SAFE BASIC TRAINING CURRICULUM

SAFETY TRAINING FOR MEDIA PRACTITIONERS
AND SOCIAL COMMUNICATORS THROUGH
THE UNIQUE LENS OF PHYSICAL AWARENESS,
DIGITAL IDENTITY, AND PSYCHOSOCIAL CARE

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About IREX's SAFE Initiative

The SAFE (Securing Access to Free Expression) Initiative is IREX's flagship effort to enable media practitioners and social communicators to work as safely as possible in closed and closing spaces. SAFE serves to equip media practitioners and social communicators with the means to resiliently continue their important work and manage—as well as mitigate—the risks and threats they face in their day-to-day work uncovering injustices, reporting on corruption, and holding authorities accountable.

SAFE ADDRESSES SAFETY THROUGH THE UNIQUE LENS OF PHYSICAL AWARENESS, DIGITAL IDENTITY, AND PSYCHOSOCIAL CARE BY DELIVERING TRAININGS ACROSS THE GLOBE.

KEY ACTIVITIES

SAFETY TRAININGS

SAFE's integrated safety trainings help media practitioners and social communicators better navigate turbulent situations in order to provide alternative, independent media to their communities and the world. Furthermore, in an effort to sustainably build capacity of SAFE's beneficiaries, especially organizations, the initiative also aims to start delivering TOTs (Trainings of Trainers) for wider and more flexible knowledge transfer.

INDIVIDUAL RISK MANAGEMENT PLANS (IRMPS)

SAFE creates IRMPs for journalists, media practitioners, and social communicators who may become vulnerable to threats due to investigative reporting or other high-risk reporting activities.

ADVISORY NETWORK

The SAFE Initiative connects with media freedom groups, human rights defenders, and multilateral organizations through an advisory network. This network provides strategic guidance, participant vetting and referrals, and promotion of SAFE's integrated safety approach within the media community.

SOLIDARITY EVENTS

SAFE uses solidarity events to bring together journalists and media workers, both nationally and regionally, to build a supportive and enabling environment to foster positive resilience and encourage collaboration through solidarity and sharing of best practices.

HOLISTIC APPROACH TO TRAINING

Since IREX's SAFE Initiative began in 2013, five teams around the world have trained more than 1,600 media practitioners and built "'a bank account of education experience,' a wealth of information about what is effective when it comes to training journalists about safe practices."[1] Among the fundamentals of SAFE's ethos is the principle of holistic integration. Here, the three domains come together as one, instead of a more traditional approach of looking at digital, physical, and psychosocial as separate from each other. The integration of the three domains occurs within each training lesson. For example, when a Physical Safety Trainer discusses first aid, there are elements of digital and psychosocial first aid as part of the lesson as well, to enable participants to see the connection and understand the resolution of each problem more clearly.

Take an example of a journalist walking towards her office. On the way, she gets mugged and loses her laptop and mobile phone. At first glance, this can be perceived as loss of digital devices and data; however, that is not the only case, as she has experienced a security incident which has digital, physical, and psychosocial impacts on her. Dealing with only one aspect of such a security incident would not be enough to address the issue holistically.

For more information about IREX's SAFE Initiative, please visit www.irex.org/safe.

For specific questions, feel free to email safe@irex.org.

SAFE BASIC TRAINING MASTER CURRICULUM DEVELOPMENT & METHODOLOGY

One important component of the SAFE Initiative is the development of a specialized training curriculum for the holistic security trainings around the globe. To develop this curriculum, an extensive consultative process was initiated with each SAFE center in Central America, Eurasia, East Africa, MENA, and South Asia. Each center had developed holistic training curriculum that consisted of all three domains (digital, physical, and psychosocial), which was localized and culturally relevant according to the respective region. The centers provided the information about the most essential lessons they cover in basic trainings. Based on the feedback received from the centers, common lessons were then identified as part of the SAFE Basic Training standard curriculum and combined into a master version. Then, another round of consultation began in which the centers shared lesson plans and other training material used to deliver those essential lessons. Based on the feedback and lesson plans, the master curriculum was developed.

AIM AND SCOPE OF MASTER CURRICULUM

The purpose of the SAFE Basic Training Master Curriculum is to share the SAFE training methodology for use by media practitioners, social communicators, civil society organizations, and non-governmental organizations, as well as others around the world working on journalist safety issues. To achieve this, SAFE harnessed the knowledge from the regional training teams and their nearly five years of experience. Based on this knowledge, SAFE compiled this Basic Training Master Curriculum to deliver security trainings around the world.

[1] WWW.UNESDOC.UNESCO.ORG/IMAGES/0025/002594/259406E.PDF

SAFE BASIC TRAINING MASTER CURRICULUM LESSON FORMAT EXPLANATION

BELOW IS AN EXAMPLE OF A SAFE BASIC TRAINING MASTER CURRICULUM LESSON, AS WELL AS A DESCRIPTION OF EACH LESSON SECTION.

⌄ **GENERAL DESCRIPTION OF LESSON**

DESIRED LESSON OUTCOMES	Explanation of the desired lesson outcome or goal.

⌄ **METHODOLOGICAL PRINCIPLES**

The Methodological Principles section underscores the overall teaching methodology, which is employed by the trainer to facilitate learning. At the heart of this methodology is dialogue and keeping the learning process interactive and aligned with adult-learning techniques.

LESSON #	LESSON TITLE	🕐 TIME DURATION
LEARNING OBJECTIVES	**For Participants** 1. Participant learning objectives listed here. 2. Participant learning objectives listed here. 3. Participant learning objectives listed here.	**For Trainers** 4. Trainer learning objectives listed here. 5. Trainer learning objectives listed here. 6. Trainer learning objectives listed here.
RESOURCES NEEDED FOR LESSON	1. This list may include technical resources; 2. Supplies; and	3. Suggested seating arrangement or room set-up.
TEACHING METHOD	• This section defines the specific methods used to achieve the lesson objectives listed above.	

⌄ The below section is the most elaborate, detailing the flow of each lesson as it relates to the learning objectives to be achieved. This allows the trainer to not only map the goal of each part of the lesson, but also facilitates the monitoring and evaluation of the progress toward learning objectives.

