



Recognizing and Responding to Technology-Facilitated Gender-Based Violence (TFGBV)

An Evidence-Informed Training
Module





**Published by Youth LEAD with support from UNAIDS
Asia-Pacific**

Author: Alegra Wolter (she/her)

Editors: Agatha Syailendra Hamdan (they/she), Ikka
Noviyanti (she/her), Jeremy Tan Fok Jun (he/him)

Designer: Agatha Syailendra Hamdan (they/she)

All rights reserved. Publication of Youth LEAD be obtained
from its official website.

Request for permission to reproduce or translate Youth
LEAD's publications for non-commercial distribution only
should be addressed to Youth LEAD's secretariat.

Thank You.

**Youth LEAD, Asia Pacific Network of Young Key
Populations**

www.youthleadap.org

Instagram: youthleadap

Facebook: Youth LEAD

LinkedIn: Youth LEAD

Acknowledgements

The project was led by the Youth LEAD team, the Asia Pacific regional network of young key populations, including Ikka Noviyanti (Regional Director), Tan Fok Jun (Jeremy) (Program Officer), and Agatha Syailendra Hamdan (Project and Networking Officer), with Alegra Wolter (Consultant) responsible for the methodological design, data collection, analysis, and writing process. This training module was developed with the guidance and input of members of the working group committee. We sincerely thank (in alphabetical order) Anthony Lopez (Executive Director, Youth Voices Count), Avali Khare (Program Officer, Asia Pacific Transgender Network), Belice Odamna (Programme Specialist, UNDP Bangkok Regional Hub for Asia and the Pacific), Cedriann Martin Chin-Asiong (Communication and Advocacy Adviser, UNAIDS Regional Support Team for Asia and the Pacific), Kathryn Johnson (Policy Specialist, HIV and Health Group, UNDP Bangkok Regional Hub for Asia and the Pacific), Michela Polesana (Regional Adviser, Community-Led Response, UNAIDS Regional Support Team for Asia and the Pacific), and Naomi Fontanos (Gender Equality and Sustainable Development Officer, APCOM) for their expertise and insights throughout the project.

We also thank Daria Matyushina-Ocheret (Dasha) (Community-led Responses Adviser, UNAIDS), Ekaterina Borisova (Communications Consultant, UNAIDS), and Yasmin Purba (Human Rights and Gender Adviser, UNAIDS Indonesia), who attended the module refinement meeting and provided additional input. We extend our sincere appreciation to the focus group discussion participants, whose lived experiences and perspectives shaped the situation analysis and informed the design of this module. This work was supported by the funding from the Government of Germany, through the Joint United Nations Programme on HIV/AIDS – Regional Support Team for Asia and the Pacific (UNAIDS RST Asia Pacific).

Suggested citation: Youth LEAD. Recognizing and responding to technology-facilitated gender-based violence (TFGBV): a situation analysis and evidence-informed training module. Bangkok: Youth LEAD; 2026.

List of Acronyms, Initialisms, and Abbreviations

Acronyms, initialisms, abbreviations	Full terminology
AI	Artificial Intelligence
APCOM	Asia Pacific Coalition on Male Sexual Health
APTN	Asia Pacific Transgender Network
FGD	Focus Group Discussion
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex
NGO	Non-Governmental Organization
SOGIESC	Sexual Orientation, Gender Identity and Expression, and Sex Characteristics
SOP	Standard Operating Procedure
TFGBV	Technology-Facilitated Gender-Based Violence
TERF	Trans-Exclusionary Radical Feminist
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNAIDS RST Asia Pacific	Joint United Nations Programme on HIV/AIDS – Regional Support Team for Asia and the Pacific
WHO	World Health Organization

Table of Content

Acknowledgements	i
List of acronyms, initialisms, and abbreviations	ii
Table of content	iii
Background and Rationale	1
Methodology	2
Situation Analysis	4
Purpose and target audience	7
How to use this training module	8
Guiding principles	10
Opening section	11
Activity 1 – Welcome introduction	11
Activity 2 – Setting goals and expectations	12
Activity 3 – Establishing ground rules	13
Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth	14
Activity 4 – Understanding gender-based violence: the iceberg of GBV	14
Activity 5 – TFGBV or not? Identification game	16
Activity 6 – Recognizing intersectionality in the context of TFGBV	20
Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth	26
Activity 7 – Mapping the impacts of TFGBV on LGBTQI+ youth	26
Activity 8 – Grounding activity and short introduction to psychological first aid (PFA)	31
Activity 9 – Structured pathways to safety, support, and justice	34
Module 3 – Responsible media and platform practices	24
Activity 10 – Responsible media practices: what to do versus what not to do	24
Activity 11 – Innovation pitch: designing a safe digital platform	29
Module 4 – Pathways to empowerment and advocacy strategies	37
Activity 12 – Designing empowerment and advocacy strategies across levels	37
Activity 13 – Closing and collective commitments	42
References	49
<i>Annex I Proposed Training Schedule</i>	53
<i>Annex II Example of participant evaluation questions</i>	54

Background and Rationale

Technology-facilitated gender-based violence (TFGBV) constitutes an urgent and growing human rights issue globally, including in the Asia Pacific region. Online platforms, while providing spaces for connection and support, have also become spaces where lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI+) youth face disproportionate harassment, cyberbullying, doxing, non-consensual sharing of personal information, and other forms of abuse. These experiences intersect with offline stigma and criminalization, further compounding their vulnerability and limiting access to justice. Although data on TFGBV in the Asia Pacific region remain scarce, available evidence suggests a high prevalence. A survey conducted by Plan International reported that approximately 58% of girls in the Asia Pacific region had experienced some form of online gender-based violence. Another study by The Economist estimated that the prevalence in the Asia Pacific could reach as high as 88%.

There remains a gap in rights-based, contextually relevant tools to equip LGBTQI+ youth and media actors with the knowledge and skills to recognize and respond to TFGBV. In 2024, the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) updated and published its “Toolkit: Youth Guide to End Online Gender-Based Violence (GBV)”. However, greater contextualization and a sharper focus on the specific needs of LGBTQI+ youth are required. For LGBTQI+ youth, this includes strengthening digital resilience (i.e., the ability to understand risks, adapt, recover, and continue functioning when facing technology-related threats), which has been shown to play a moderating role in how young people cope with TFGBV. Concurrently, media professionals also require training on ethical, non-stigmatizing reporting on LGBTQI+ youth, given their influential role in shaping public narratives and digital environments that can either exacerbate or mitigate technology-facilitated harm.

Youth LEAD has co-developed this training module with community and youth partners to address these identified gaps. The initiative focuses on creating a practical, interactive, and youth-friendly resource that strengthens digital resilience among LGBTQI+ youth while supporting media professionals to adopt ethical, non-stigmatizing approaches to reporting. Co-creation with young people and community partners ensures that the module is contextually relevant, rights-based, and adaptable across diverse country settings, contributing to safer digital spaces and more inclusive public narratives across the region.

Methodology

The training module was drafted by the consultant based on findings from a situation analysis, with additional input from the literature review and oral and written feedback from the working committees. Findings from the situation analysis helped inform the overall structure of the training module and key topics addressed. Selected real-life experiences shared during the focus group discussions (FGDs) were anonymized and adapted into case studies. FGDs included participants from six countries in the Asia Pacific region and reflected diversity in gender identity and sexual orientation, as well as the inclusion of media professionals from various roles, including journalists, social media employees, and digital rights advocates.

In parallel, a literature review was conducted to complement the FGD findings and was incorporated into the key message subsections of each activity listed in the training module. The literature was drawn from peer-reviewed journal articles, UN reports, non-governmental organization (NGO) publications, and other reputable sources.

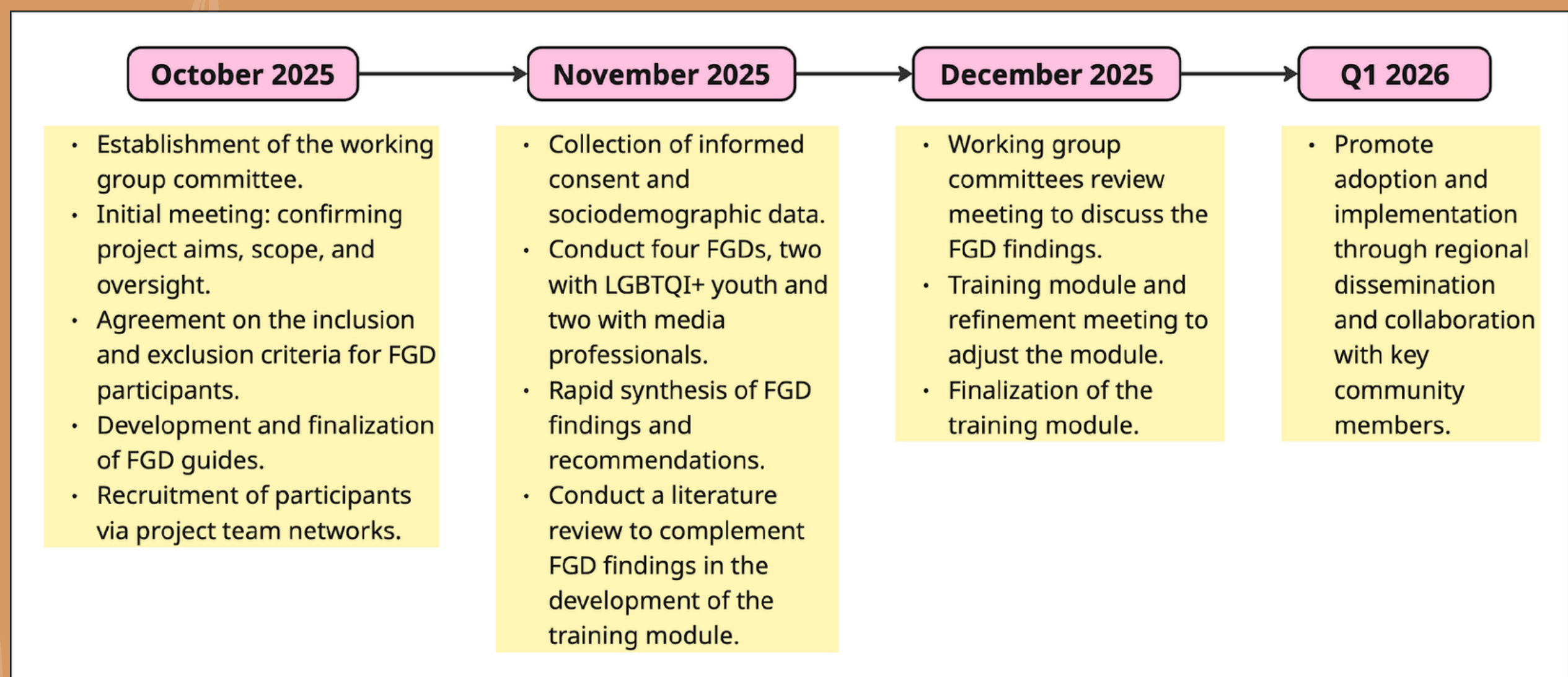
The project adhered to ethical principles of voluntary participation, informed consent, confidentiality, and respect for participants' safety and wellbeing. In this vein, informed consent was obtained prior to participation in the FGDs through a secure Google Form, which confirmed that participants had read the participant information sheet, understood their rights (including the right to withdraw at any time), and voluntarily agreed to participate. Informed consent was reconfirmed orally at the start of each FGD. All participants in the FGDs were anonymized, and no identifying information was shared, including place of work. Given the sensitive nature of TFGBV, the project team provided information on psychological support resources where appropriate. Ethical clearance for this project was obtained from the Institute of Research and Community Service, Atma Jaya Catholic University of Indonesia (002Y/III/PPPE.PM.10.05/10/2025).

Methodology

The case studies included in this manual are intended as illustrative learning tools rather than representations of specific real events, ensuring ethical integrity while maintaining relevance to lived experiences. While grounded in real-life contexts, all scenarios have been carefully anonymized and modified to protect confidentiality. Names, locations, and identifying details have been altered, and in some instances composite elements have been used to prevent attribution to any specific individual, organization, or country.

A working group composed of different partners, including APCOM, APTN, and Youth Voices Count, and led by Youth LEAD, has ensured the technical quality, relevance, and community ownership of the training module throughout its development process.

Project Timeline



Situation Analysis

Participant Recruitment, Inclusion and Exclusion Criteria, Data Collection, and Analysis

The situation analysis was conducted to generate context-specific insights into technology-facilitated gender-based violence (TFGBV) as experienced by LGBTQI+ youth and addressed by media professionals in the Asia Pacific region. The findings were used to inform the design, structure, and content of the training module.

Participant recruitment

Participants were recruited through the professional and community networks of the project team, using purposive sampling to ensure the inclusion of individuals with relevant lived experience and professional expertise related to TFGBV, LGBTQI+ issues, media practice, and digital advocacy. Invitations to participate in the focus group discussions (FGDs) were shared primarily via email and, in some cases, through direct personal contact with prior consent to be contacted. All potential participants received a participant information sheet outlining the purpose of the study, voluntary nature of participation, confidentiality measures, and potential risks and benefits. Individuals who agreed to participate selected an FGD session that suited their availability. Sociodemographic information was collected via a secure online form accessible only to the project team.

Inclusion and exclusion criteria

Inclusion criteria for LGBTQI+ youth were individuals aged 18–30 years who self-identified as LGBTQI+, including LGBTQI+ influencers and young activists. Inclusion criteria for media professionals included individuals of any age working as journalists, editors, content creators, employees of social media or traditional media platforms, or individuals affiliated with organizations engaged in media, digital rights, or digital advocacy. All participants were required to be able to provide informed consent and to participate in online FGDs.

Exclusion criteria included individuals under 18 years of age, individuals who did not identify as LGBTQI+ youth or media professionals, and individuals unable to provide informed consent. These criteria were agreed upon by the project team during the project's inception and guided recruitment to ensure ethical participation and relevance to the training module's objectives.

Situation Analysis

Participant Recruitment, Inclusion and Exclusion Criteria, Data Collection, and Analysis

Data collection

Data were collected through four online FGDs conducted in November 2025. FGDs were selected as the primary method to facilitate interactive discussion and collective reflection on experiences, perceptions, and recommendations related to TFGBV. Each FGD lasted approximately 90–125 minutes and was facilitated by a consultant with experience in qualitative research and trauma-informed, culturally sensitive facilitation on topics related to gender-based violence and LGBTQI+ issues.

