



GenderSAFE
ENDING GENDER-BASED VIOLENCE IN ACADEMIA

Addressing gender-based violence against trans and non-binary people in universities and academia

Online training

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Title of the training:

Addressing gender-based violence against trans and non-binary people in universities and academia

Learning objectives:

The main learning objectives of this training are to:

- Understand the definitions and scope of gender-based violence, and in particular the concept of continuum of violence, its prevalence and impact in a university context
- Learn about cisnormativity and the gender binary in relation to gender-based violence and the importance of an inclusive environment for trans and non-binary people in universities
- Develop skills in handling offensive comments, and learn practical applications of these techniques in real-world scenarios within a university context (optional)

Description for the promotion of the training:

Join us for an essential training on intersectionality and gender-based violence in universities and research organisations

Are you interested in creating inclusive and safe environments within academia? Do you want to understand the complex dynamics of gender-based violence through the lens of intersectionality? Join us for an online training session that will equip you with the knowledge and tools to make a meaningful impact.

In this 2-hour (3.5-hour with optional exercise) training, you will:

- Learn about the origins and key concepts of intersectionality and gain a deep understanding by exploring how various social identities intersect to shape individual experiences.
- Understand the gender-based violence in relation to cisnormativity and the gender binary

- Discover the latest findings from the UniSAFE survey on gender-based violence in universities and research organisations, and understand their implications from an intersectional perspective.
- Engage in a discussion to make an inclusive environment for trans and non-binary people and develop skills in handling offensive comments and behaviour (optional).

Who is it for?

- Educators and teachers
- Gender equality officers/focal points, equality and/or diversity officers
- Human resources officers
- Gender equality plan implementing teams
- Health and safety officers
- Head of Departments/Units in charge or involved in gender-based violence
- Trainers on the topic of gender-based violence in academic settings

The training is addressed to those who are at the beginning stages of creating and implementing a policy framework to address gender-based violence in academia.

Participants are expected to:

- Familiarise themselves with the legal and/or policy framework of their countries of employment/work regarding gender-based violence, available [here](#).
- Share with other participants the current policies and practices of their institutions regarding gender-based violence.
- Read the case story provided by the trainer, in advance of the training day.

Minimum number of participants: 9

Maximum number of participants: 25

Format: Online

Duration: 2 hours (including breaks) + optional exercise (1.5 hours + 1 hour lunch break)

Structure for the onsite training:

Miro:

- https://miro.com/app/board/uXjVHCMXbLw=?share_link_id=420502227597 (2 hours version)
- https://miro.com/app/board/uXjVHCM2l30=?share_link_id=175701905679 (full version with optional exercise)

* Modify the number of frames for group exercises depending on the number of participants before training.

| Programme | Approach | Duration | Observations |
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| Welcome and objectives | <ul style="list-style-type: none"> • Warm welcome to participants. • Briefly introduce yourself and your role • State the objectives of the training. • Provide a brief overview of the agenda. • Allow participants to introduce themselves • Explain the flow of the session and any housekeeping rules (e.g., breaks, questions). | 15 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. Considering the sensitive topic that will be discussed, it is possible that certain incidents may result in unsettling to some trigger for some participants. Additionally, there may be participants who are victims or survivors of related experiences, and it is crucial to have that in mind.</p> <p>This section is supposed to last 15 minutes, depending on the size of the audience; remember to keep an eye on the timer!</p> |
| Understanding key concepts of trans and non-binary | <ul style="list-style-type: none"> • Provide the definitions of trans and non-binary and its diversity • Critical view on sex as biological and gender as social | 15 min | This short presentation is to make participants be on the same page about what trans and non-binary stand for. The trainer may ask participants to reflect on the meaning of trans and non-binary before sharing any definition. |
| Understanding the gender binary system and cisnormativity, and | Presentation of the cisnormativity and gender-based violence | 20 min | The trainer explains the significance of gender-based violence against trans and non-binary people in light of cisnormativity. |

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| its relation to gender-based violence | <ul style="list-style-type: none"> • Provide the UniSAFE/GenderSAFE definition of gender-based violence • Explain the term "cisnormativity" <ul style="list-style-type: none"> • invalidation and erasure of trans and nonbinary experiences • privilege of cisgender identity • Relation to gender-based violence • Findings of UniSAFE survey Include both socio-demographic and functional diversity. <ul style="list-style-type: none"> • Introduce prevalence of gender-based violence among trans and non-binary people • Intersection of trans and other oppression • Discuss their relevance to gender-based violence in RPOs. • Short explanation on 7P model and application to trans and non-binary context | | <p>This is an opportunity to present facts and figures from the UniSAFE survey to set the scene. Share the findings of UniSAFE survey that show that different groups experience different prevalence and consequences of gender-based violence. Non-binary and trans individuals are highly at risk of gender-based violence. The presentation also discusses intersectionality, considering gender-based violence experienced by the combination of cisnormativity and other forms of oppression.</p> <p>Following short explanation of 7P model, the trainer gives some examples of application of the model in the context of trans and non-binary.</p> |
| Break | Break | 15 min | |
| Recap | <ul style="list-style-type: none"> • Recap • Start introduction of next exercise | 5 min | |
| Group exercise: identify gender-based violence | <p>Exercise 1: Discussion</p> <ul style="list-style-type: none"> • The trainer recaps briefly the case story shared with the participant. | 45 min | Provide the worksheet about the scenario to the participants in advance, prior day of the training. |