#	DESCRIPTION OF LESSON PLAN	LEARNING OBJECTIVES	CHECKPOINTS
1	Here, the detailed lesson plan will be described, including both how to frame the specific lesson for the training participants as well as how to conduct specific activities to achieve specific learning objectives. This step-by-step breakdown of the lesson allows the trainer to control the flow of the lesson and plan within the allotted time.	1. Here, the Learning Objectives will be referenced as they correspond to different parts of the lesson plan as well as specific activities. The Learning Objectives will not necessarily be achieved in the order in which they are listed.	*Here, questions or observations that may help trainers determine participants' progress towards the Learning Objectives will be described. Questions may be intended to stimulate interest or a particular way of thinking.*

Selection of Training Participants and Target Audience

For Basic Training, using the SAFE holistic methodology, it is recommended to have no more than 12 participants per training. One of the reasons for this number is that SAFE trainings are filled with hands-on exercises and a smaller group makes it easy for trainers to control the technical issues and to provide each participant with a personalized learning experience in the group.

For the selection of participants, SAFE follows a standard operating procedure in all regions of operation. Each prospective participant is vetted through both trusted networks, such as the Advisory Network, as well as a secure online system.

To the extent possible, SAFE aims to work with participants of a similar professional group and background for each training. For example, SAFE will make efforts to work with an entire group of reporters for one training and then a group of all photojournalists for another training. This not only makes the trainers and training coordinator's job easier, but also fosters knowledge exchange, sharing of best practices, and solidarity-building among the participants.

THE SAFE BASIC TRAINING MASTER CURRICULUM IS DESIGNED TO WORK WITH THE FOLLOWING:

Media Practitioners

- Journalists
- Reporters
- Camera Persons
- Editors
- News Reporters
- Citizen Journalists
- Bloggers

Social Communicators

- Staff of Media-related Civil Society and Non-Governmental Organizations
- Activists Working on Media or Publicity for the Below Issues:
  - Education
  - Gender Rights
  - Poverty
  - Human Rights
  - Extremism
  - Technology

For each training participant group, a separate needs assessment exercise is conducted before the training for the trainers to both understand the issues the specific group is facing and to tailor the training content accordingly.

SAFE also works with some gender-exclusive groups in certain environments in order to include more female media practitioners and social communicators in the trainings. This arrangement often fosters a more participatory training environment for female participants, which can sometimes be inhibited when male participants are also present in the training room.

SAFE Training Environment

SAFE works with an overarching philosophy of "Do No Harm" and to achieve this, all centers and training teams aim to create a safe environment for all trainings.

⌄ THE MAIN OBJECTIVES OF CREATING THIS SAFE TRAINING ENVIRONMENT ARE:

- To facilitate the training process by creating an enabling and respectful environment. Similarly, the training participants are not only perceived as capable, but are also approached as active and interactive members contributing to the learning process.

- Facilitate learning through shared and collective insights of participants to build on the broader themes of the lesson objectives, making the learning process dynamic, while also accomplishing the respective learning objectives and goals of each integrated lesson.

- To identify indicators of participant responses to the teaching content throughout each lesson.

- To understand the group dynamic of the participants. Engage participants in interactive and participatory exercises to build group dynamic for the overall training sessions, especially at the start of the first day of the training.

- To create a process that will foster safety and well-being throughout the duration of the training.

Setting the SAFE training environment is not a lesson; however, it is something that all trainers facilitate and all participants receive or feel the impact. The training environment communicates safety throughout the training and the participants should equally perceive it as such.

Further, setting ground rules that foster a safe environment is very instrumental. For example, some ground rules may include:

- Respecting each other's opinions;
- Committing to keep personal stories and insights confidential; and
- Requesting consent before taking pictures or sharing anything on social media about fellow participants.

INTRODUCTION AND AN ICE-BREAKER

It is important to start a training off right. Some participants may know each other, but others may not. While it may take some time for training participants to become fully open and feel comfortable sharing, there are initial activities that can help break the ice and begin building a strong group dynamic. In addition to general introductions, SAFE recommends an interactive activity to engage participants right from the start.

HERE'S AN EXAMPLE: ART THERAPY

Training participants may be divided into groups of two or three. Each group will be provided with a large sheet of paper, which should be folded in the respective numbers, depending on the group size. Each group will be asked to draw a character, with each participant responsible for drawing a different part of the character's body on their assigned folded section of the flip chart. The participants will take turns drawing their portion of the character, revealing only a small fraction of what they have drawn to provide a hint for their next group member to build from. After the last participant from each group has finished, each group will then unfold their large sheet of paper to display the full character. These should be taped to the wall for all groups to see.

For the second part of the exercise, each group will be asked to write a story that includes all the drawn characters. Each group will be provided with a paper, which should be folded so that there is a unique section for each of the group's participants. Participants will take turns writing the story, leaving only the last written line of the story exposed for the next participant to build on. When both groups have finished writing the story, one participant from each group will read the group's story about the characters illustrated.

After each story has been read aloud, the facilitator will conclude the session by asking participants what they thought about the overall activity. The facilitator should also reflect on any overlapping aspects of the groups' stories and/or characters.

Lessons

THE FOLLOWING LESSONS ARE PART OF THE SAFE BASIC TRAINING MASTER CURRICULUM:

PHYSICAL SAFETY LESSONS

DIGITAL SECURITY LESSONS

PSYCHOSOCIAL LESSONS

1 Risk Assessment and Management

The purpose of the first Physical Safety lesson is for participants to understand the different challenges they may face as media practitioners and social communicators. The Risk Assessment and Management lesson serves to enable participants to understand the concepts of risk and threat, and the relevance to their work and lives. Moreover, through group exercises such as brainstorming risks and mapping them based on likelihood and impact, participants become capable of prioritizing different risks. The lesson thus enables participants to better manage risks. The trainer should be prepared to identify gaps where participants may lack capacity. This also requires the trainer, or facilitator, to understand the participants as well as their risk landscape.

⌄ GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES	Ability to apply risk management skills holistically in the participants' work and personal life.

⌄ METHODOLOGICAL PRINCIPLES

- The role of the trainer is to facilitate the understanding of risks and threats by engaging participants in interactive discussion and by offering relevant examples to increase participants' understanding of the concepts.

- The trainer should use group activities and interactive input as a means of reinforcing the relevance of the concepts to the training participants.