Semi-structured FGD guides were used for LGBTQI+ youth and media professionals to explore: forms and dynamics of TFGBV; perpetrators and drivers of harm; impacts on individuals and communities; barriers to reporting and redress; existing coping and resistance strategies; and recommendations for media institutions, platforms, governments, and communities. With participants' consent, FGDs were documented through detailed notes to support analysis. All participants were anonymized, and identifying details were removed to protect safety and confidentiality.

Data analysis

FGD data were analyzed using a rapid qualitative assessment approach to support timely synthesis for training module development. Analysis combined deductive coding (guided by the project's objectives and TFGBV framework) and inductive coding (allowing themes to emerge from participants' narratives). The consultant led the analysis, with iterative input and sense-making discussions with the working committees to enhance credibility, contextual relevance, and practical applicability to the training module. Key themes were distilled into actionable insights that informed the module's learning objectives, case studies, activities, and recommendations.

Situation Analysis

Participant Recruitment, Inclusion and Exclusion Criteria, Data Collection, and Analysis

Summary of FGD findings

Across four FGDs with LGBTQI+ youth and media professionals from the Asia Pacific region, participants described technology-facilitated gender-based violence (TFGBV) as pervasive and normalized in digital spaces. LGBTQI+ youth reported frequent experiences of misgendering, slurs, cyberbullying, doxxing, non-consensual sharing of intimate images (including AI-generated content), blackmail, and threats of physical harm. Platform features such as anonymity, algorithmic amplification of harmful content, and ineffective reporting mechanisms were perceived as key drivers of harm.

Perpetrators ranged from anonymous users and people within participants' social networks to political, religious, and, in some cases, state-affiliated actors. Online violence often translated into offline risks, including physical harm, family conflict, and loss of educational or employment opportunities. TFGBV had significant psychological, social, and economic impacts, contributing to fear, exhaustion, self-censorship, and limited trust in platforms and institutions.

Media professionals highlighted gaps in institutional capacity and incentives for sensitive reporting, including limited training, commercial pressures, and weak organizational support when journalists face online harassment. Participants emphasized community-based resistance (e.g., collective reporting, peer support, counter-narratives) and called for stronger platform accountability, youth-friendly reporting mechanisms, legal protections, training for media and state actors, and sustained investment in community-led digital safety initiatives.

Findings from the focus group discussions (FGDs) played a central role in shaping the content and structure of the training module. Insights shared by participants informed the identification of priority themes, learning objectives, and practical scenarios relevant to LGBTQI+ youth and media actors in the Asia-Pacific context. Feedback from FGDs also contributed to refining key messages on digital resilience, ethical media engagement, and responses to technology-facilitated gender-based violence (TFGBV), ensuring that the module is grounded in community perspectives and responsive to regional needs.

Purpose & Target Audience

This training module supports LGBTQI+ youth and media professionals in the Asia Pacific region to recognize and respond to TFGBV, by strengthening individual and collective capacity through evidence-informed, skills-based, and participatory learning activities. Participants engage in safe, step-by-step participatory discussions that seek understanding, build trust, challenge bias, and apply rights-based principles.

The primary target audiences are:

- LGBTQI+ youth, including activists, community leaders, and influencers.
- Media professionals, including journalists, editors, social media platform employees, and digital rights advocates who shape media narratives and online environments.

Acknowledging the diversity within and across youth and media professional groups, the module is intentionally designed to be flexible and adaptable. It may be used by community organizations, media institutions, educators, and development partners across different national and institutional contexts.

How to use this training module

The module is structured as a facilitated, activity-based training, organized into thematic components that progress from understanding TFGBV to examining impacts, pathways to justice, and responsible media and platform practices. Outlines of this module:

- Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth.
- Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth.
- Module 3 – Responsible media and platform practices.
- Module 4 – Pathways to empowerment and advocacy strategies.

Of note, while Modules 2 and 3 are more closely aligned with the specific needs of LGBTQI+ youth and media professionals, respectively, Modules 1 and 4 are designed to be relevant to both groups. As argued throughout the situation analysis and reflected in the module design, the training is intentionally structured to promote collaborative learning, encouraging LGBTQI+ youth and media professionals to participate together in reflection and problem-solving around TFGBV.

How to use this training module

Each activity includes a clear objective, estimated time, required materials (depending on whether the training is conducted offline or online), step-by-step facilitation guidance, and key messages that need to be discussed by facilitators. The module may be delivered as a stand-alone workshop, across multiple sessions, or by selecting specific activities relevant to the audience and context. Facilitators are encouraged to adapt examples, pacing, and depth based on participants' needs, preferences, and local realities. Key message sub-sections can be used to guide the debriefing process and highlight the discussion in an evidence-based manner. We also encourage practitioners to evaluate the implementation of the training. An example of the training schedule and evaluation feedback questions can be found in the Appendix.

What this module is not:

- This training module is not a therapy or counseling session. It does not replace mental health or psychological consultation.
- This module does not provide legal advice. It does not offer legal representation or determine legal outcomes.
- This module does not require personal disclosure. Participants are not expected to share personal experiences of violence.
- This module is not about blaming survivors. It aims to empower LGBTQI+ youth and media professionals to recognize and respond to TFGVB, while affirming that responsibility for GBV and TFGVB always lies with perpetrators and enabling systems.
- This module does not ask facilitators to act as therapists. The role of facilitators is to support participants, respond ethically, and refer to appropriate services when needed.

Guiding Principles

The training module is grounded in the following principles:

- Human rights-based and survivor-centered: prioritizing dignity, autonomy, consent, and safety of LGBTQI+ youth.
- Trauma-informed: recognizing that TFGBV can be triggering and that participants may have experienced violence.
- Participatory and community-led: valuing lived experience and collective knowledge as central sources of expertise, and emphasizing a training approach that is led by and accountable to communities.
- Intersectional: acknowledging how gender, sexuality, age, disability, class, religion, HIV status, and other social identities shape vulnerability and response to TFGBV.
- Context-responsive: designed to be adapted across diverse Asia Pacific contexts rather than applied as a one-size-fits-all solution.

Opening Section

Activity #1 – Welcome introduction

Objective:

- Build rapport and foster an inclusive space from the start.
- Allow participants to get comfortable with the group.

Estimated time: 15 minutes

Offline equipment:

- Name tags or sticky notes.
- Markers.

Online tools:

- Zoom, Google Meet, Microsoft Teams, or equivalent (applicable hereafter throughout this training module).
- Chat box or equivalent features.
- Renaming function for pronouns.

Steps:

1. Facilitator opens with a warm welcome, introduces themselves (e.g., name, pronouns, role).
2. Invite participants to introduce themselves using a simple prompt:
 - Name.
 - Pronouns.
 - Country and city of origin, and current residence.
 - Role (e.g., youth, journalist).
 - One favorite personal characteristics participants have (e.g., patience, creativity).
3. Optional icebreaker questions:
 - “Share one emoji or symbol that represents how you are feeling today.”
 - “Describe one word you liked the most that you received online.”
 -

Key messages:

- Normalize pronoun sharing (optional, not enforced).
- Ensure introductions remain light and validating of diverse identities and experiences.

Opening Section

Activity #2 – Setting goals and expectations

Objective:

- Clarify the purpose of the training.
- Align participants' expectations with the training scope, and allow them to express their training needs and priorities.

Estimated time: 15 minutes.

Offline equipment:

- Flipchart with three symbols: brain, heart, and hands.
- Markers.
- Sticky notes.

Online tools:

- Shared board (e.g., Miro, Google Slides) with three symbols: brain, heart, and hands.

Steps:

1. Ask participants to reflect and write down their goals and expectations on sticky notes (offline) or type them into a shared board (online). Prompt them using:
 - "What do you hope to learn today?"
 - "How do you want to feel during this training?"
 - "What would make this training useful for you, your work, or your community?"
2. Participants will categorize their responses using three symbolic areas on the board:
 - Brain 🧠: What you want to learn.
 - Heart ❤️: How you want to feel.
 - Hands 🙌: What actions or skills you want to gain.
3. Facilitators cluster and reflect participants' responses back to the group, then briefly present the objectives of the training module (i.e., recognizing and responding to TFGBV), including what is and is not covered (e.g., this is not a therapy or legal consultation session).

Key messages:

- Clarify the scope and boundaries of the training (see Section 4.1. to 4.3.).
- Encourage participants to voice any support needs (e.g., taking breaks, stepping out when needed, requesting referral to psychological support).

Opening Section

Activity #3 – Establishing ground rules

Objective:

- Create shared agreements to keep the space safe and respectful.
- Set norms for confidentiality and sensitive engagement.

Estimated time: 15 minutes.

Offline equipment:

- Flipchart titled “Ground Rules.”
- Markers

Online tools:

- Shared board (e.g., Miro, Google Slides).
- Polling tool if needed.

Steps:

1. Facilitators begin by acknowledging that TFGBV can be a triggering and sensitive topic and invite participants to co-create agreements by asking: “What agreements will help us learn and engage respectfully in this safe space?”
2. Participants suggest ground rules, such as:
 - Confidentiality (e.g., “What’s shared here stays here”).
 - Speak from your own experience.
 - No judgment, no shaming.
 - Trigger warnings before sensitive content.
 - Permission to pass or skip questions and sections.
 - Step up and step back (balanced contributions).
3. Facilitator writes them down and checks for consensus; “Can we all commit to honoring these agreements throughout the training? Is there any agreement missing?”
4. Ask participants to approve the agreement list (if online: thumbs up or yes in the chat box).

Key messages:

- Ground rules are essential for creating a safe learning environment.
- Emphasize confidentiality, consent, choice, and no forced participation.
- Ensure safety protocols are in place for distressed participants (e.g., taking breaks as needed, messaging facilitators privately).

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #4 – Understanding gender-based violence: the iceberg of GBV

Objective:

- Introduce the key concepts of GBV.
- Recognize visible acts of GBV and the underlying drivers.

Estimated time: 60 minutes.

Offline equipment:

- Flipchart with a pre-drawn iceberg (tip above water, larger section below).
- Sticky notes.
- Markers.

Online tools:

- Shared whiteboard (e.g., Miro, Google Slides) with an iceberg template.

Steps:

1. Facilitators divide participants into two groups. Each group is given 10 minutes to discuss the forms of GBV and the underlying drivers, including attitudes, norms, behaviors, and structural factors that enable and normalize such harms.
2. Groups place the identified forms of GBV above the waterline of the iceberg and the underlying drivers below the waterline.
3. Each group is then given 5 minutes to present their discussion. Facilitators encourage groups to share ideas that have not yet been mentioned by the other group.
4. The facilitators close the activity by emphasizing that responding to GBV requires recognizing its diverse forms, including those facilitated by technology, and addressing the underlying drivers beneath the surface. The facilitators may also highlight how GBV disproportionately affects vulnerable groups, including LGBTQI+ youth.

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #4 – Understanding gender-based violence: the iceberg of GBV

Key messages:

- GBV refers to any harmful act, whether physical, sexual, psychological, or economic, that is directed at a person because of their gender, gender identity, or perceived gender roles.
- GBV is rooted in unequal power dynamics. Various forms of GBV are enabled by underlying norms, attitudes, and structural factors that can “normalize” and legitimize harm. Effective response requires addressing what lies beneath the surface, not only responding to visible harm.
- Technology often amplifies existing gendered inequalities through TFGBV. Intersectional identities, including being LGBTQI+ and being youth, shape vulnerability, impact, and access to support. An illustration of the “GBV iceberg” is shown in Figure 2.

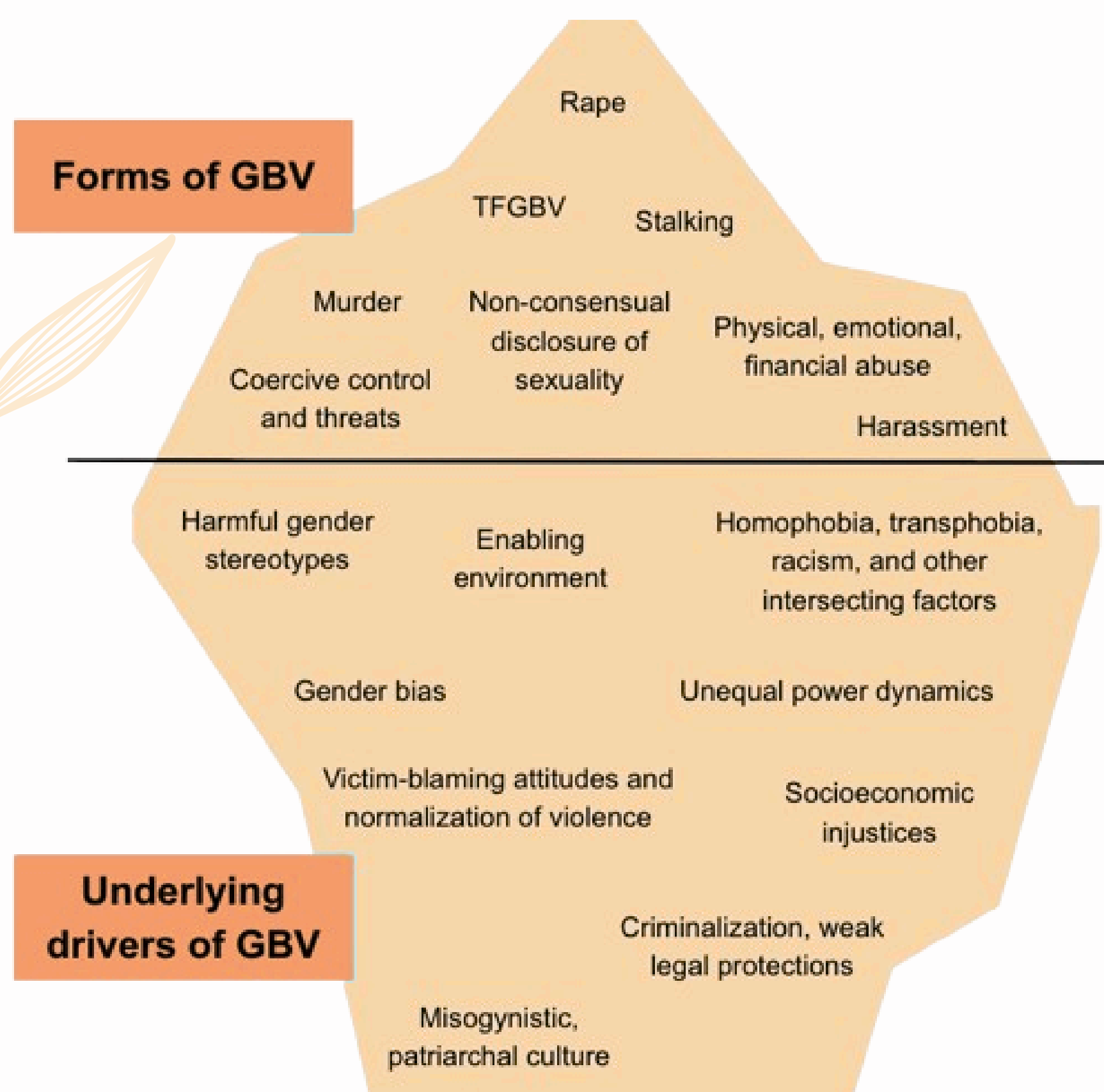


Figure 2. Iceberg of GBV: forms of GBV and the underlying drivers

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #5 – TFGBV or not? Identification game

Objective:

- Strengthen participants' critical thinking ability to recognize different forms of TFGBV.
- Demonstrate the ambiguity that often surrounds online harms.

