.
Closing and next steps	Facilitators summarise the main points, thank participants and explain any next steps, such as certificates of attendance, follow-up resources or possible follow-up meetings. Participants are invited to complete the exit questionnaire.	5 min	Facilitators can also invite participants to contact the GenderSAFE team if they take action in their institutions and would like to share examples.

Materials needed

- PowerPoint presentation
- Miro board or another online collaboration tool
- Supporting material for trainers including examples of gender-based violence incidents and definitions of different forms of violence
- 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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