- The trainer should integrate all three domains into the lesson and should include the other domain trainers in the facilitation. This holistic perspective enables participants to approach risk management from additional perspectives, beyond just physical safety.
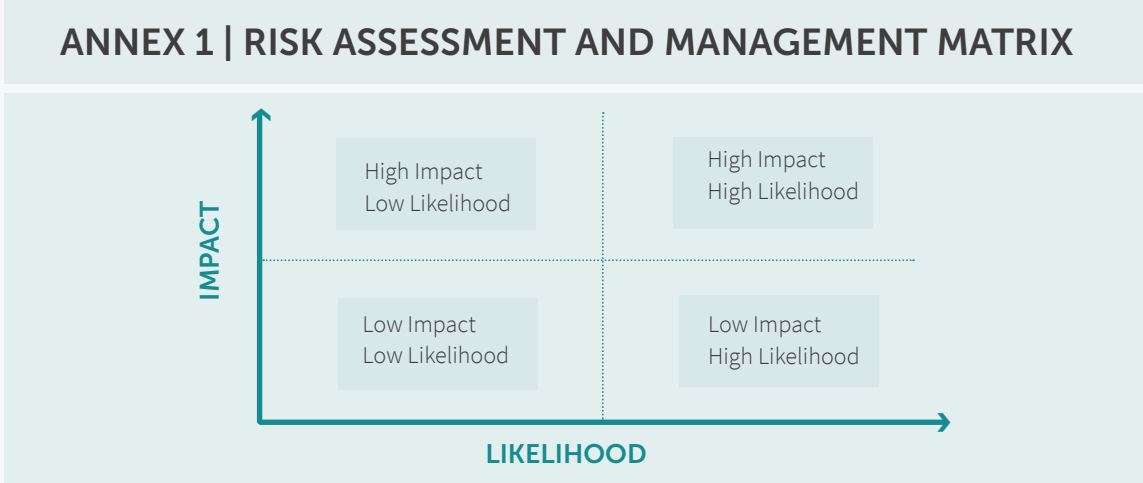
LESSON 1	RISK ASSESSMENT AND MANAGEMENT	🕐 90 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Understand the concepts and difference between risks and threats. 2. Map risks based on severity and probability. 3. Implement a control measure specific to an identified risk. 4. Learn to apply the concepts under the holistic framework of security and well-being.	**For Trainers** 5. Use the understanding developed in this session to build on the next lesson: Situational Awareness. 6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.
RESOURCES NEEDED	1. Markers, pens, and flip chart 2. Semi-circle seating arrangement with participants	
TEACHING METHOD	• Make the lesson topic relevant to the participants by encouraging input and allowing participants to exercise their creativity in order to build a strong group dynamic. Engage participants in group activities to create a common understanding of challenges and foster more creative means to mitigate problems. • Utilize the personal experiences of the participants in an ethical manner, by observing the Do No Harm principle. Facilitate situational awareness without compromising participants or their emotional well-being. • Debrief participants and assess their understanding of the lesson and how they've responded to the overall lesson. This foundation will be critical for understanding future lessons.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	As the trainer, begin this session by defining the concepts of risk and threat, using an interactive discussion.	1. Understand the concepts and difference between risks and threats.	
2	To start off, pick an example to facilitate learning the difference between risk and threat. Then, expand on this by engaging participants in discussion.	1. Understand the concepts and difference between risks and threats.	
3	**The terms:**[2] Threats (effects) generally can NOT be controlled. One can't stop the efforts of an international terrorist group, prevent a hurricane, or tame a tsunami. Threats need to be identified, but they often remain outside of your control. Risk CAN be mitigated. Risk can be managed to either lower vulnerability or overall impact. Vulnerability CAN be treated and weaknesses should be identified and proactive measures taken to correct identified vulnerabilities. Here, the trainer can share an example of a road accident as a threat to a person's safety; however, its likelihood and impact will remain subject to different factors. The trainer may want to share more examples before proceeding further.	1. Understand the concepts and difference between risks and threats. 6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.	
4	After developing this insight on threat and risk, divide participants into groups of four to five individuals. Ask each group to come up with a list of risks they face in their personal and work routines. Remind participants to think of different kinds of risks that are relevant to their physical safety, digital security, and psychosocial well-being. Each group should map out the risks that they have or are likely to encounter.	2. Map risks based on severity and probability. 4. Learn to apply the concepts under the holistic framework of security and well-being.	*Develop a list of 'Risks' that you have or are likely to face during your work and personal routine.*
5	Once the groups have charted out their possible risks, introduce them to the 'likelihood-impact' graph (see Annex 1). Provide examples for the participants of risks that have a high impact but low likelihood of occurring, risks that have low impact and low likelihood, risks with both high impact and high likelihood, and finally risks with a high likelihood of occurrence but a low impact on an individual's or a group's safety and security.	2. Map risks based on severity and probability.	

[2] WWW.PINKERTON.COM/BLOG/RISK-VS-THREAT-VS-VULNERABILITY-AND-WHY-YOU-SHOULD-KNOW-THE-DIFFERENCES

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
6	With this explanation and clarity delivered to participants about the graph, ask participants to map their collective risks on the graph, using sticky notes. Then, prioritize the risks in the order in which they would need to be managed, focusing on the risks with the highest likelihood and impact first.	2. Map risks based on severity and probability. 4. Learn to apply the concepts under the holistic framework of security and well-being. 6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.	*Prioritize the 'Risks' based on their likelihood and impact relationship.*
7	After participants have carried out this activity, as a next step, begin a focused discussion on what control measures are needed to manage the risks. What immediate actions can be taken to "move" a risk with high impact and high likelihood to perhaps lower the likelihood, and what actions are needed to further lower the risk moving forward. As the trainer and facilitator, ensure that the risk management measures are proposed by the participants and are specific and relevant. This will keep the participants engaged and allow them to understand the relevance of specific control measures to risks.	2. Map risks based on severity and probability. 3. Implement a control measure specific to an identified risk. 4. Learn to apply the concepts under the holistic framework of security and well-being. 6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.	*What control measure needs to be introduced against each 'Risk' identified in High Likelihood, High Impact Section?*
8	After a detailed discussion on the management of the risks, ask participants to summarize the key points and encourage participants to ask any questions they have about the session.	4. Learn to apply the concepts under the holistic framework of security and well-being. 5. Use the understanding developed in this session to build on the next lesson: Situational Awareness. 6. Observe and communicate any feedback to other trainers to incorporate changes and improve integrated approach.	*If we could summarize the key points of the session, what would they be for you?*

ANNEX 1 | RISK ASSESSMENT AND MANAGEMENT MATRIX

IMPACT

High Impact
Low Likelihood

High Impact
High Likelihood

Low Impact
Low Likelihood

Low Impact
High Likelihood

LIKELIHOOD

2 Situational Awareness

This session aims to create a mindset and develop skills for participants' awareness of both subtle and obvious dynamics in one's environment. Situational Awareness requires a person to tune-in to their environment and be attentive to their surroundings. To hone this skill, participants will be introduced to John Boyd's Observe, Orient, Decide, Act (OODA) loop[3] for improved situational awareness. The purpose of this lesson is to enable participants to improve their ability to pay attention to information around them, retain necessary information, and recall such information. Participants will also learn to use these mental notes to make decisions or plan for personal and team security and safety.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES
- Use the understanding from this lesson for holistic well-being and security-related planning.
- Utilize the understanding from this lesson in integrated group assignments.