Estimated time: 45 minutes.

Offline equipment:

- Three labeled areas: "Yes," "No," "Unsure."
- Scenario cards or printed statements if needed.

Online tools:

- Polls (e.g., Zoom, Mentimeter).
- Reaction buttons or chat box for selecting "Yes," "No," "Unsure."

Steps:

1. Facilitators explain that participants will be presented with several scenarios and will decide whether they are TFGBV, not TFGBV, or if they are unsure.
2. Facilitators or participant volunteers read the scenarios aloud.

Scenario 1 – Sextortion

Johnny (he/him), a 25-year-old closeted Malaysian bisexual man, meets Richard on Grindr. Richard asked for Johnny's nudes, and they spent weeks sexting and sharing intimate photos. One day, Johnny asks to meet in person, but Richard refuses and suddenly becomes angry and demands money. He threatens to post Johnny's intimate images on social media and out him to his family unless he pays. Johnny blocks Richard on his socials, but Richard continues creating new accounts to repeat the same threats. Johnny becomes increasingly fearful and unsure where to seek help.

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #5 – TFGBV or not? Identification game

Scenario 2 – Doxxing

Nara, 21 (they/them), is a non-binary Mongolian art student who runs a small YouTube channel featuring digital illustrations celebrating queer identities. One of their videos is reposted by a nationalist Telegram channel that labels the artwork as “anti-Mongolian” and “Western propaganda.” Followers begin digging through Nara’s social media and soon publish their university, class schedule, and photo in a group chat, urging others to “find them on campus” and “teach them traditional values.” Nara feels increasingly unsafe as they receive numerous threats, including threats of physical violence.

Scenario 3 – Image-based sexual abuse, “revenge porn”

Anjali (she/her), a 24-year-old Indian trans woman, had been casually seeing Rajiv, 28, as “friends with benefits” for three months. Rajiv repeatedly asked her for nude photos and pressured her to have sex even when Anjali did not want to. Over time, Anjali began feeling uncomfortable and decided to end their arrangement. Rajiv became angry and shared Anjali’s nude photos in his male friends’ group chat to make fun of her and slut-shame her. Anjali later found out through another male friend who is still part of Rajiv’s social circle.

3. For each of the scenario, participants choose a position:

- Offline: move to “Yes,” “No,” “Unsure” sign.
- Online: click poll option or type in chat.

4. Facilitators ask 1–2 volunteers to briefly share why they chose that category and, if they think the scenario is TFGBV, whether they know the specific term for that form of TFGBV.

5. Facilitators clarify each scenario, connecting it to the key messages discussed below.

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #5 – TFGBV or not? Identification game

Key messages:

- The United Nations Population Fund (UNFPA) defines technology-facilitated gender-based violence (TFGBV) as an act of gender-based violence that is committed, assisted, aggravated, or amplified, whether partially or fully, through the use of information and communication technologies or digital media (UNFPA, 2023).
- There are many forms of TFGBV, particularly those experienced by LGBTQI+ youth. As highlighted through the situation analysis findings, some forms of TFGBV are subtle and can hide behind “religion,” “research,” or “advice.” If something feels ambiguous and participants are unsure whether it constitutes TFGBV, the goal is to continue learning and refining our understanding. Some examples of TFGBV were outlined below (see Table 4).

TFGBV term	Definition
Cyberbullying	Repeated aggressive behavior online intended to harm someone, including threatening, intimidating, harassing, or humiliating them.
Cyberflashing	Sending unsolicited sexual images, often through social media.
Cybermob	Coordinated and organized mass harassment by many people who collectively threaten, insult, or verbally abuse a target.
Cyberstalking	Persistent, unwanted surveillance or monitoring of someone through digital technology, causing fear or distress.
Digital voyeurism	Secretly filming, viewing, or sharing someone’s body without consent, often through hidden cameras or stolen photos.
Doxxing	Publishing someone’s personal and private information (e.g., home address, workplace address, phone number) without consent to enable harassment.
Gender-based hate speech	Hurtful, harmful, hateful, insulting, demeaning, shaming, and malicious statements, comments, or other forms of expression that target a person for their sex, gender identity, or sexual orientation.
Identity theft, impersonation, and fake profiles	Posing as a person to others, either acting in a humiliating or harmful manner or extorting money from those the target knows.
Image-based abuse	The use of images, often sexual in nature, to objectify, exploit, humiliate, or harass someone. This can include the non-consensual distribution of intimate images, non-consensual pornography, and child sexual abuse material (e.g., depictions of minors in sexually explicit contexts).

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #5 – TFGBV or not? Identification game

Image-based sexual abuse	Broadly defined, this involves the taking, sharing, or threatening to share sexually explicit images without consent. It can include: revenge porn, digital voyeurism, shallowfakes, deepfakes, cyber flashing, and others.
Morphing or transmogrification	Morphing, superimposing, or splicing photographs or videos without consent, and uploading or circulating them on pornographic or other digital platforms with the intent to sexualize, humiliate, or demean the targeted individual. This can take the form of shallowfakes, which are manually or lightly edited using basic software, or more sophisticated AI-generated images or videos, such as deepfakes.
Online blackmailing	The use of digital platforms or technologies to threaten the disclosure of private, sensitive, or harmful information unless demands are met (e.g., money, favors).
Online grooming	Refers to the process of establishing or building a relationship with a victim through the use of the internet or other digital technologies to facilitate either sexual contact with that person.
Online harassment	Repeated conduct that threatens, pesters, scares, and abuses someone by sending degrading, offensive, and insulting comments or images.
Online impersonation and identity theft	Creating fake profiles or taking over someone's identity to deceive others, damage their reputation, cause harm, or put them at risk (e.g., pretending to be the person, posting humiliating content, or advertising services using their name and contact details).
Revenge porn	Non-consensual sharing of intimate images, often by a current or former partner, with the intent to harm, humiliate, or control the person depicted.
Sextortion or sexual extortion	Threatening to expose intimate images unless demands (e.g., money, sexual images, sexual acts) are met.

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #6 – Recognizing intersectionality in the context of TFGBV

Objective:

- Understand how multiple identities (e.g., gender identity, sexuality, religion, class, migration status, disability, HIV status) shape TFGBV vulnerabilities and experiences.
- Build empathy and understanding for the diverse lived experiences of LGBTQI+ youth.

Estimated time: 60 minutes.

Offline equipment:

- Flipchart.
- Markers.
- Sticky notes.

Online tools:

- Shared board (e.g., Miro, Google Slides).
- Breakout rooms.

Steps:

1. Divide the participants into three groups (i.e., depending on the number of participants the facilitators are comfortable managing) and provide each group with one card (randomized).

Card 1

Mai (she/her), 18, is a Thai trans woman and university scholarship student living with HIV (private) and engaged in survival sex work due to economic reasons to support herself, her studies, and her family. Anonymous accounts, whom Mai suspects may include a friend she previously had conflict with, begin spreading rumors online that she “deserves HIV because of her lifestyle as an escort and because of her gender and sexuality.” Someone then posts screenshots of her online sex-work profile from an escorting website, exposing her to further online harassment from both other university students and strangers, as well as increasing her safety risks. The university then calls Mai in for questioning, and she fears she may be expelled or have her scholarship withdrawn.

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #6 – Recognizing intersectionality in the context of TFGBV

Card 2

Paul (he/him), 29, a closeted gay man from Papua New Guinea (PNG), is a chef influencer known for his food and cooking content. After he posts a cooking video in which his male partner appears briefly in the background, commenters begin to question his sexuality and direct homophobic slurs at him, attacking his masculinity, morality, and religiosity. They then start doxxing him, sharing his workplace details online, and urging his employer to dismiss him for what they label as “indecent behavior.” Paul also fears the criminalizing laws regarding same-sex relations in PNG, and his socioeconomic security is at risk, as his previously stable income is now threatened by the possibility of being fired.

Card 3

Cahya (she/her), 16, is a masculine-presenting Indonesian queer high school student who lives in a poor rural area with her conservative Muslim family. She also exhibits autistic traits though she has never been formally diagnosed (i.e., sensitivity to touch, becoming easily overwhelmed). She loves art as a form of self-expression. One day, one of Cahya’s school friends took a photo of her lesbian-themed artwork (i.e., two girls kissing) and sent it to their teacher, and eventually her parents found out. Her conservative family then sent her to a religious exorcism (i.e., rukyah) as a form of conversion therapy, to “drive out the demon” they believed was causing her sexuality to deviate from “normality.” During the exorcism, five men pin Cahya down as she struggles and resists, feeling shocked and extremely distressed due to her sensory sensitivities.

2. Ask groups to reflect on the guiding questions:

- “How does the person’s social identity shape the TFGBV experience they had?”
- “What challenges might this person face because of their identities?”

3. Give participants about 10 minutes to discuss. If the training is conducted online, place each group into separate breakout rooms.

4. Bring everyone back and begin presentations. Each group presents their discussion for 5 minutes, followed by 3 minutes of comments from other groups.

5. Facilitators then synthesize the discussion, highlighting key themes that emerged and connecting them to the broader concepts of intersectionality and TFGBV.

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #6 – Recognizing intersectionality in the context of TFGBV

Key messages:

- Intersectionality was defined by Crenshaw as a framework for understanding how overlapping social identities interact to create unique experiences of discrimination, privilege, and oppression. It highlights that some people face compounded disadvantages that cannot be captured by single-axis analysis, and the concept has since been adapted in UN publications (see Figure 3).

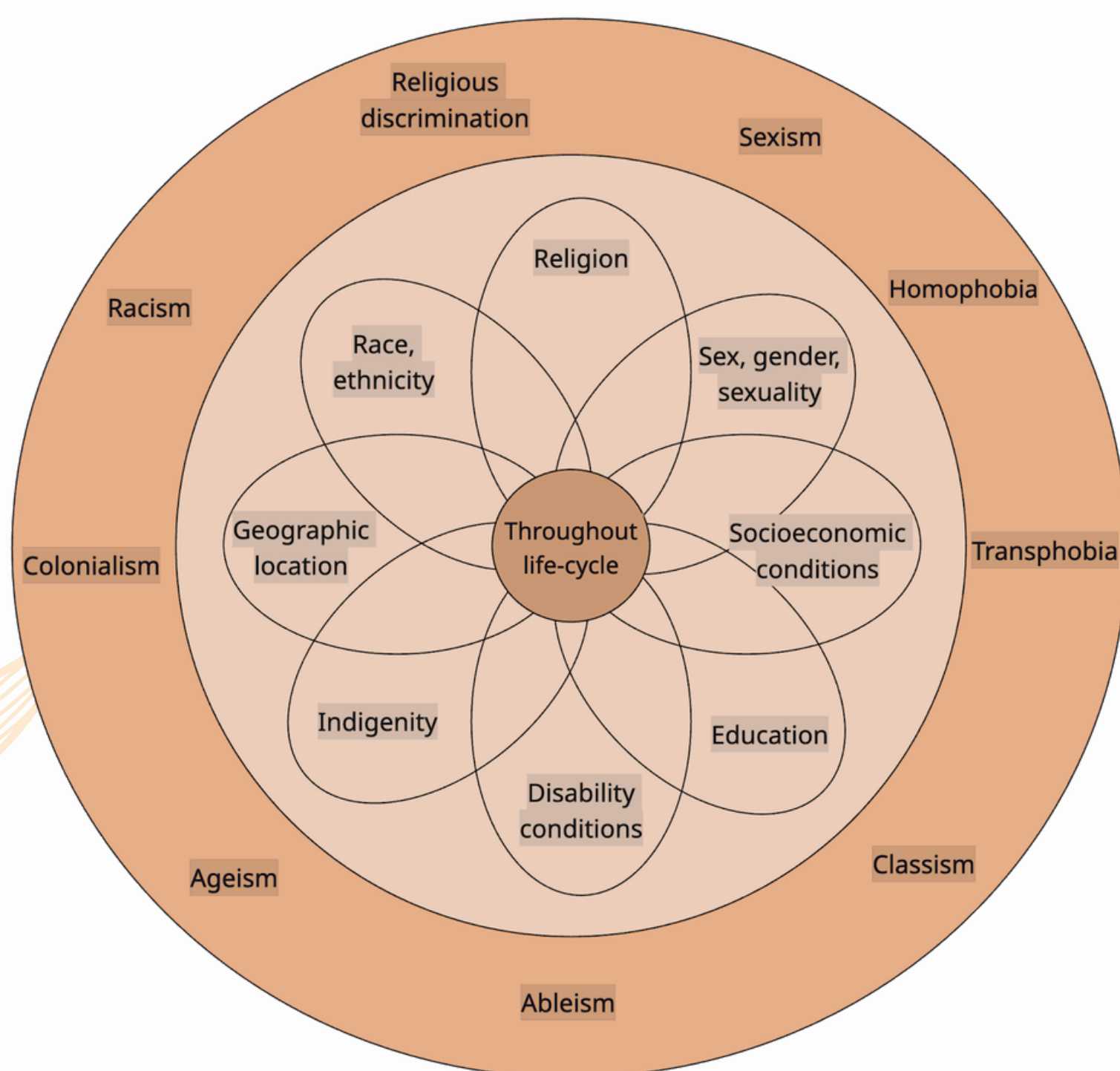


Figure 3. Intersectionality wheel, adapted.

- Intersectionality is not about comparing or ranking oppression. It is about understanding how each person's social identities are unique, and how people experience different intersecting system of oppressions that shape their experiences and vulnerabilities to TFGBV. Facilitators can link insights on intersectionality to earlier terms and definitions of TFGBV (see Activity 5 above and Table 5 below).