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| <p>against trans people</p> | <ul style="list-style-type: none"> • Participants are divided into small groups • Analyse the case story about gender-based violence against a trans and/or non-binary person • Share the findings in plenary | <p>Part 1: introduction of the method and brief explanation of the case story (5 min)</p> <p>Method: Problem tree diagram</p> <ul style="list-style-type: none"> • Useful to analyse complex problems and identify the causes and effects of main problem, gender-based violence against trans person in this case, by mapping the relationships in a tree-like diagram. • The goal is to break down a problem into its components, showing how different causes are interrelated and how they lead to various consequences with consideration of environment. • The orthodox model of Problem Tree analysis is constitute of three elements of trunk, branches and roots, but you can feel free to explore ‘air’ as environmental factors outside of university to understand gender-based violence from a structural perspective. <p>Setting:</p> <ul style="list-style-type: none"> • Participants are divided into small groups (ideally 4-6 people per group) • Each group is allocated a group number to work on Problem Tree method on Miro <p>Part 2: Group discussion (30 min)</p> <p>Discussing the case story, participants write down their understanding and analysis about the root cause, environmental factors and consequences on sticky notes and put them on the tree diagram.</p> |
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| | | | Reflection in plenary (10 min) Each group are asked to present their ideas briefly, showing their tree diagram. The trainer summarises the discussion and highlights the structural and institutional problems of gender-based violence against trans and nonbinary people at the end of activity. |
| 11:25 – 11:30 Conclusion | <ul style="list-style-type: none"> • Q&A session • Recap and main takeaways through this programme • Evaluation | 5 min | If the trainer chose short version (without role-playing exercise), this is the conclusion of training. Thank the participants for their active participation, ask them to fill in evaluation Provide contact information for follow-up questions or further discussion. Remind participants of any post-training resources or materials available to them, e.g. Toolkit. |

Optional part (longer version)

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| Lunch Break | | 60 min | If the trainer chose to offer role-playing exercise, take a lunch break. |
| Recap | <ul style="list-style-type: none"> • Review what has been learned before break. • Explain the significance and purpose of role-playing in training | 5 min | |
| Discussion for applying calling-in and calling-out approach | Exercise 2: Group discussion using a scenario <ul style="list-style-type: none"> • Overview of calling-in and calling-out approaches to address offensive comments | 50 min | Provide the worksheet about the scenario to the participants in advance, prior day of the training. There is no one right way to respond to offensive behaviour and comments in the classroom. But the following ways are considered as effective to bring attention to harmful comments and help us reflect on them. Calling out and calling in are not mutually exclusive strategies. Holding the person accountable |

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| | <ul style="list-style-type: none"> Exercise 2: group activity to discuss how to deal with an offensive comment | <p>is important, but what needs to prioritise is the people who may be harmed by the behaviour.</p> <p>Calling out: A more public and direct approach that often involves openly criticizing or challenging the offensive comments or behavior in front of others.</p> <p>Calling in: A more personal approach that invites the person to engage in a conversation about their behaviour or comments to foster understanding.</p> <p>Part 1: Presentation of the approaches (5 min)</p> <ul style="list-style-type: none"> Explain the purpose and expected benefits of calling-in and calling-out approaches. <p>Part 2: Introduction and briefing (5 min)</p> <ul style="list-style-type: none"> Divide participants into small groups: ideally 4-6 participants per group. Explain the purpose and necessity to be prepared for the incidents. Provide a short summary of the scenario and possible responses Inform participants that they should briefly present what they discussed at the end of this activity <p>Part 3: Group discussion to prepare for role-playing (25 min)</p> <ul style="list-style-type: none"> Invent offensive comments and possible responses for each approach |
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| | | | <ul style="list-style-type: none"> Assign roles: different people rehearse the roles in each of the two approaches. Those who do not act should observe the role-playing. <p>Part 4: Role-playing and group discussion (15 min)</p> <ul style="list-style-type: none"> Rehearsing the role-play: allow about 5 minutes to rehearse their responses. Group discussion: reflect their responses and thoughts after rehearsing. |
| Discussion about role-playing in plenary | <ul style="list-style-type: none"> Share the difficulties and findings about both approaches based on the group discussion about role-playing Ask participants develop a list of actionable steps that individuals and/or institutions can take to address the issues identified | 25 min | <p>Debriefing and discussion in plenary</p> <ul style="list-style-type: none"> Invite each group to present their approach and their reflections Open Discussion: Facilitate a discussion on the potential effects and challenges, and how participants might react in real-life situations. Review of approaches: Discuss the strengths and limitations in the context of scenario. |
| Closing session and evaluation | <ul style="list-style-type: none"> Q&A session Recap and main takeaways through this programme Evaluation | 10 min | <p>Thank the participants for their active participation, ask them to fill in evaluation</p> <p>Provide contact information for follow-up questions or further discussion.</p> <p>Remind participants of any post-training resources or materials available to them, e.g. Toolkit.</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 in this training.

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](#).

How to cite this document? Namatsu, C. and Humbert, A.L. (2026). *Addressing gender-based violence against trans and non-binary people in universities and academia* (Online training script), GenderSAFE project.



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