METHODOLOGICAL PRINCIPLES
- Use different visuals to facilitate understanding of selective attention and its drawbacks in a dynamic environment where different subtle changes are significant for personal security.
- Use different hands-on activities to reinforce the learning of situational awareness and making mental notes in real-life situations.
- Link this understanding with other domains for improved holistic security.

[3] WWW.ARTOFMANLINESS.COM/2014/09/15/OODA-LOOP
[4] WWW.WIKIHOW.COM/PLAY-KIMS-GAME
[5] WWW.YOUTUBE.COM/WATCH?V=VJG698U2MVO

LESSON 2	SITUATIONAL AWARENESS	🕐 90 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Understand the limitations of selective attention. 2. Identify, familiarize, and learn to apply the OODA loop[3] for rapid decision-making. 3. Make mental notes to improve observation skills, attention to detail, and ability to recall information for decision-making in emergency situations.	**For Trainers** 4. Recognize participants' ability to understand and incorporate situational awareness for holistic well-being. 5. Observe and communicate feedback to other domain trainers for integration and incorporating changes.
RESOURCES NEEDED	1. Projector, Laptop 2. Small unrelated objects for Kims Game activity[4] 3. A separate table for Kims game 4. Selective Attention Experiment video clips[5]	5. Markers, pens, and flip chart 6. Semi-circle seating arrangement with participants
TEACHING METHOD	• Make the lesson topic relevant to the participants, allow them to exercise creativity for a goal-oriented activity and to build a strong group dynamic. • Utilize personal experiences of the participants in an ethical manner by observing the Do No Harm principle, facilitate the learning of situational awareness without compromising participants or the group members' emotional well-being. • Debrief participants and assess their understanding of the lesson and how they have responded to the overall lesson. Subsequently, use this understanding to build on future lessons.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Begin by defining situational awareness. Situational Awareness is the practice and process of being aware of your surroundings by being tuned in with both the subtle and obvious changes taking place, which can affect your and others safety in a given situation.	4. Recognize participants' ability to understand and incorporate situational awareness for holistic well-being.	
2	To facilitate the learning of this skill, use images and visual aids, such as video clips, that depict a mix of changes taking place in the foreground and background. Consider using a couple of video clips and asking participants to take note of the obvious changes only (such as the number of jumps or catches taking place in a video clip while something in the background may be changing). The reason for such instruction is to assess if the participants concentrate their attention on only one specific object or if they can pay attention to other changes in the environment as well. After showing them the video, ask the participants about the changes they noted. If they are paying attention to obvious changes only, replay the video clips to identify the changes they missed. Such video clips can easily be found on the web by searching for "selective attention experiments." Summarize this activity by informing participants that attention to details in an emergency can be the difference between safety or harm (to oneself or others).	1. Understand the limitations of selective attention.	*Questions to ask depending on the selective attention experiment you use. For example: How many times did the people in the video jump or how many times did certain people catch or pass the ball?*
3	Next, introduce the concept and importance of the Observe, Orient, Decide, Act (OODA) loop, as well as how it can improve a person's situational awareness. THE OODA LOOP OBSERVE ORIENT ACT DECIDE **The OODA loop** is a concept and an aid introduced by John Boyd to help improve the decision-making process. The four steps require a person to observe their surroundings, familiarize themselves with their surroundings by making mental notes, and decide on the best action. The trainer may emphasize that making a timely decision and acting on it can improve one's safety, as well as the safety of their colleagues and family.	3. Make mental notes to improve observation skills, attention to detail, and ability to recall information for decision-making in emergency situations. 4. Recognize participants' ability to understand and incorporate situational awareness for holistic well-being.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
4	To build further on this concept, introduce Kims Game[6], which can facilitate the importance of improving attention and memory skills. Kims game is an exercise aimed at improving people's ability to pay attention to details in their surroundings, to retain the details in their surroundings, and to recall this information. Select approximately 20 small items that can be spread out on a table or on the floor. Make sure the participants are not around while these items are laid out on the selected space. After setting these items out, cover them up with a cloth or blanket. Bring the participants to the items and inform them that they need to make mental notes of the items, either by remembering the name or image of the objects. Next, remove the cloth and ask participants to walk and observe the items, without touching them, for one minute.	2. Identify, familiarize, and learn to apply the OODA loop for rapid decision-making. 3. Make mental notes to improve observation skills, attention to detail, and ability to recall information for decision-making in emergency situations.	*Please observe the objects without touching and try to retain as much information as you can.*
5	After the time elapses, put the cloth or blanket back over the items. Ask participants to list all the objects they can recall by either writing the name or drawing the image. For this activity, give the participants five minutes. After the five minutes have elapsed, ask the participants for the total number of items that they were able to recall. Ask the participant with the highest number of items identified to read or describe their list. The trainer may also ask other participants to compare their lists to check which items were missed.	1. Understand the limitations of selective attention. 2. Identify, familiarize, and learn to apply the OODA loop for rapid decision-making. 3. Make mental notes to improve observation skills, attention to detail, and ability to recall information for decision-making in emergency situations. 5. Observe and communicate feedback to other domain trainers for integration and incorporating changes.	*Now I would like you to recall the items you saw on the table, you may either write their name or draw it.* *What was the total number of items on the table?* *Who has noted down all or the most items on their list?*
6	The trainer should summarize this activity, by emphasizing that this activity and session are meant to orient one's awareness to both subtle and obvious details in a given environment. Also, the activity and session are meant to teach participants that paying attention and making mental notes in tandem with applying the OODA loop can aid in making crucial decisions in both normal and emergency situations.	1. Understand the limitations of selective attention. 2. Identify, familiarize, and learn to apply the OODA loop for rapid decision-making.	*While you summarize, ask any questions they may have about the session.*

3 Planning

In this session, the participants apply skills learned during the Risk Assessment and Management lesson and the Situational Awareness lesson in a hypothetical scenario. Planning is an essential component for journalists, media practitioners, and social communicators to safely carry out their work in adverse and challenging environments. Planning also fosters a safety- and security-conscious team culture. To encourage hands-on exposure to the lesson, participants are divided into groups to approach and manage the different challenges of a hypothetical scenario.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

- Application of planning for work assignments, such as travel, communication, and maintenance of checklists for different assignments.
- Use the understanding from this lesson for holistic well-being and security-related planning.