Module 1 – Recognizing and understanding TFGBV experienced by LGBTQI+ youth

Activity #6 – Recognizing intersectionality in the context of TFGBV

Table 5. Summary of intersectional identities and forms of TFGBV experienced in Cases 1–3.

Case	Social identities	Potential systems of oppression	Forms of TFGBV
Card 1 Mai	<ul style="list-style-type: none"> • Trans woman. • Thai. • 18 (young adult). • University student. • Living with HIV (private). • Survival sex work, due to economic reasons. 	<ul style="list-style-type: none"> • Transphobia and transmisogyny. • HIV stigma. • Sex-work stigma and discrimination in Thailand. • Classism. 	<ul style="list-style-type: none"> • Non-consensual disclosure and doxxing (outing of HIV status, sex work profile). • Online harassment and cyberbullying, mainly targeting her gender and sex work role.
Card 2 Paul	<ul style="list-style-type: none"> • Gay man (closeted). • Papua New Guinean. • 29 (adult). • Influencer and employee (chef). • Stable income (at-risk). 	<ul style="list-style-type: none"> • Homophobia. • Stigma around LGBTQ+ identity. • Job and socioeconomic insecurity tied to risk of being fired. • Criminalizing context in Papua New Guinea for same sex relations. 	<ul style="list-style-type: none"> • Online harassment and homophobic slurs. • Outing his sexuality (non-consensual disclosure). • Doxxing (workplace details shared). • Online incitement for employer to fire him. • Digital surveillance over his cooking video which accidentally displayed his partner.
Card 3 Cahya	<ul style="list-style-type: none"> • 16 (minor). • High school student in a conservative school culture. • Queer, masculine-presenting. • Disability condition (undiagnosed autism). • Indonesian. • Rural resident, low socioeconomic background. • Conservative Muslim family. 	<ul style="list-style-type: none"> • Homophobia. • Stigma around gender non-conformity. • Ageism (being a minor). • Ableism (undiagnosed autism, misunderstood as “behavioral issues”). • Religious stigma related to gender and sexuality. • Rurality and local norms. 	<ul style="list-style-type: none"> • Outing her sexuality or making assumptions about her sexuality based on her artistic expression. • Online sharing of her artwork to teachers and later to parents. • Surveillance from peers (monitoring her artwork). • TFGBV triggering offline violence (i.e., exorcism as a form of conversion therapy to alter her gender expression and sexuality, as well as ableism-based harm ignoring her autistic traits and needs).

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #7 – Mapping the impacts of TFGBV on LGBTQI+ youth

Objective:

- Analyze how TFGBV impacts the lives of LGBTQI+ youth (e.g., health and wellbeing, relationships, socioeconomic opportunities).
- Deepen empathy and understanding of the compounding impacts of TFGBV on LGBTQI+ youth.

Estimated time: 60 minutes.

Offline equipment:

- Flipchart.
- Markers.
- Sticky notes.

Online tools:

- Shared board (e.g., Miro, Google Slides).
- Breakout rooms.

Steps:

1. Facilitators will present the case of Alex, a 22-year-old Malaysian queer activist who posts a TikTok video about LGBTQI+ rights and HIV.
2. Three periods of Alex's life will be presented to the participants, and participants will be divided into three groups, with each group discussing one stage: before, during, or after the traumatizing TFGBV incident illustrated below.

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #7 – Mapping the impacts of TFGBV on LGBTQI+ youth

Period 1 – Before the incident

Alex (they/him), 22, is a Malaysian genderqueer gay activist who uses TikTok to share educational content about LGBTQI+ rights and HIV. Alex works at a local market as a cashier and earns additional income through social media endorsements. Although they live in a conservative environment, Alex feels relatively safe online and believes that social media is a meaningful way to raise awareness. They have a small but supportive circle of friends, and their activism gives them a sense of purpose and connection. At this stage, Alex maintains privacy around their home address and personal details, assuming these boundaries will protect them. Alex has experienced several hate comments misgendering them, calling them gay slurs, and labeling their lifestyle as sinful on their social media platforms, but they usually brush these off or delete the comments and block users when the remarks feel too hurtful. For Alex, being bullied on social media feels “normal” for people like them, especially in the context of Malaysia. Alex has a history of panic attacks, which they feel may stem from childhood bullying trauma.

Discussion points:

- Do you think Alex experienced TFGBV in this period?
- How did the TFGBV that Alex experienced at this stage impact their daily life?
- Which aspects of Alex’s identity (e.g., gender, sexuality, activism, nationality, mental health history) might increase their vulnerability?

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #7 – Mapping the impacts of TFGBV on LGBTQI+ youth

Period 2 – During the incident

Alex posts a TikTok video discussing LGBTQI+ rights and HIV in Malaysia, including how Sharia law has affected their life and how LGBTQI+ issues are increasingly politicized, especially ahead of local elections. The video unexpectedly goes viral and is rapidly shared in several conservative religious WhatsApp and Telegram groups. Members of these groups begin searching for Alex's personal information, and within 24 hours, someone publicly posts their full name and home address. Soon after, Alex sees around 8–10 members of a conservative Islamic group gathering outside their house, wearing white clothing and carrying blunt objects, shouting at them to stop promoting LGBTQI+ issues online. Alex feels terrified, shocked, and overwhelmed, which triggers their panic attacks. They have difficulty breathing and are in complete shock. They apologize repeatedly and do not dare to open the gate to their house. The group waits outside for about two hours before finally leaving.

Discussion points:

- What forms of TFGBV did Alex experience during this incident, and how did the situation escalate from online to offline harm?
- What immediate impacts did Alex experience during this moment (e.g., psychological distress, safety risks)?
- How did Alex's identities (e.g., gender, sexuality, activism, nationality, mental health history) shape their experience?

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #7 – Mapping the impacts of TFGBV on LGBTQI+ youth

Period 3 – After the incident

A week after the incident, Alex still experiences shock and tries to report what they went through to the police. However, instead of receiving protection, the police dismiss their concerns and tell them to “stop making controversial content,” warning that Alex could also be arrested for promoting LGBTQI+ topics and “gay sex.” Alex becomes more fearful and disappointed with the police. They rarely leave the house and drastically reduce their online activity. They delete videos, stop attending activism events, and begin self-censoring to stay safe. Alex eventually stops accepting endorsements and is fired from their job because they cannot bear to attend work. A month passes, and Alex continues to experience nightmares and flashbacks of the mob gathering in front of their door. They also experience constant anxiety, weekly panic attacks, and remain in a state of hypervigilance. With limited income, they rely on their savings to get by. After about one and a half months, Alex moves to another city that seems more open-minded. There, they seek help from local LGBTQI+ organizations, which refer them to therapy and work with them to strategize next steps.

Discussion topics:

- What impacts did Alex experience after the incident (e.g., safety impacts, self-censorship, health and wellbeing, socioeconomic, relationships with communities and activism)?
- How might the lack of police support shape Alex’s sense of safety and trust in institutions?
- What protective factors or support systems helped Alex eventually seek help?

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #7 – Mapping the impacts of TFGBV on LGBTQI+ youth

3. Each group will be given 15 minutes to discuss and 10 minutes to present their case, describing Alex’s situation across the before, during, and after phases.
4. After all groups have presented, the facilitator synthesizes and summarizes the answers.

Key messages:

- TFGBV can affect safety, health and wellbeing, relationships, education, and livelihoods (see Table 6).
- Trauma responses vary, and some youth may experience long-term or delayed effects. Reflecting on Activity 6, intersectionality also shapes vulnerability, with overlapping identities compounding harm.

Table 6. Several multidimensional impacts of TFGBV.

Domain	Examples of impacts
Safety risks	Threats escalating from online to offline, increased risk of physical attack, and other safety risks.
Health and wellbeing	Mental health impacts included psychological distress, anxiety, fear, panic attacks, depressive symptoms, post-traumatic stress, suicidality, and related concerns. Physical health may be affected through its connection with mental health (e.g., sleep disturbance, intense somatic symptoms) and through direct forms of harm such as physical attacks, sexual assault, and other injuries resulting from TFGBV.
Relationships	Breakdown of trust with family and friends, social withdrawal, loss of friendships, strained peer or activism networks, and reduced willingness to participate in community spaces.
Education	School avoidance, academic decline, dropping out, disrupted concentration, reduced future educational opportunities.
Socioeconomic	Job loss, reduced income, inability to work, limited career opportunities, financial insecurity.

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #8 – Grounding activity and short introduction to psychological first aid (PFA)

Objective:

- Support participants to regulate and ground themselves after engaging with sensitive TFGBV content.
- Equip participants with breathing exercise techniques that may be useful for supporting others in the future.
- Introduce participants to PFA principles that they can use to support TFGBV survivors in their daily lives.

Offline equipment:

- A quiet and comfortable space.

Online tools:

- A quiet and comfortable space to have an online grounding session.
- Mute features.

Estimated time: 30 minutes.

Steps:

1. The facilitators invite participants to sit comfortably in a large circle and explain that this is a simple grounding and breathing technique that can be used for self-regulation or to support others experiencing distress. Participation is optional, and participants may keep their eyes open or closed.
2. Participants are guided to take a slow breath in through the nose for four counts, hold briefly, and then breathe out through the mouth for six counts.
3. This breathing cycle is repeated three to five times, encouraging participants to notice physical sensations (e.g., feet on the floor, back against the chair).
4. After the breathing exercise, facilitators acknowledge that strong reactions are normal, both for participants engaging with sensitive the training content now, and for individuals who experience or witness TFGBV.

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #8 – Grounding activity and short introduction to psychological first aid (PFA)

5. Facilitators introduce the concept of PFA as a simple, non-clinical approach to offering immediate, compassionate support after distressing events, including TFGBV. The Prepare–Look–Listen–Link principles are explained using practical examples (see also Table 7 below):
 - Prepare: “Let us take a breath first. Before we talk, I want to make sure this conversation is safe for both of us.”
 - Look: “Are you feeling safe right now?”
 - Listen: “I believe you. What you are experiencing is not your fault. What do you need for now?”
 - Link: “Would you like to explore some support options together?”
6. Facilitators invite participants to briefly reflect on whether they have used PFA or similar supportive actions in any form before.
7. The session is closed by informing participants that the next activity will focus on concrete pathways to safety, support, and justice for individuals experiencing TFGBV.

Key messages:

- Reinforce choice, safety, and access to support. Key principles of PFA are outlined below and can be introduced to participants during the PFA session (Table 7).
- Participation is optional. Use calm, neutral language and avoid therapeutic framing. The grounding process was intended to help participants regulate themselves after engaging with potentially heavy or triggering activities, especially for survivors, and to offer a technique that may be useful for themselves or others in their lives.

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #8 – Grounding activity and short introduction to psychological first aid (PFA)

Table 7. Applying PFA principles in the context of TFGBV.

PFA action principles	How this applies in TFGBV contexts	Example phrases
Prepare	<ul style="list-style-type: none"> • Ensure your own safety and digital security before offering support (e.g., avoid engaging perpetrators online). • Be aware of risks (e.g., criminalization, surveillance, online harassment). • Know available support options (e.g., community groups, helplines, platform reporting tools). • Prepare simple breathing or relaxation techniques. • Be clear about your role: support and referral, not counseling or investigation. 	<ul style="list-style-type: none"> • “Let us take a breath first. Before we talk, I want to make sure this conversation is safe for both of us.” • “I am not a therapist, but I can help think through options and support.”
Look	<ul style="list-style-type: none"> • Make contact with the person you aim to support. • Check for immediate safety risks, including escalation from online to offline harm (e.g., threats, doxxing, stalking). • Notice signs of distress (e.g., panic attack, withdrawal, dissociation). 	<ul style="list-style-type: none"> • “Are you feeling safe right now?” • “Has anyone threatened to come to your home or workplace?”
Listen	<ul style="list-style-type: none"> • Ask the person’s immediate needs and concerns. • Listen without judgment, blame, or pressure to disclose details. • Validate experiences of TFGBV and acknowledge the harm. • Allow the survivor to set boundaries on what they want to share. 	<ul style="list-style-type: none"> • “I believe you. What you are experiencing is not your fault. What do you need for now?” • “You can share only what feels safe for you.”
Link	<ul style="list-style-type: none"> • Help identify next steps based on the survivor’s priorities. • Encourage practical options such as evidence preservation, reporting, or grounding strategies when appropriate. • Support access to relevant resources with consent (e.g., LGBTQI+ organizations, crisis support, legal aid, digital safety tools). • Offer follow-up support if agreed. 	<ul style="list-style-type: none"> • “Would you like to explore some support options together?” • “We can look at reporting or safety options only if and when you want to.” • “I can help connect you to an LGBTQI+ organization if that feels useful.”

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #9 – Structured pathways to safety, support, and justice

Objective:

- Strengthen participants' understanding of the support options available to TFGBV survivors.
- Explore practical, trauma-informed, and survivor-centered approaches to safety, protection, reporting, and redress.
- Identify what different actors (e.g., community, institutions, platforms, authorities) should do to support LGBTQI+ youth.

Estimated time: 75 minutes.

Offline equipment:

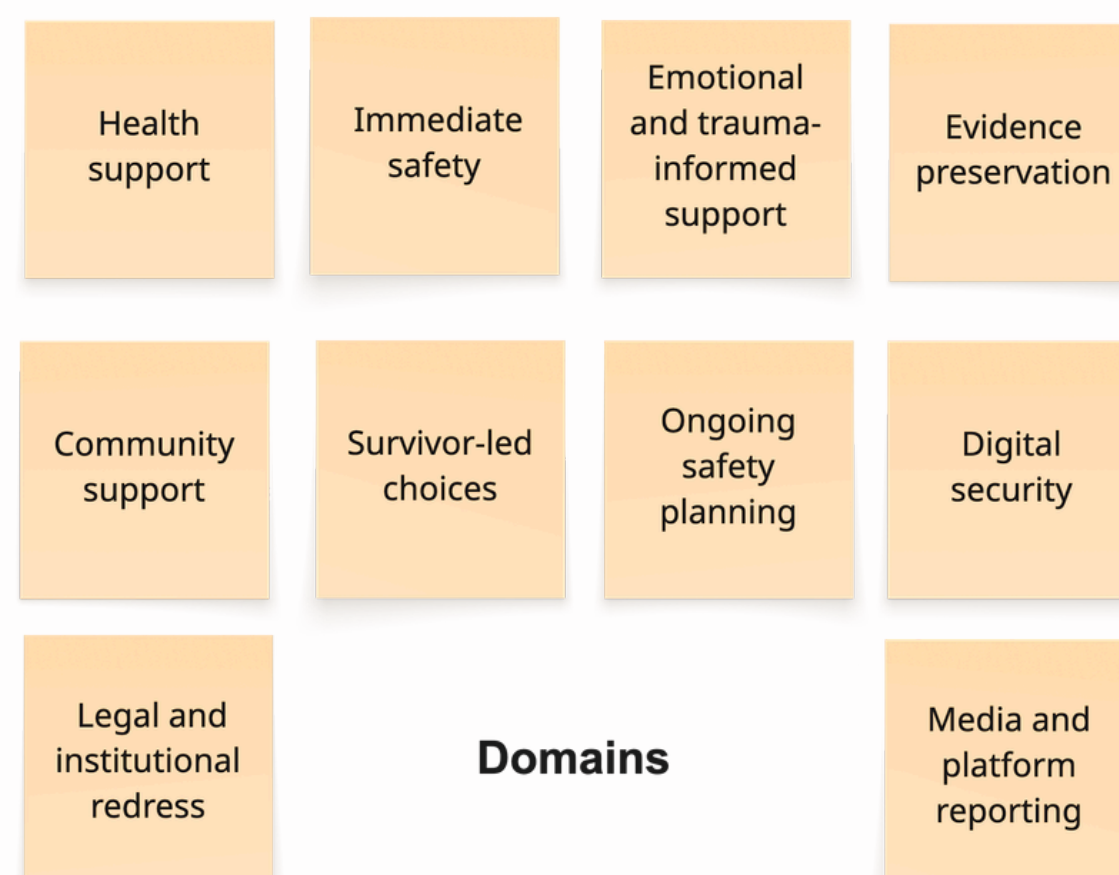
- Flipchart.
- Markers.
- Sticky notes.
- Printed Domain and Action Cards.

Online tools:

- Shared board (e.g., Miro), including the prepared Domain and Action Cards.
- Breakout rooms.

Steps:

1. Prepare two card sets: Domain and Action Cards, shuffled separately.
2. Divide participants into two groups and give each group both shuffled sets.



Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #9 – Structured pathways to safety, support, and justice

<ul style="list-style-type: none"> □ Respond with validation (“I believe you,” “It is not your fault”). □ Let the survivor choose what to share, do not push for details. □ Avoid blame, judgment, or interrogation. 	<ul style="list-style-type: none"> □ Connect survivors to LGBTQI+ groups, youth networks, or trusted peers. □ Explore community-led strategies to respond to TFGBV (e.g., coordinated reporting of harmful content, collective advocacy). 	
<ul style="list-style-type: none"> □ Develop a safety plan for home, school, work, and online environments. □ Offer follow-up with consent. 	<ul style="list-style-type: none"> □ Ensure all actions are based on the survivor’s preferences: “What would you like to do next?” □ Provide options rather than instructions. 	<ul style="list-style-type: none"> □ Ask if the survivor is currently safe. □ Check for ongoing threats or presence of perpetrators. □ Identify safe places and trusted contacts.
<ul style="list-style-type: none"> □ Support saving screenshots, links, timestamps, or any potential evidence. <ul style="list-style-type: none"> □ Store evidence securely (password-protected folder or cloud). □ Document offline threats if possible (e.g., photos, videos, witness information). □ Encourage keeping a chronological narrative of what happened, including dates, times, and actions taken. 	<ul style="list-style-type: none"> □ Explore access to counseling or crisis support. <ul style="list-style-type: none"> □ Understanding trauma reactions (e.g., nightmares, flashbacks, panic attacks, hypervigilance, withdrawal, physical symptoms) and offer grounding strategies when appropriate. □ If physical impacts are present, support referral to appropriate medical care. 	
<ul style="list-style-type: none"> □ Identify where the harm occurred: social media platforms (e.g., TikTok, Facebook, Instagram), messaging applications (e.g., Telegram, WhatsApp), traditional media (e.g., tabloids, news sites). □ Support reporting of abusive content or accounts and inappropriate media coverage. <ul style="list-style-type: none"> □ Block or mute perpetrators when safe and possible to do so. □ Assist with takedown requests, correction requests, or complaints to media councils or press bodies. □ Appeal when content removal or corrections are denied. 	<ul style="list-style-type: none"> □ Explore trusted institutions in the country (e.g., cybercrime units, government institutions, legal aid, human rights bodies). □ Offer potential options for redress, explain the pathways without pressure. 	<ul style="list-style-type: none"> □ Review privacy settings on all platforms. □ Enable two-factor authentication. □ Update passwords and check for exposed personal info.

Actions

1. Explain that groups must match each Domain Card with its correct Action Card.
2. Give groups 10 minutes maximum to complete their matches as quickly and accurately as possible. If conducted online, this can be done using shared digital whiteboards (e.g., Miro).
3. Check each group’s matches and return any incorrect pairs for correction. Declare the first group with all correct matches as the winner.
4. During the debriefing session, ask participants what they found easy and difficult about the matching exercise, what they think could be improved in the action lists, and invite them to share their experiences.
5. Ask participants to reflect on what they would do if they themselves or a friend were experiencing TFGBV, such as in Alex’s case in Activity 7.
6. Reflecting on the key messages listed below, close the activity by acknowledging that there are many ways to support LGBTQI+ youth, and that support should always be centered on the survivor and the context shaping their experience.

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #9 – Structured pathways to safety, support, and justice

Key messages:

1. Support must be trauma-informed and survivor-centered, prioritizing safety, consent, and autonomy, and tailored to the survivor's social and legal context. Different actors (e.g., platforms, institutions, community groups) have distinct responsibilities. Clarity of roles is essential for effective support and justice pathways.
2. Not all forms of TFGBV are covered by existing laws. In many jurisdictions, legal frameworks have significant gaps, meaning that emerging forms of abuse, such as deepfakes, doxxing, and non-consensual sexual imagery, may not be fully addressed. Even where certain harms fall under existing laws (e.g., harassment, threats), enforcement often remains weak due to limited technical capacity and frequent minimization of digital harms by authorities. In some cases, overly broad laws may even criminalize victims. For example, overly broad child pornography laws may be applied in ways that criminalize teenagers for taking personal nude images of themselves, even when the images are not exploitative or harmful.
3. Formal reporting pathways (e.g., hotlines) may be unsafe or unavailable in some countries (56). In criminalized settings, police or other state actors may even be perpetrators. Therefore, it is important to maintain connections with human rights organizations and legal support services to strategize responses.
4. Safety planning must address both digital and physical risks because TFGBV can escalate from online to offline harm. Evidence documentation, digital security, and reporting options should be guided by survivor consent.
5. Intersectionality shapes access to support. Overlapping identities influence risk exposure, barriers to help, and which forms of support survivors trust or choose.
6. Table 8 outlines possible actions to support LGBTQI+ youth experiencing TFGBV. These are not fixed steps, but prompts to guide reflection and decision-making.

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #9 – Structured pathways to safety, support, and justice

No	Domains	Actions
1	Immediate safety	<ul style="list-style-type: none"> <input type="checkbox"/> Ask if the survivor is currently safe. <input type="checkbox"/> Check for ongoing threats or presence of perpetrators. <input type="checkbox"/> Identify safe places and trusted contacts.
2	Emotional and trauma-informed support	<ul style="list-style-type: none"> <input type="checkbox"/> Respond with validation (“I believe you,” “It is not your fault”). <input type="checkbox"/> Let the survivor choose what to share, do not push for details. <input type="checkbox"/> Avoid blame, judgment, or interrogation.
3	Evidence preservation	<ul style="list-style-type: none"> <input type="checkbox"/> Support saving screenshots, links, timestamps, or any potential evidence. <input type="checkbox"/> Store evidence securely (password-protected folder or cloud). <input type="checkbox"/> Document offline threats if possible (e.g., photos, videos, witness information). <input type="checkbox"/> Encourage keeping a chronological narrative of what happened, including dates, times, and actions taken.
4	Digital security	<ul style="list-style-type: none"> <input type="checkbox"/> Review privacy settings on all platforms. <input type="checkbox"/> Enable two-factor authentication. <input type="checkbox"/> Update passwords and check for exposed personal info.
5	Media and platform reporting	<ul style="list-style-type: none"> <input type="checkbox"/> Identify where the harm occurred: social media platforms (e.g., TikTok, Facebook, Instagram), messaging applications (e.g., Telegram, WhatsApp), traditional media (e.g., tabloids, news sites). <input type="checkbox"/> Support reporting of abusive content or accounts and inappropriate media coverage. <input type="checkbox"/> Block or mute perpetrators when safe and possible to do so. <input type="checkbox"/> Assist with takedown requests, correction requests, or complaints to media councils or press bodies. <input type="checkbox"/> Appeal when content removal or corrections are denied.
6	Legal and institutional redress	<ul style="list-style-type: none"> <input type="checkbox"/> Explore trusted institutions in the country (e.g., cybercrime units, government institutions, legal aid, human rights bodies). <input type="checkbox"/> Offer potential options for redress, explain the pathways without pressure.
7	Community support	<ul style="list-style-type: none"> <input type="checkbox"/> Connect survivors to LGBTQI+ groups, youth networks, or trusted peers. <input type="checkbox"/> Explore community-led strategies to respond to TFGBV (e.g., coordinated reporting of harmful content, collective advocacy).

Module 2 – Understanding the impacts of TFGBV and pathways to justice for LGBTQI+ youth

Activity #9 – Structured pathways to safety, support, and justice

No	Domains	Actions
8	Health support	<ul style="list-style-type: none">□ Explore access to mental health counseling and crisis support.□ Understanding trauma responses (e.g., nightmares, flashbacks, panic attacks, hypervigilance, withdrawal, physical symptoms) and offer grounding strategies when appropriate.□ If physical health impacts are present, support referral to appropriate medical care.
9	Survivor-led choices	<ul style="list-style-type: none">□ Ensure all actions are based on the survivor’s preferences: “What would you like to do next?”□ Provide options rather than instructions.
10	Ongoing safety planning	<ul style="list-style-type: none">□ Develop a safety plan for home, school, work, and online environments.□ Offer follow-up with consent.

Module 3 – Responsible media and platform practices

Activity #10 – Responsible media practices: what to do versus what not to do

Objective:

- Help participants identify harmful versus ethical and responsible media reporting practices.
- Strengthen understanding of how media can reinforce or reduce TFGBV harms. Equip participants to critically assess reporting and advocate for safer narratives.

Estimated time: 75 minutes.

Offline equipment:

- Flipchart.
- Markers.
- Printed media coverage examples.
- Sticky notes or A4 worksheets to discuss and reflect on the questions: “What is harmful here?” and “What was done well?”

Online tools:

- Shared board (e.g., Miro).
- Breakout rooms.

Steps:

1. Divide participants into two groups and provide each group with one example of harmful media coverage. Ask participants to read the headline and excerpt carefully.

Media coverage 1: “Man in a Dress Found Dead in Budget Motel: A Shocking Lifestyle Gone Wrong!”

Excerpt:

Police discovered the body of a “transsexual escort” last night in a budget motel. Neighbors claimed the victim “often dressed provocatively” and brought “strange men” to the area, suggesting that “things like this were bound to happen.” Authorities believe the incident is linked to the victim’s “risky behavior.” Her real name was Marcus, though she often called herself “Kayla.”

Module 3 – Responsible media and platform practices

Activity #10 – Responsible media practices: what to do versus what not to do

Media coverage 2: “Police Bust Secret Gay Party: Dozens Arrested in a Shameful Event.”

Excerpt:

A late-night police raid resulted in the arrest of 27 men at a “private gay orgy” in a downtown apartment. Pictures and videos leaked online show several half-dressed men attempting to hide their faces as officers escorted them out. Police also seized items such as condoms, lubricants, and illegal substances. Neighbors claimed the apartment was a “hotspot for immoral activity,” and authorities stated that gatherings like this threaten “public morality.” Social media users mocked the men, circulating photos of their faces and speculating about their workplaces and families.

2. Within their groups, participants discuss the coverage, focusing on:
 - “What is harmful, unethical, or stigmatizing?”
 - “How the language and framing could cause further harm or escalate TFGBV?”
 - “Whose voices are centered or excluded?”
3. Give each group 15 minutes to revise the media coverage in a more responsible way. Groups are asked to produce only a revised headline and a short excerpt. Encourage participants to apply ethical reporting principles, such as respect for identity, privacy, accuracy, and harm minimization.
4. Each group presents their media coverage and their revised headline and excerpt to the plenary. Allow five minutes per group.
5. Participants then regroup in the plenary, and the facilitators lead a short debrief discussion guided by the key messages listed below. The facilitators may also present good-practice examples of how the media could have covered the cases.

Module 3 – Responsible media and platform practices

Activity #10 – Responsible media practices: what to do versus what not to do

Media coverage 1 (revised example): “Community Mourns Loss of Trans Woman, Advocates Call for Justice and Protection for Sex Workers”

Excerpt:

A trans woman known as Kayla, who worked in the local entertainment and service sector, was found lifeless in a motel last night. Advocacy groups are urging a thorough investigation and highlighting the disproportionate violence faced by transgender women and sex workers. Local LGBTQI+ organizations expressed grief and emphasized Kayla’s contributions to her community. They also called for respect for her identity and privacy as the case is ongoing.

Media coverage 2 (revised example): “Concerns Raised After Police Raid on Private Gathering: Advocates Highlight Rights Violations Against LGBTQ+ Individuals”

Excerpt:

A police operation at a private gathering resulted in the detention of several men last night. Human rights groups expressed concern over the safety and privacy of those detained, particularly in light of leaked images circulating online without consent. Advocates emphasized that such public exposure may jeopardize individuals’ family relationships, employment, and personal safety. They urged authorities to protect the rights and dignity of all those involved and to investigate how the footage was disseminated. Some experts also noted that confiscating condoms as evidence can undermine HIV prevention efforts by discouraging individuals, especially HIV key populations, from carrying or using condoms. Community organizations have called for clearer guidelines to prevent unlawful outing and to minimize harm to those affected.

Module 3 – Responsible media and platform practices

Activity #10 – Responsible media practices: what to do versus what not to do

Key messages:

- Media reporting can either protect or harm LGBTQI+ youth. Sensationalism, misgendering, and moralization of identities can escalate TFGBV and lead to offline violence.
- Journalists have an ethical responsibility to avoid victim-blaming narratives and instead focus on facts, context, and structural inequalities.
- Ethical and trauma-informed reporting requires accuracy, respect for privacy, and avoidance of stigmatizing language.
- Images and visuals require strict caution, ensuring that leaked or non-consensual footage is never used. Consent and confidentiality are central, as publishing detailed identities can create safety risks, family rejection, job loss, and further victimization.
- Reporting should be grounded in safeguarding principles, including minimizing harm, avoiding sensational framing, and consulting credible LGBTQI+ or human rights organizations when appropriate.
- Table 9 below provides a checklist for ethical and responsible media reporting as practical guidance.