METHODOLOGICAL PRINCIPLES

- Facilitate the Planning session by establishing a conceptual and practical relationship between Risk Assessment and Management, Situational Awareness, and Planning. To establish this relationship, the trainer may rely on a scenario for participants to create plans to manage related challenges.

- The facilitator relies on input and offers feedback to participants on their group exercise to facilitate interactive learning by incorporating a holistic framework of well-being and security.

- Identify indicators of participant responses to the teaching content throughout the lesson to be shared with the other domain-specific trainers.

LESSON 3	PLANNING	🕐 90 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Attain awareness of the risks of the lack of planning, and understand basic planning procedures for an assignment. 2. Develop the habit of planning consistently for assignments. 3. Understand the link between risk identification and planning.	**For Trainers** 4. Elaborate on the importance of planning to limit unnecessary and avoidable risks. 5. Elaborate on the need to mitigate risks when assignments don't go according to initial plans. 6. Identify the planning and preparation habits practiced on assignment by team members. 7. Link planning to risk identification (physical, digital, and psychosocial) and to the planning of a personal assessment plan.
RESOURCES NEEDED	1. Projector, Laptop 2. Markers, pens, and flip chart	3. Semi-circle seating arrangement with participants
TEACHING METHOD	• Make the lesson topic relevant to the participants, allowing them to exercise their creativity for a goal-oriented activity. Build a strong group dynamic among the participants. • Utilize personal experiences of the participants in an ethical manner by observing the Do No Harm principle to facilitate the learning of Planning without compromising participants or the group members' emotional well-being. • Debrief participants and assess their understanding of the lesson and how they've responded to the overall lesson. Subsequently, use that understanding to build on future lessons.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Begin the lesson by discussing the importance of planning. Planning is imperative for conducting tasks in a safe and secure manner. As a trainer, it is important to link this session with the Risk Assessment and Management lesson. While Planning are focused at designing plans for both the anticipated and unanticipated circumstances, it is important for participants to remember that Risk Assessment and Management are critical to the broader exercise of planning, since they help with staying focused while planning and troubleshooting specific challenges.	1. Attain awareness of the risks of the lack of planning, and understand basic planning procedures for an assignment. 3. Understand the link between risk identification and planning. 5. Elaborate on the need to mitigate risks when assignments don't go according to initial plans.	*How is Risk Assessment and Management linked to Planning?*
2	This session will require engaging participants in a group activity so that they can get hands-on experience with planning. Planning is generally a four-stage process. **Using planned travel as an example, planned travel should consist of:** 1. Preparation; 2. Travel to the task location; 3. Conducting the specific task; and 4. Returning to one's home location.	1. Attain awareness of the risks of the lack of planning, and understand basic planning procedures for an assignment. 3. Understand the link between risk identification and planning. 4. Elaborate on the importance of planning to limit unnecessary and avoidable risks. 6. Identify the planning and preparation habits practiced on assignment by team members.	
3	**Group Exercise:** For the planning scenario, participants should be divided into two groups of no more than six team members. After giving the participants approximately fifteen minutes to review and respond to the scenario (see Annex 2), ask them to present their activity. As a trainer, remember to add in important details that may have been missed by any group during their presentation. Help the participants come up with a checklist (see Annex 3), which they can use as a guide or a reference point while planning for different situations. Keep in mind that one size doesn't fit all. Depending on a situation, the participants may need to develop a different checklist.	1. Attain awareness of the risks of the lack of planning, and understand basic planning procedures for an assignment. 2. Develop the habit of planning consistently for assignments. 3. Understand the link between risk identification and planning. 4. Elaborate on the importance of planning to limit unnecessary and avoidable risks. 6. Identify the planning and preparation habits practiced on assignment by team members. 7. Link planning to risk identification (physical, digital, and psychosocial) and to the planning of a personal assessment plan.	*Prepare to illustrate an exercise of planning, such as the scenario in Annex 2.* *Ask each group to prepare their planning checklists.*

ANNEX 2 | PLANNING SCENARIO

The province of Frasa, based in Bretaland, has for the past three decades faced the intense problem of deforestation and illegal poaching. Ten years ago, Frasa experienced a horrific earthquake. The earthquake resulted in the large-scale destruction of both people and property. Despite an ongoing conflict between Bretaland and the Republic Part of Frasa (RPF), both parties signed a ceasefire agreement in order to address the grave crisis following the earthquake. This ceasefire eventually led to the signing of a peace agreement. However, the problem of deforestation and poaching in the province of Frasa continues as a result of a lack of economic opportunities for the locals from the central government.

In recent months, the government of Bretaland and the ruling party of RPF have been collaborating to control the ongoing environmental crisis of deforestation and poaching in the province. Despite the mutual efforts by both governments to declare animal poaching and cutting down trees in the forest-rich province illegal, there still are illegal groups that are able to operate due to collusion of influential politicians and public officials with the park rangers. A Frasa-based NGO, the Network for Environment and Forest Protection (NEFP), based in the forest-rich town of Fristo, published research stating that the situation will become a dire crisis if the provincial and central governments fail to halt the poaching and deforestation.

In order to show the gravity of the situation and the unhindered work of the illegal actors, NEFP has corresponded with a TV network NewsCast to produce a documentary on the ongoing issues as well as the groups involved. The editorial board and the management has consented to cover the issue. The editorial board is assigning a team for the coverage of this issue.

As a member of the team planning to coverage these issues and produce the documentary, participants will need to:

- Develop a budget;
- Plan travel logistics and transport;
- Design a communication plan (including an emergency communication plan);
- Prepare for possible medical emergencies;
- Carry and secure official documentation;
- Identify a focal person in the local area;
- As well as any other planning details that may be identified.