Table 9. Example checklist for ethical and responsible media reporting.

No.	Principle	What ethical reporting should include
1	Respect for identity	<input type="checkbox"/> Use correct names and pronouns. <input type="checkbox"/> Avoid deadnaming or misgendering. <input type="checkbox"/> Use correct sexual orientation, gender identity and expression, and sex characteristics (SOGIESC) terminology (e.g., avoid using “transgender” as a noun).
2	Avoid sensationalism and slurs	<input type="checkbox"/> Use neutral, factual headlines. <input type="checkbox"/> Avoid stereotypes, sensational framing, and sexualized language. <input type="checkbox"/> Do not use LGBTQI+ slurs, derogatory labels, or mocking descriptions.
3	Protect privacy and safety	<input type="checkbox"/> Do not publish identifiable photos or details without consent. <input type="checkbox"/> Avoid exposing workplaces, home addresses, and family information.

Module 3 – Responsible media and platform practices

Activity #10 – Responsible media practices: what to do versus what not to do

No.	Principle	What ethical reporting should include
4	Trauma-informed reporting	<ul style="list-style-type: none"> <input type="checkbox"/> Avoid victim-blaming language (e.g., “risky lifestyle,” “bound to happen”). <input type="checkbox"/> Do not link unrelated behaviors (e.g., clothing, occupation) to blame the victim. <input type="checkbox"/> Provide helpline or support information when appropriate.
5	Accurate context	<ul style="list-style-type: none"> <input type="checkbox"/> Provide evidence-based information (e.g., violence patterns against LGBTQI+ youth, HIV prevention facts). <input type="checkbox"/> Avoid spreading misinformation. Focus reporting on accurate context.
6	Ethical use of images and media	<ul style="list-style-type: none"> <input type="checkbox"/> Avoid humiliating or voyeuristic images (e.g., half-dressed “gay party” detainees). <input type="checkbox"/> Do not amplify leaked or non-consensual images.
7	Responsible reporting on crimes, raids, and violence	<ul style="list-style-type: none"> <input type="checkbox"/> Highlight potential human rights violations (e.g., unlawful outing, privacy breaches). <input type="checkbox"/> Avoid framing LGBTQI+ gatherings or identities as immoral and illegal. <input type="checkbox"/> Do not imply that gender identity, sexual orientation, drug use, sex work, or HIV status automatically led to the harm.
8	Engage credible voices	<ul style="list-style-type: none"> <input type="checkbox"/> Include statements from experts, community advocates, or human rights groups. <input type="checkbox"/> Avoid relying solely on quotes from local authorities, police, neighbors, or conservative groups that reinforce stigma.
9	Focus on dignity, not scandal	<ul style="list-style-type: none"> <input type="checkbox"/> Center the person’s humanity, contributions, and community ties. <input type="checkbox"/> Highlight the need for justice, safety, and systemic change, acknowledge structural factors (e.g., violence and criminalization), and avoid generalizing or stigmatizing entire populations.

Module 3 – Responsible media and platform practices

Activity #11 – Innovation pitch: designing a safe digital platform

Objective:

- Enable participants to design digital media platforms that protect LGBTQI+ youth.
- Strengthen understanding of how platform features can amplify or reduce digital harm.
- Encourage participants to apply safety-by-design principles to promote trust in digital platforms.

Estimated time: 75 minutes.

Offline equipment:

- Flipchart.
- Markers.
- Sticky notes.
- Timer.

Digital tools:

- Shared whiteboard (e.g., Miro).
- Breakout rooms.
- Simple online timer.

Steps:

1. Facilitators divide participants into three groups and ask them to imagine themselves as a technology company designing a digital platform that is safe and inclusive for all, including LGBTQI+ youth.
2. Each group receives one platform type to design: a social media platform, a dating application, or a messaging platform.
3. Participants will be given 15 minutes to create their innovation pitch. Facilitators ask participants to reflect on three guiding questions:

Guiding questions

1. How can this platform prevent harm? What features should be included to protect users' safety, privacy, consent, and control while they are using the platform?
2. If a young LGBTQI+ user experiences harm, how will the platform respond, support them, and ensure their safety?

Module 3 – Responsible media and platform practices

Activity #11 – Innovation pitch: designing a safe digital platform

4. Each group is given 10 minutes to deliver their pitch describing the ideal criteria for their platform, followed by feedback from the other groups.
5. After all groups have presented and received feedback, facilitators bring everyone together to debrief and discuss the components listed in the key messages below.

Key messages:

- The design and implementation of digital platforms cannot ignore the sociostructural inequities experienced by their users. Without attention to proper design principles, digital platforms risk widening the inequities that already affect LGBTQI+ youth.
- Safety by design principles should be embedded and emphasized across three areas to promote trust toward digital platforms (see Figure 4).

Safety by design principles

1. Service provider responsibilities: platforms proactively prevent harm through clear policies, moderation systems, risk assessments, reporting pathways, and accountable teams.
2. User empowerment and autonomy: platforms provide simple safety tools, strong default settings, clear consequences for violations, feedback loops, and inclusive design.
3. Transparency and accountability: platforms openly communicate safety practices, publish harm and enforcement data, and engage users and experts in ongoing improvements.

Figure 4. Safety by design principles.

Module 3 – Responsible media and platform practices

Activity #11 – Innovation pitch: designing a safe digital platform

- Community involvement is crucial when designing a platform, including having advisory boards or community representatives where possible.
- Table 10 provides examples of how the guiding questions apply to each platform type. It is important to remember that within our digitalized world, everything is interconnected between the individual offline self, with social media platforms, dating apps, messaging apps, and the wider media.

Table 10. Example of safety by design features and response pathways across digital platforms.

Domain	Social media platforms	Dating applications	Messaging applications
How can this platform prevent harm? What features should be included to protect users' safety, privacy, consent, and control while they are using the platform?	<ul style="list-style-type: none"> • Risks of harassment, outing, hate speech, doxxing, and non-consensual sharing. • Prevention: strong moderation features, filtering tools, warnings, and flexible visibility settings. • Unique safety features: anonymity and privacy options, consent-based tagging or sharing. 	<ul style="list-style-type: none"> • Risks of catfishing, impersonation, outing, and sexual extortion. • Prevention: safe verification, controlled profile visibility, reduced precise location sharing. • Unique safety features: consent-first messaging with AI warnings for explicit images and quick block/report options. 	<ul style="list-style-type: none"> • Risks of private threats, coercion, and image-based abuse. • Prevention: controls on who can message and group-add permissions. • Unique safety features: end-to-end encryption, disappearing messages, metadata protection, and consent-based sharing.
If a young LGBTQI+ user experiences harm, how will the platform respond, support them, and ensure their safety?	<ul style="list-style-type: none"> • Simple, rapid reporting tools, clear pathways for removing harmful content, transparent moderation process, linkage to community support. • Mechanisms to detect nuanced TFGBV (e.g., framed as "facts," or "scientific claims"). 	<ul style="list-style-type: none"> • Response pathways tailored to TFGBV common in dating apps (e.g., sextortion, threats, stalking, blackmailing). • Provide quick profile removal, unmatch or block features, and community support. 	<ul style="list-style-type: none"> • Fast reporting mechanisms, conversation history control, and reliable blocking and reporting tools. • Must ensure users can securely retrieve evidence for legal cases.

Module 4 – Pathways to empowerment and advocacy strategies

Activity #12 – Designing empowerment and advocacy strategies across levels

Objective:

- Help participants identify appropriate empowerment and advocacy strategies at the micro, meso, and macro levels for their contexts.
- Strengthen understanding of shared roles and responsibilities in tackling TFGBV.

Estimated time: 90 minutes.

Offline equipment:

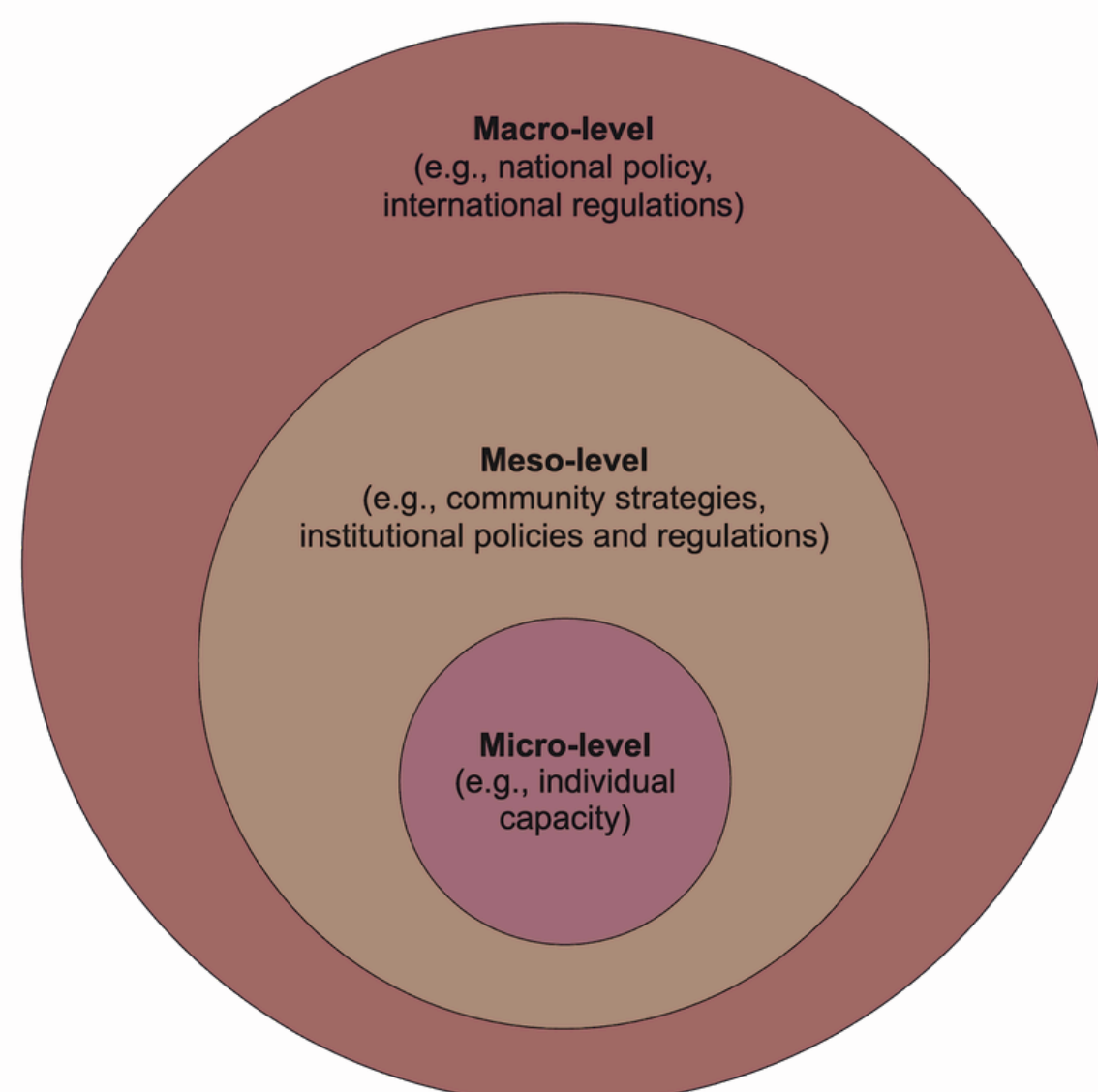
- Flipchart, with micro, meso, macro level circles are drawn.
- Markers.
- Sticky notes.

Digital tools:

- Shared whiteboard (e.g., Miro).
- Breakout rooms.

Steps:

1. Divide participants into two groups: Group 1 as LGBTQI+ youth, and Group 2 as media professionals. These roles can be based on the actual sociodemographic makeup of participants or imagined.
2. Facilitators ask participants to analyze: “What can we do at the micro, meso, and macro levels to address TFGBV?”
3. Encourage participants to focus on designing both empowerment and advocacy strategies across these three levels, as illustrated below:



Module 4 – Pathways to empowerment and advocacy strategies

Activity #12 – Designing empowerment and advocacy strategies across levels

4. Each group creates a three-level action map (15 minutes), followed by a 10-minute presentation from each group. After both groups have presented, ask participants to reflect on the shared roles and responsibilities across groups and levels in tackling TFGBV.
5. Facilitators then debrief the session using the key messages listed below.

Key messages:

- Empowerment and advocacy principles are interconnected. Strategies can be implemented across different levels (i.e., micro, meso, and macro), and they should remain context-specific and grounded in community needs.
- Different groups hold different roles and power. LGBTQI+ youth and media professionals contribute in distinct but complementary ways (see Table 11).
- Multi-stakeholder collaborations strengthen impact. In the past, there have been some efforts to bring together media professionals, institutions, and communities to create collaborative commitments centered on the voices of marginalized groups. For example, in 2021 the World Wide Web Foundation hosted the Tech Policy Design Lab, which convened global civil society stakeholders, researchers, and government representatives alongside major tech companies such as Facebook (now Meta), Google, TikTok, and Twitter (now X). However, progresses are increasingly being questioned, especially considering the rising anti-gender and anti-rights movements globally. The resurgence of political actors may contribute to harmful impact on wellbeing and livelihood of LGBTQI+ youth.

Module 4 – Pathways to empowerment and advocacy strategies

Activity #12 – Designing empowerment and advocacy strategies across levels

Table 11. Examples of empowerment and advocacy strategies for LGBTQI+ youth and media professionals.

Level	LGBTQI+ youth	Media professionals
Micro-level (individual capacity, skills, agency)	<ul style="list-style-type: none"> • Build digital literacy, skills, and informed practices (e.g., controlling visibility, reporting harms). • Strengthen capacities to document incidents safely and seek help. • Engage with community and peer support. • Increase awareness of LGBTQI+ rights and TFGBV risks. 	<ul style="list-style-type: none"> • Strengthen gender-sensitive and trauma-informed reporting skills, including the capacity to recognize harm. • Uphold accountability and ethical media practices (e.g., avoid sensationalism, outing). • Improve ethical decision-making related to anonymity, confidentiality, and minimizing harm in all media content.
Meso-level (community, networks, institutions)	<ul style="list-style-type: none"> • Partner with local communities to create community-led reporting and referral pathways. • Strengthen safe spaces and peer networks that amplify queer voices. • Co-create advocacy campaigns on digital safety, consent, and stigma reduction (e.g., with feminist and LGBTQI+ communities, media institutions). 	<ul style="list-style-type: none"> • Advocate within media professions and institutions for inclusive policies, guidance, and practices across traditional media (e.g., news) and modern media (e.g., social media). • Build partnerships with LGBTQI+ communities to ensure meaningful representation. • Conduct routine sensitivity training with other media professionals.
Macro-level (policies, systems, platforms, legal protections)	<ul style="list-style-type: none"> • Advocate for anti-discrimination laws, online harm legislation, and youth-centered digital safety and accountability frameworks. • Join national or global networks pushing for safer platforms (e.g., anti-outing safeguards, anti-mass-reporting tools). • Engage in consultations with regulators, media institutions, technology companies, and human rights bodies. 	<ul style="list-style-type: none"> • Advocate for national standards on ethical SOGIESC reporting and protection from TFGBV. • Promote regulatory reforms addressing TFGBV by working with regulators, media institutions, technology companies, and human rights bodies. • Contribute to wider public awareness campaigns that reshape harmful norms and reduce stigma.

Module 4 – Pathways to empowerment and advocacy strategies

Activity #13 – Closing and collective commitments

Objective:

- Encourage participants to reflect on what they learned about TFGBV from Module 1–4.
- Support participants to articulate practical, realistic personal and collective actions they can take to address TFGBV in their own contexts.

Estimated time: 30 minutes.

Offline equipment:

- A small soft ball or doll to serve as the “Commitment Ball.”
- Flipchart.
- Markers.
- Sticky notes.

Digital tools:

- Shared board (e.g., Miro).
- Chat box.
- Reaction or symbol features.

Steps:

1. Facilitator invites participants to reflect silently on one insight they gained about TFGBV and one thing they can do to address TFGBV.
2. Give participants three minutes to write their reflections on a sticky note and put them on the flipcharts. If online, participants can type into a shared board.
3. Invite participants to stand in a large circle. The facilitators hold the Commitment Ball and gently throw it to participants. When a participant receives the Commitment Ball, invite them to share one thing they learned and one action they want to take after the training to help address TFGBV in their context.
4. The facilitators synthesize and reflect back key themes, highlighting the diversity of actions participants identified, from individual practice changes to collective advocacy (e.g., social media-based awareness, ethical media work), and close the session by reaffirming that meaningful change can occur at multiple levels.

Key messages:

- Change can happen at individual, community, and systems levels. Commitments should be realistic, safe, and locally relevant.
- Solidarity and sustained networks help maintain momentum beyond project cycles.
- Participants leave with shared responsibility for safer digital and media environments.

References

1. Sexual Violence Research Initiative, United Nations Entity for Gender Equality and the Empowerment of Women, Association for Progressive Communications, Global Partnership for Action on Gender-Based Online Harassment and Abuse. Technology-facilitated gender-based violence: developing a shared research agenda [Internet]. Sexual Violence Research Initiative (SVRI), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), Association for Progressive Communications, & Global Partnership for Action on Gender-Based Online Harassment and Abuse; 2024. Available from: <https://www.unwomen.org/sites/default/files/2024-09/technology-facilitated-gender-based-violence-shared-research-agenda-en.pdf>
2. Bansal V, Rezwan M, Iyer M, Leasure E, Roth C, Pal P, et al. A scoping review of technology-facilitated gender-based violence in low- and middle-income countries across Asia. *Trauma, Violence, & Abuse* [Internet]. 2024 Jan 1 [cited 2025 Sept 3];25(1):463–75. Available from: <https://doi.org/10.1177/15248380231154614>
3. Berger MN, Taba M, Marino JL, Lim MSC, Skinner SR. Social media use and health and well-being of lesbian, gay, bisexual, transgender, and queer youth: systematic review. *J Med Internet Res* [Internet]. 2022 Sept 21 [cited 2025 Sept 4];24(9):e38449. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9536523/>
4. Fisher CB, Tao X, Ford M. Social media: a double-edged sword for LGBTQ+ youth. *Computers in Human Behavior* [Internet]. 2024 July 1 [cited 2025 Sept 4];156:108194. Available from: <https://www.sciencedirect.com/science/article/pii/S0747563224000621>
5. Abreu RL, Kenny MC. Cyberbullying and LGBTQ youth: a systematic literature review and recommendations for prevention and intervention. *J Child Adolesc Trauma* [Internet]. 2017 July 24 [cited 2025 Sept 4];11(1):81–97. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7163911/>
6. Anderson B. Doxxing to destroy: the convergence of transphobic hate speech and non-consensual disclosure on X. *Crime, Media, Culture* [Internet]. 2025 June 19 [cited 2025 Sept 4];17416590251345736. Available from: <https://doi.org/10.1177/17416590251345736>
7. Hatzenbuehler ML, Lattanner MR, McKetta S, Pachankis JE. Structural stigma and LGBTQ+ health: A narrative review of quantitative studies. *The Lancet Public Health* [Internet]. 2024 Feb 1 [cited 2024 Apr 20];9(2):e109–27. Available from: [https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667\(23\)00312-2/fulltext](https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667(23)00312-2/fulltext)
8. Plan International. Free to be online? Girls' and young women's experiences of online harassment [Internet]. Woking, UK: Plan International; 2023. Available from: <https://plan-international.org/uploads/2023/06/SOTWGR2020-CommsReport-edition2023-EN.pdf>
9. The Economist Intelligence Unit. Jigsaw Infographic. 2021 [cited 2025 Sept 4]. Measuring the prevalence of online violence against women. Available from: <https://onlineviolencewomen.eiu.com/>
10. Bergman S, Kirwan J, Vaughan C. Understanding technology-facilitated gender-based violence in Asia: a qualitative study [Internet]. Bangkok, Thailand: United Nations Population Fund, Asia and the Pacific Regional Office (UNFPA APRO); 2024 Oct [cited 2025 Sept 4]. Available from: <https://asiapacific.unfpa.org/en/publications/understanding-technology-facilitated-gender-based-violence-asia-qualitative-study>
11. United Nations Entity for Gender Equality and the Empowerment of Women. Toolkit: youth guide to end online gender-based violence [Internet]. United Nations Entity for Gender Equality and the Empowerment of Women (UN Women); 2024 [cited 2025 Sept 4]. Available from: https://asiapacific.unwomen.org/sites/default/files/2024-05/ap-c876-toolkit_second-edition_v3-2024-s01.pdf
12. Amadori A, Brighi A. Technology-facilitated sexual violence among sexual and gender minority youth: the moderating role of digital resilience. *Computers in Human Behavior* [Internet]. 2025 May 1 [cited 2025 Sept 3];166:108576. Available from: <https://www.sciencedirect.com/science/article/pii/S0747563225000238>
13. Theofilopoulos T. Training manual for media professionals on reporting and referring to LGBT issues [Internet]. Colour Youth Athens LGBTQ Youth Community & KMOP – Social Action and Innovation Center; 2019. Available from: https://www.ethos-project.eu/wp-content/uploads/2019/11/ethos_training_manual_EN_ISBN-1.pdf
14. Ravaghi H, Guisset AL, Elfeky S, Nasir N, Khani S, Ahmadnezhad E, et al. A scoping review of community health needs and assets assessment: concepts, rationale, tools and uses. *BMC Health Serv Res*. 2023 Jan 17;23(1):44.
15. McEvoy P, Brady M, Munck R. Capacity development through international projects: a complex adaptive systems perspective. *International Journal of Managing Projects in Business* [Internet]. 2016 June 6 [cited 2025 Dec 13];9(3):528–45. Available from: <http://www.emerald.com/ijmpb/article/9/3/528-545/138302>
16. Ahmad M, Wilkins S. Purposive sampling in qualitative research: a framework for the entire journey. *Quality & Quantity: International Journal of Methodology* [Internet]. 2025 [cited 2025 Dec 12];59(2):1461–79. Available from: https://ideas.repec.org/a/spr/qualqt/v59y2025i2d10.1007_s11135-024-02022-5.html
17. Tenny S, Brannan JM, Brannan GD. Qualitative study. In: *StatPearls* [Internet]. Treasure Island, Florida, USA: StatPearls Publishing; 2022 [cited 2025 Dec 12]. Available from: <http://www.ncbi.nlm.nih.gov/books/NBK470395/>
18. Fredkove W, Mann E, Abudiab S, De Acosta D, Garcia Y, Hoffman SJ, et al. Utilizing rapid qualitative assessment and thematic analysis methods to identify and share promising case investigation and contact tracing practices with people in refugee, immigrant, and migrant communities during COVID-19. *Front Public Health* [Internet]. 2024 July 3 [cited 2025 Dec 7];12. Available from: <https://www.frontiersin.org/journals/public-health/articles/10.3389/fpubh.2024.1359145/full>
19. Hamilton AB, Finley EP. Qualitative methods in implementation research: an introduction. *Psychiatry Res* [Internet]. 2019 Oct [cited 2025 Sept 24];280:112516. Available from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC7023962/>
20. Schmitz RM, Tabler J, Charak R, Gomez G, Cole RE, Schmitz JJ. Navigating digital geographies and trauma contexts: conceptions of online communities and experiences among LGBTQ+ people during COVID-19. *Int J Environ Res Public Health* [Internet]. 2025 Mar 17 [cited 2025 Dec 14];22(3):443. Available from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC11942405/>
21. Mitchell M, O'Neill T, Redd C. Queering crime reporting: representing anti-queer violence in LGBTQ news media. *Br J Criminol* [Internet]. 2025 July 1 [cited 2025 Dec 14];65(4):898–916. Available from: <https://doi.org/10.1093/bjc/azae078>

References

22. Olson L, Fischer RAL, Humbert TP, Kunneman F, Guzmán E. Whose voices are heard? Gender disparities in platform-facilitated discrimination and content moderation. *Information and Software Technology* [Internet]. 2025 Dec 1 [cited 2025 Dec 14];188:107899. Available from: <https://www.sciencedirect.com/science/article/pii/S0950584925002381>
23. Rahman M. What makes LGBT sexualities political? Understanding oppression in sociological, historical, and cultural context. In: Bosia MJ, McEvoy SM, Rahman M, editors. *The Oxford Handbook of Global LGBT and Sexual Diversity Politics* [Internet]. Oxford University Press; 2020 [cited 2025 Dec 14]. p. 0. Available from: <https://doi.org/10.1093/oxfordhb/9780190673741.013.2>
24. Public Media Alliance, United Nations Educational, Scientific and Cultural Organization. *Media situation report: gender-sensitive reporting in Southeast Asia* [Internet]. Norwich, England: Public Media Alliance (PMA) & United Nations Educational, Scientific and Cultural Organization (UNESCO); 2023 Dec. Available from: <https://www.publicmediaalliance.org/wp-content/uploads/2024/01/16-Jan-edit-UNESCO-IPDC-Bangkok-2023-Gender-research-report.pdf>
25. Williams B, Stephenson E, Mikołajczak G, Hayes J. Out online: an analysis of tweets posted to LGBTQIA + Australian politicians during the 2022 federal election. *Australian Journal of Political Science* [Internet]. 2025 Oct 27 [cited 2025 Dec 14];0(0):1–18. Available from: <https://doi.org/10.1080/10361146.2025.2574028>
26. Sinpeng A, Martin F, Gelber K, Shields K. *Facebook: regulating hate speech in the Asia Pacific* [Internet]. Sydney, Australia: University of Sydney & University of Queensland; 2021 July. Available from: https://ses.library.usyd.edu.au/bitstream/handle/2123/25116.3/Facebook_hate_speech_Asia_report_final_5July2021.pdf?sequence=3&isAllowed=y
27. Tsao SF, Chen H, Tisseverasinghe T, Yang Y, Li L, Butt ZA. What social media told us in the time of COVID-19: a scoping review. *The Lancet Digital Health* [Internet]. 2021 Mar 1 [cited 2025 Dec 14];3(3):e175–94. Available from: <https://www.thelancet.com/journals/landig/article/PIIS2589-75002030315-0/fulltext>
28. Asian American Journalists Association. *Stylebook for gender-sensitive reporting* [Internet]. Asian American Journalists Association (AAJA); 2024. Available from: https://anda-ajaa.com/wp-content/uploads/2024/09/AAJA_GSR-Stylebook_EN.pdf
29. GLAAD. *Social Media Safety Index (SMSI) 2024* [Internet]. California, USA: Gay & Lesbian Alliance Against Defamation (GLAAD); 2024 [cited 2025 Dec 14]. Available from: https://assets.glaad.org/m/4a1d7323a720f2b9/original/2024-Social-Media-Safety-Index.pdf?_gl=1*16378v2*_gcl_au*OTIxOTY5ODIwLjE3NjU2NzYxMjA.*_ga*MTQ3MzkwNzI0NS4xNzY1Njc2MTIw*_ga_H1BN7R59Z7*czE3NjU2ODE4OTYkbzlkZzEkdDE3NjU2ODI3NTckajU0JGwwJGgw
30. United Nations. *UN Plan of Action on the Safety of Journalists and the Issue of Impunity* [Internet]. United Nations (UN); 2012 [cited 2025 Dec 13]. Available from: <https://www.ohchr.org/en/safety-of-journalists/un-plan-action-safety-journalists-and-issue-impunity>
31. Whong C. Cultural diversity in media: promoting inclusivity and representation. *Global Media Journal* [Internet]. 2024 June 30 [cited 2025 Dec 13];22(69). Available from: <https://www.globalmediajournal.com/open-access/cultural-diversity-in-media-promoting-inclusivity-and-representation.php?aid=94591>
32. Media, Entertainment & Arts Alliance. *MEAA guidelines for reporting on LGBTQIA+ issues* [Internet]. Media, Entertainment & Arts Alliance (MEAA); 2021 [cited 2025 Dec 13]. Available from: <https://www.meaa.org/meaa-media/code-of-ethics/lgbtqia-guidelines/>
33. Global Philanthropy Project. *Meet the moment: a call for progressive philanthropic response to the anti-gender movement* [Internet]. Global Philanthropy Project (GPP); 2020. Available from: <https://globalphilanthropyproject.org/wp-content/uploads/2021/02/Meet-the-Moment-2020-English.pdf>
34. McEwen H, Narayanaswamy L. The international anti-gender movement: understanding the rise of anti-gender discourses in the context of development, human rights and social protection [Internet]. United Nations Research Institute for Social Development (UNRISD); 2023. Available from: <https://cdn.unrisd.org/assets/library/papers/pdf-files/2023/wp-2023-4-anti-gender-movement.pdf>
35. The Global Fund. *Community, rights and gender annual report: 50th board meeting* [Internet]. The Global Fund; 2023. Available from: https://archive.theglobalfund.org/media/13534/archive_bm50-10-annual-crg_report_en.pdf
36. O'Mullan C, Sinai S, Kaphle S. A scoping review on the nature and impact of gender based violence on women primary producers. *BMC Women's Health* [Internet]. 2024 July 9 [cited 2025 Dec 16];24(1):395. Available from: <https://doi.org/10.1186/s12905-024-03228-3>
37. Mannell J, Lowe H, Brown L, Mukerji R, Devakumar D, Gram L, et al. Risk factors for violence against women in high-prevalence settings: a mixed-methods systematic review and meta-synthesis. *BMJ Glob Health* [Internet]. 2022 Mar 16 [cited 2025 Dec 16];7(3):e007704. Available from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC8928330/>
38. United Nations Entity for Gender Equality and the Empowerment of Women, World Health Organization. *RESPECT women: preventing violence against women, 2nd edition* [Internet]. United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) & World Health Organization (WHO); 2025 [cited 2025 Dec 16]. Available from: <https://www.who.int/publications/i/item/9789240117020>
39. Sarac E, Odabas D. Gender-based economic violence and the exploitation of women: a deep dive. *World J Psychiatry* [Internet]. 2025 Mar 19 [cited 2025 Dec 16];15(3):103725. Available from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC11886345/>
40. University of Melbourne, United Nations Population Fund. *Measuring technology-facilitated gender-based violence: a discussion paper* [Internet]. University of Melbourne & United Nations Population Fund (UNFPA); 2023 [cited 2025 Dec 10]. Available from: <https://www.unfpa.org/publications/measuring-technology-facilitated-gender-based-violence-discussion-paper>
41. eSafety Commissioner. *Key topics* [Internet]. 2025 [cited 2025 Dec 9]. Available from: <https://www.esafety.gov.au/key-topics>
42. United Nations Population Fund. *16 days of activism against gender-based violence: digital violence terms* [Internet]. 2025 [cited 2025 Dec 9]. Available from: <https://www.unfpa.org/thevirtualisreal-background>
43. Crenshaw K. Demarginalizing the intersection of race and sex: a Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *U Chi Legal F* [Internet]. 1989 Jan 1;1989:139. Available from: https://scholarship.law.columbia.edu/faculty_scholarship/3007