While planning for this exercise, participants are encouraged to remember the four stages of planning:

1. Preparation;
2. Travel to the task location;
3. Conducting the specific task;
4. Returning to one's home location.
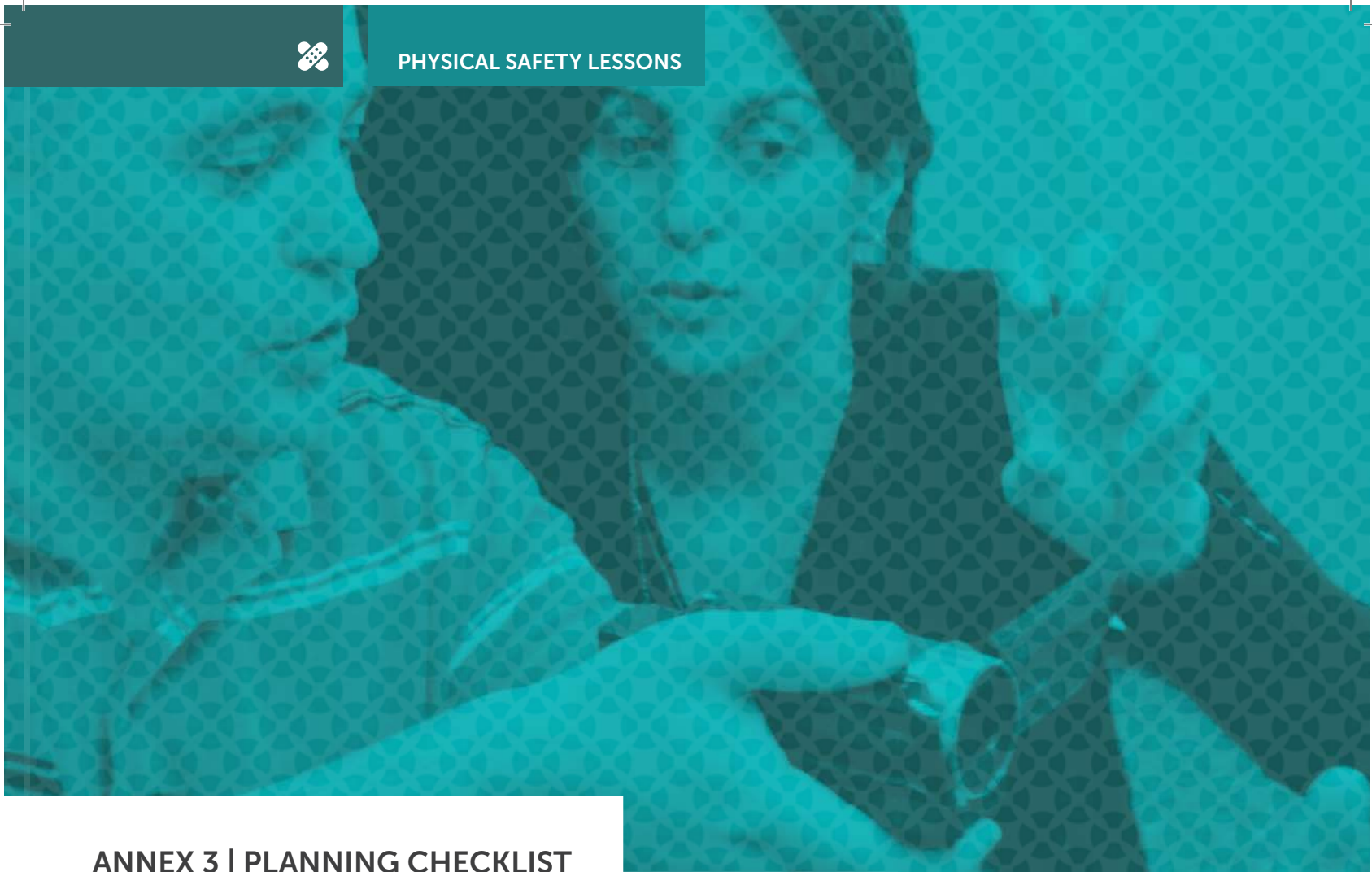
ANNEX 3 | PLANNING CHECKLIST

- ☐ Consider cultural sensitivity (dress attire, body language, roles within a group)
- ☐ Learn the customs
- ☐ Be confident
- ☐ See the area map/exit routes
- ☐ Read the area history
- ☐ Change routine
- ☐ Use your senses (be alert)
- ☐ Be inquisitive
- ☐ Make an emergency communication strategy
- ☐ Get equipment ready
- ☐ Share your plans with a person you can trust
- ☐ Do not publicize travel plans

- ☐ Ensure personal affairs are up to date
- ☐ Check out the local security situation
- ☐ Obtain useful telephone numbers
- ☐ Leave a detailed itinerary behind
- ☐ Hide corporate/media logo
- ☐ Check your documents (visa, ID card, Passport, others)
- ☐ Carry a medical kit
- ☐ Carry appropriate money
- ☐ Use a secure means of transport
- ☐ Travel in groups
- ☐ See Travel Checklist (below) before traveling
- ☐ Carry insect repellent, as needed

- ☐ Check the weather
- ☐ Avoid wearing expensive jewelry/clothes
- ☐ Keep mobile phones and other communication tools hidden
- ☐ Lock vehicle doors
- ☐ Be aware of a driver's activities
- ☐ Be alert of being followed
- ☐ Accommodation should be chosen which can provide and maintain safety
- ☐ Area must be safe for the visitor
- ☐ Accommodation, facilities, and equipment should meet task/activity needs
- ☐ Double check safety precautions before any event

PRE-TRAVEL SECURITY CHECKLIST

Prior to national or international travel, there are many considerations to keep in mind. The checklist below provides tips to keep in mind when planning and preparing for a trip. Following the tips in this checklist will reduce one's attractiveness as a target for criminals or terrorists and reduce one's exposure to risk. In some regions you may have to consider dressing in a casual manner, and avoid bringing equipment that could be perceived as "flashing your wealth".

☐ **TRAVEL PLAN**
Leave a copy of your itinerary, passport, and other travel documents with family or friends at home and at work in case of an emergency. Do not publicize your travel plan.

☐ **TIME**
When making travel plans, plan to arrive during daytime hours, especially when unfamiliar with an area. This will add to one's safety and make it easier to find one's hotel or other destination.

☐ **DOCUMENTS & VALUABLES**
Carry valuables such as passport, cash, and credit cards in a pouch or money belt worn under clothing against one's body. Do not carry valuables in outside pockets, pouches, or handbags. Do not carry large amounts of cash. Hide any documents that could identify oneself as a high-value target. These can include business documents, business cards, military credentials, etc. Pack these items in checked baggage or mail them to the destination ahead of time.

☐ **EXTRA MONEY**
Carry some extra money for an emergency.