References

44. United Nations Partnership on the Rights of Persons with Disabilities, United Nations Entity for Gender Equality and the Empowerment of Women. Intersectionality resource guide and toolkit: an intersectional approach to leave no one behind [Internet]. United Nations Entity for Gender Equality and the Empowerment of Women (UN Women); 2021. Available from: <https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf>
45. United Nations Network on Racial Discrimination and Protection of Minorities. Guidance note on intersectionality, racial discrimination and protection of minorities [Internet]. United Nations Network on Racial Discrimination and Protection of Minorities; 2022. Available from: <https://www.ohchr.org/sites/default/files/documents/issues/minorities/30th-anniversary/2022-09-22/GuidanceNoteonIntersectionality.pdf>
46. United Nations Children’s Fund, United Nations Population Fund, Save the Children. Technology-facilitated genderbased violence: considerations across the life course [Internet]. United Nations Children’s Fund (UNICEF), United Nations Population Fund (UNFPA), & Save the Children; 2025. Available from: https://www.unicef.org/media/176181/file/TFGBV%20across%20the%20life%20course_FINAL.pdf.pdf
47. Koch L, Russo Riva MP, Steinert JI. Technology-facilitated gender-based violence against politically active women: a systematic review of psychological and political consequences and women’s coping behaviors. *Trauma, Violence, & Abuse* [Internet]. 2025 June 27 [cited 2025 Dec 10];15248380251343185. Available from: <https://doi.org/10.1177/15248380251343185>
48. Dunn S. Technology-facilitated gender-based violence: an overview [Internet]. Rochester, NY: Social Science Research Network; 2020 [cited 2025 Dec 10]. Available from: <https://papers.ssrn.com/abstract=3772042>
49. Patel P, Francis Xavier A, Longchar S, Shrestha S. The influence of socioeconomic and cultural factors on emotional violence in gender-based abuse. *Global Public Health* [Internet]. 2025 July 9 [cited 2025 Dec 10];20(1):2514522. Available from: <https://doi.org/10.1080/17441692.2025.2514522>
50. Hameed S, Tyabashe-Phume B, Tunggal E, Hunt X, Ned L, Soldatić K. Technology-facilitated gender-based violence against women with disabilities in low- and middle-income countries: a scoping review protocol. *BMJ Open* [Internet]. 2025 Mar 25 [cited 2025 Dec 10];15(3):e093988. Available from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC11938253/>
51. Reyat HP, Dissanayake N, Gunarathna H, Soysa D, Fernando MS, Senarathna L. Association between individual-level socioeconomic factors and intimate partner violence victimisation in women: a systematic review protocol. *BMJ Open* [Internet]. 2024 Mar 18 [cited 2025 Dec 10];14(3):e080117. Available from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC10952995/>
52. Davidson CA, Mantler T, Jackson KT. Gender-based violence and 2SLGBTQI+ groups. *Societies* [Internet]. 2024 Nov [cited 2025 Dec 10];14(11):242. Available from: <https://www.mdpi.com/2075-4698/14/11/242>
53. United Nations Population Fund. An infographic guide to technology facilitated gender-based violence [Internet]. United Nations Population Fund (UNFPA); 2024. Available from: <https://www.unfpa.org/sites/default/files/pub-pdf/An%20Infographic%20Guide%20to%20An%20Infographic%20Guide%20to%20TFGBV.pdf>
54. Partners in Health. Psychological first aid: sample package of psychological first aid (PFA) training materials [Internet]. Partners in Health (PIH); 2021. Available from: <https://www.pih.org/sites/default/files/lc/MH%20Resource%20Library/PFASampleTrainingMaterials.pdf>
55. Dunn S. Addressing gaps and limitations in legal frameworks and law enforcement on technology-facilitated gender-based violence [Internet]. Rochester, NY: Social Science Research Network; 2023 [cited 2025 Dec 11]. Available from: <https://papers.ssrn.com/abstract=4852083>
56. United Nations Population Fund (UNFPA), Asia & the Pacific Regional Office. Guidelines for establishing hotlines to support survivors of gender-based violence [Internet]. United Nations Population Fund (UNFPA); 2021. Available from: https://asiapacific.unfpa.org/sites/default/files/pub-pdf/211202_unfpa_gbv_hotline_guide_report.pdf
57. Winkler MM, Bantekas I. The criminalization of sexual minorities in international human rights law: an appraisal. *Human Rights Law Review* [Internet]. 2025 June 1 [cited 2025 Dec 18];25(2):ngaf017. Available from: <https://doi.org/10.1093/hrlr/ngaf017>
58. Thajib F. Discordant emotions: the affective dynamics of anti-LGBT campaigns in Indonesia. *Indonesia and the Malay World* [Internet]. 2022 Jan 2 [cited 2024 Mar 9];50(146). Available from: <https://doi.org/10.1080/13639811.2022.2005312>
59. Kavanagh MM, Srivatsan V, Anam FR, Bok L, Abinader LG, Sharma A, et al. Global legal environment for LGBTQ+ sexuality and public health. *J Law Med Ethics* [Internet]. 2025 [cited 2025 Nov 20];53(1):115–33. Available from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC12174810/>
60. eSafety Commissioner. Online safety checklist [Internet]. eSafety Commissioner; 2025 [cited 2025 Dec 16]. Available from: <https://www.esafety.gov.au/sites/default/files/2025-04/Online-safety-checklist.pdf?v=1765896617252>
61. Armstrong EA, Gleckman-Krut M, Johnson L. Silence, power, and inequality: an intersectional approach to sexual violence. *Annual Review of Sociology* [Internet]. 2018 [cited 2023 Nov 19];44(1):99–122. Available from: <https://doi.org/10.1146/annurev-soc-073117-041410>
62. United Nations Entity for Gender Equality and the Empowerment of Women, United Nations Population Fund, United Nations Children’s Fund. Responsible representation and reporting of violence against women and violence against children guidelines for media professionals [Internet]. United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), United Nations Population Fund (UNFPA), United Nations Children’s Fund (UNICEF); 2020. Available from: <https://www.unicef.org/rosa/media/12401/file/Guidelines%20for%20Media%20Professionals.pdf>
63. Australian Press Council. Reporting on persons with diverse sexual orientation, gender identity, and sex characteristics [Internet]. Australian Press Council (APC); 2023. Available from: <https://presscouncil.org.au/wp-content/uploads/2023/02/Advisory-Guideline-Reporting-on-persons-with-diverse...Feb-2023-updated.pdf>

References

64. Aliansi Jurnalis Independen. Panduan jurnalisisme untuk melawan ujaran kebencian terhadap kelompok minoritas gender dan seksual [Journalistic guidelines for countering hate speech against gender and sexual minorities] [Internet]. Aliansi Jurnalis Independen (AJI) [Alliance of Independent Journalists]; 2024. Available from: <https://aji.or.id/system/files/2024-08/panduan-jurnalisisme-untuk-melawan-ujaran-kebencian-terhadap-kelompok-minoritas-gender-dan-seksual.pdf>
65. eSafety Commissioner. Placing user safety at the forefront of online service design [Internet]. eSafety Commissioner; 2019. Available from: <https://www.esafety.gov.au/sites/default/files/2019-10/SBD%20-%20%20Principles.pdf?v=1765427553281>
66. United Nations Educational, Scientific and Cultural Organization. Guidelines for the governance of digital platforms [Internet]. United Nations Educational, Scientific and Cultural Organization (UNESCO); 2023 [cited 2025 Dec 17]. Available from: <https://unesdoc.unesco.org/ark:/48223/pf0000387339>
67. Kim KK, Backonja U. Digital health equity frameworks and key concepts: a scoping review. *J Am Med Inform Assoc* [Internet]. 2025 May 1 [cited 2025 Dec 17];32(5):932–44. Available from: <https://doi.org/10.1093/jamia/ocaf017>
68. Organisation for Economic Co-operation and Development, Public Governance Directorate. Mapping policy responses to technology-facilitated gender-based violence in the G7 countries [Internet]. Organisation for Economic Co-operation and Development (OECD); 2025. Available from: https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/06/mapping-policy-responses-to-technology-facilitated-gender-based-violence-in-the-g7-countries_918110d5/b0887189-en.pdf
69. United Nations Population Fund, eSafety Commissioner. A framework for TFGBV programming [Internet]. United Nations Population Fund (UNFPA) & eSafety Commissioner; 2024. Available from: <https://www.unfpa.org/sites/default/files/pub-pdf/A%20Framework%20for%20TFGBV%20Programming.pdf>
70. eSafety Commissioner. Technology, gendered violence and safety by design: an industry guide for addressing technology-facilitated gender-based violence through safety by design [Internet]. eSafety Commissioner; 2024. Available from: <https://www.esafety.gov.au/sites/default/files/2024-09/SafetyByDesign-technology-facilitated-gender-based-violence-industry-guide.pdf>
71. eSafety Commissioner. Safety by design [Internet]. 2025 [cited 2025 Dec 17]. Available from: <https://www.esafety.gov.au/industry/safety-by-design>
72. Price SF, Puckett JA, Mocarski R. The impact of the 2016 presidential elections on transgender and gender diverse people. *Sex Res Social Policy* [Internet]. 2021 Dec [cited 2025 Dec 17];18(4):1094–103. Available from: <https://pmc.ncbi.nlm.nih.gov/articles/PMC8673739/>
73. Kuroki M. The rise in extreme mental distress among LGBT people during Trump’s rise and presidency. *Economics & Human Biology* [Internet]. 2021 Dec 1 [cited 2025 Dec 17];43:101034. Available from: <https://www.sciencedirect.com/science/article/pii/S1570677X21000587>
74. Greer SL, Jarman H, Kulikoff R, Yaver M. Trump’s second presidency begins: evaluating effects on the US health system. *The Lancet Regional Health – Americas* [Internet]. 2025 Aug 1 [cited 2025 Dec 17];48. Available from: [https://www.thelancet.com/journals/lanam/article/PIIS2667-193X\(25\)00183-8/fulltext](https://www.thelancet.com/journals/lanam/article/PIIS2667-193X(25)00183-8/fulltext)

Annex I

Proposed Training Schedule

Day 1

Time	Activity details
09:00–09:15	Activity 1 – Welcome and introductions
09:15–09:30	Activity 2 – Setting goals and expectations
09:30–09:45	Activity 3 – Establishing ground rules
09:45–10:45	Activity 4 – Understanding gender-based violence: the iceberg of GBV
10:45–11:00	Snack break 1
11:00–11:45	Activity 5 – TFGBV or not? Identification game
11:45–12:45	Activity 6 – Recognizing intersectionality in the context of TFGBV
12:45–13:45	Lunch break
13:45–14:45	Activity 7 – Mapping the impacts of TFGBV on LGBTQI+ youth
14:45–15:15	Activity 8 – Grounding activity and short introduction to psychological first aid (PFA)
15:15–15:30	Snack break 2
15:30–16:45	Activity 9 – Structured pathways to safety, support, and justice
16:45–17:00	Day 1 closing

Day 2

Time	Activity details
09:00–09:15	Day 2 welcome and recap (key reflections from Day 1, check-in, reminders on ground)
09:15–10:30	Activity 10 – Responsible media practices: what to do versus what not to do
10:30–10:45	Snack break 1
10:45–12:00	Activity 11 – Innovation pitch: designing a safe digital platform
12:00–13:00	Lunch break
13:00–14:30	Activity 12 – Designing empowerment and advocacy strategies across levels
14:30–14:45	Snack break 2
14:45–15:15	Activity 13 – Closing: translating learning into collective commitments
15:15–15:30	Day 2 closing remarks and feedback

Annex II

Example of participant evaluation questions

Evaluation statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The training content was respectful and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt safe participating in this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I knew how to access support if I felt distressed during the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify different forms of technology-facilitated gender-based violence (TFGBV).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how intersectional identities shape experiences of TFGBV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the impacts of TFGBV, including how it can escalate from online to offline harm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident responding to TFGBV in a survivor-centered way, including understanding my role and limitations when offering support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the role of responsible media practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the role of digital platforms in ensuring the safety of their users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After this training, I am more confident in designing empowerment and advocacy strategies to respond to TFGBV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can take the elements presented in the training and apply what I learned in my daily work or community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, this training met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this training to others in similar roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>