☐ **TRAVEL INSURANCE**
Do not forget to request travel insurance from one's organization prior to travel.

☐ **COMMUNICATIONS**
Whether traveling alone or in a group, plan for communicating with one's designated management prior to the travel. While traveling in a group, use synchronized communication. As a part of contingency planning, the whole group should be in agreement in terms of their content of communication to preclude the development of any anomaly which may compromise the group's well-being. Also, groups and individuals should take into awareness the possible points or locations at which they may need to engage in communication with public authorities.

TRAVEL CHECKLIST

Prior to your travel please double-check the following list of items:

☐ **TICKET**
(Flight, bus, train, other)

☐ **ACCOMMODATION DETAILS**
(hotel reservation/venue address)

☐ **INVITATION LETTER**

☐ **OFFICE SUPPORTING DOCUMENT**
for your travel

☐ **PASSPORT/CNIC +** (copies)

☐ **INSURANCE** (if required)

☐ **VACCINATIONS** (if required)

☐ **CREDIT/DEBIT CARDS**

☐ **MONEY**
(a bit more than required, converted in the currency of destination)

☐ **MEDICINES/FIRST AID KIT**

☐ **IF NAUSEA IS ANTICIPATED,**
keep some candies, bubble gum, or mints on hand

☐ **OTHER IMPORTANT DOCUMENTS**
(as per travel plan)

LUGGAGE

Lock or secure checked baggage. If possible, have bags shrink-wrapped at the airport to prevent them from being opened and having items stolen. Do not pack more than is needed. Traveling light makes one less of a target and allows one to move more quickly. It will also make one less fatigued during travel and will decrease the possibility of setting down a piece of luggage and leaving it unattended. Be discreet when filling out the identification labels on luggage. Put this same information inside the luggage, in the event that the luggage tag gets torn off. Avoid using company logos on luggage.

FIRST AID/EMERGENCY TOOL KIT

Keep necessary medicines in their original, labeled containers. Also, keep a small portable-sized first aid kit. When traveling to underdeveloped areas, it may be wise to pack a flashlight, mobile power bank, and essential food items.

IMPORTANT CONTACTS

Keep all necessary contact numbers placed in another source besides one's mobile phone. Include the appropriate access codes for calling from a particular city or country.

DIGITAL DEVICES

Carry laptop, mobile phone, external devices, or other necessary digital devices very carefully, and have a complete backup of data placed in another container.

BACKUPS

Make two photocopies of one's passport identification page, airline tickets, driver's license, and credit cards. Leave one photocopy of this data with family or friends at home or at work and pack the other in a place separate from where these valuables will be stored or carried. Make a copy of important data and place in a separate external hard drive.

AREA MAP

Prior to traveling to an unfamiliar area, review an area map carefully to identify possible entry and exit routes, in case of emergency. Are there any safe havens you could go to, in case of emergency? Also consider reviewing the crime history as an extra layer of security.

WEATHER

Check the weather of the destination before departure. Keep clothes for layering easily accessible and bring appropriate shoes.

ACCOMMODATION

Book hotel rooms in advance of one's arrival. Try to stay at well-known hotels that are recommended by a local source.

CULTURE & LANGUAGE

One's dress and attire sends a very important message. Try to dress conservatively (as per local culture) and avoid wearing and packing clothes that may make one a target. Dressing too flashy may signal wealth, while dressing too casually may signal that one is a tourist. Both may attract criminals. Be mindful of language sensitivity. Try to greet local people in the local language and behave respectfully towards the local culture.

TRUSTED FRIENDS/FAMILY

Share travel plans with at least one trusted friend or family member. Leave copies of valuable documents and financial information with a trusted friend or relative. Carry copies in a separate place.

DELETE OFFICIAL DATA
from mobile phone and keep encrypted files on laptop

CLOTHES & SHOES ACCORDING TO THE WEATHER
(check the weather of destination prior to travel)

MAP OF THE AREA
(identify the nearest hospital, police station, local transport, restaurant, and emergency exit routes)

BACKUP OF IMPORTANT CONTACTS

SHARE YOUR PLANS
with a trusted friend or family member

CHARGE MOBILE PHONE AND LAPTOP BATTERIES
(keep extra batteries or portable chargers available)

LEAVE FOR THE AIRPORT/BUS/TRAIN STATION WITH EXTRA TIME
to avoid any risk of late arrival

IF TRAVELING IN A GROUP,
have a communications strategy meeting before travel

4 First Aid

This is a hands-on and physically-engaging lesson that should be conducted during the final half of the training, when energy levels are low and theoretical engagement is harder to manage. Furthermore, by this time, participants should understand proactive and reactive measures of Risk Assessment and Management as well as Planning. During this session, participants will learn how to handle emergency situations where they may need to assist victims of accidents until professional medical assistance is available.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

- Use the understanding from this lesson for holistic well-being and security-related planning.
- Demonstrate the skill needed to assess the ill or injured person.
- Demonstrate basic first aid skills needed to control bleeding and immobilize injuries.

METHODOLOGICAL PRINCIPLES

- The facilitator needs to deliver the session in an interactive way that is easy to understand and remember.
- To complement and reinforce the theoretical understanding, it is important to rely on hands-on exercises.
- Where necessary, use visual aids to illustrate examples or processes. However, make sure not to use graphic images, depicting wounds or dramatic situations which can emotionally overwhelm participants. The purpose here is to Do No Harm to the participants.
- Deliver factually correct first aid information that is backed or verified by evidence. As a trainer, if there are questions on which you lack information, simply agree to get back to the participants with more information at a later time, when credible and verified information is available.

LESSON 4	FIRST AID	UP TO 6 HOURS
LEARNING OBJECTIVES	**For Participants** 1. Understand the basics of first aid, including: a. The aim of first aid; b. General first aid procedures; c. Rescuer duties; d. Victim and rescuer safety; e. Phoning for help; f. Identifying the injury; and g. Actions to take after an emergency. 2. Learn the steps to apply first aid in an emergency to injuries, such as: a. Visible bleeding; b. Wounds;	c. Head, chest, and abdominal injuries; d. Broken bones and sprains; and e. Burns. **For Trainers** 3. Understand participants' ability to understand and incorporate first aid in holistic well-being. 4. Keep the participants engaged, but Do No Harm and avoid using graphic images or illustration or during hands-on demonstrations.
RESOURCES NEEDED	1. Projector 2. Laptop 3. Crepe Bandages 4. Triangular Bandages 5. Gauze Pads 6. Wooden of SAM splint 7. Wads of Newspaper 8. Blanket or bed sheet for an improvised stretcher	9. Markers 10. Pens 11. Flip chart with stand 12. Semi-circle seating arrangement
TEACHING METHOD	• Make the lesson topic relevant to the participants, allowing them to exercise their creativity for a goal-oriented activity. Build a strong group dynamic among the participants. • Utilize personal experiences of the participants in an ethical manner by observing the Do No Harm principle to facilitate the learning of first aid without compromising participants or the group members' emotional well-being. • Debrief participants and assess their understanding of the lesson and how they've responded to the overall lesson.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	To understand the importance of learning about injury prevention and first aid, the trainer should begin the lesson by explaining the following topics: • Goals of first aid; • Most common injuries to individuals; • Legal issues involved in providing first aid; • Ways to stay safe and prepared for providing first aid; • Role of the first aid provider in the emergency medical services (EMS) system; and • Things you can do to help cope after experiencing a traumatic event. **These topics are described in more detail below:**	1. Understand the basics of first aid.	
2	**Goals of first aid** • It is essential to start the session on first aid with the description of the practice itself as well as the goals. First aid is a procedure applied in the case of a medical emergency before the medical treatment is available for the casualty. **Most common injuries to individuals** • Based on the context and environment, these may vary. **Legal issues involved in providing first aid** • As the trainer, please be mindful that different local laws may or may not protect civilians acting as first responders. Similarly, different local laws may require or even forbid civilian bystanders from acting as a medical responder to aid in an emergency. **Ways to stay safe and prepared for providing first aid** • Be aware of any danger to you as the first responder, bystanders, or other casualties. After, looking for signs of potential harm or danger to yourself or those around you, if you determine that the situation to be safe, you may proceed with helping a victim. • As a trainer, remind the participants to respect the casualty and try to keep them calm. It is also important to be direct and explain what is happening. • More on the steps to apply first aid in an emergency situation will be covered later. **Role of the first aid provider in the emergency medical services (EMS) system** • In an emergency that requires professional medical assistance, one individual should call for emergency assistance while others attend the casualties. It is important to remind participants here, that if there are multiple responders to an emergency, only one person should call for emergency assistance services. The caller should act cautiously, calmly, and quickly. • Trainers should also be prepared to describe how to transfer responsibility of caring for a victim once trained medical professionals arrive on the scene. **Things you can do to help cope after experiencing a traumatic event** • Typically, this portion of the lesson is a good opportunity to address the holistic approach to safety, connecting physical safety to psychosocial well-being. It is a best practice to have the Psychosocial Trainer available to contribute in order to help make the connections stronger. This will minimize barriers to learning, resulting in better uptake of ideas and lesson content.	1. Understand the basics of first aid.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
3	Once participants have a basic understanding of the above concepts of first aid, the trainer may explain the actions to take in an emergency, this should include: • How to check the scene; • When to call an emergency telephone number, such as 9-1-1, and what information to give; • How to physically examine a person; • Protections to prevent transmission of disease; • Primary Survey to check for CABC (catastrophic bleeding, airway, breathing, and circulation; _see Annex 4 on page 30_); and • How to place a casualty in the recovery position.	1. Understand the basics of first aid. 2. Learn the steps to apply first aid in an emergency to injuries.	_Ask participants to describe the goals of first aid._ _Ask participants to demonstrate the correct way to remove protective gloves._
4	As the trainer, you may delve more into the hands-on application of first aid. **These topics are described in more detail below:**	2. Learn the steps to apply first aid in an emergency to injuries.	_Ask participants to demonstrate how to place a casualty in the recovery position._
5	**Bleeding and wound care** • Explain and demonstrate how to control bleeding with direct pressure. • Describe how to clean and dress a minor wound. • Describe how to manage major bleeding. • Describe when and how to pack a wound. • Describe when to seek medical attention for a wound. • Describe the special care needed for puncture wounds, impaled objects, amputations, and injuries of the genitals, head and face, skull, eye, ear, nose, and mouth. • Describe the uses of different types of bandages and demonstrate how to apply a pressure bandage and a roller bandage. • Describe when and how to apply a tourniquet. • Describe the care for internal bleeding.	2. Learn the steps to apply first aid in an emergency to injuries.	
6	**Shock (hypoperfusion)** • Explain what shock is and why it is a life-threatening emergency. • List the signs and symptoms of shock. • Describe the first aid for shock.	2. Learn the steps to apply first aid in an emergency to injuries.	_Ask participants to demonstrate how to stop bleeding._ _Ask participants to demonstrate how to apply a bandage over a dressing._
7	**Burns** • List differences between first-, second-, and third-degree burns. • Describe first aid for first-, second-, and third-degree heat burns. • Describe first aid for smoke inhalation. • Describe first aid for chemical burns. • Describe first aid for electrical burns and shocks.	2. Learn the steps to apply first aid in an emergency to injuries.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
8	**Serious Injuries** • Explain the importance of supporting the head and neck when a spinal injury is suspected. • List situations when a spinal injury is possible. • Describe first aid for spinal injury. • Describe first aid for broken ribs, objects impaled in the chest, and sucking chest wounds. • Describe first aid for open and closed abdominal injuries. • Describe first aid for pelvic injuries.	2. Learn the steps to apply first aid in an emergency to injuries.	

9	**Bone, joint, and muscle injuries**
	• Describe the first aid for:
	  Fractures Sprains
	  Dislocations Strains
	• Explain the importance of rest, ice, compression, and elevation (RICE) for injuries to bones, joints, and muscles.
	• Demonstrate how to use RICE for an injury.
	• Describe different types of splints and list guidelines for safe splinting.
	• Demonstrate how to splint an extremity
		2. Learn the steps to apply first aid in an emergency to injuries.	*Ask participants to demonstrate how to apply different slings.*
			
			Ask participants to demonstrate how to splint a fractured limb.

10	As the trainer, be sure to close the session with a summary of the topics covered. As a best practice, the Psychosocial Trainer should be included in the closing of the lesson to reiterate the holistic approach to safety and to revisit the earlier discussion on things you can do to help cope after experiencing a traumatic event.	1. Understand the basics of first aid.	*Ask participants to summarize their learning.*

ANNEX 4 | CABC PROCEDURE

Primary Survey

C ATASTROPHIC BLEEDING

A IRWAY

B REATHING

C IRCULATION

1 Bridging the Digital-Physical Divide

In the core of holistic security lies the principle of integration, where our physical existence and interactions can exist within the digital realms of modern technology in a seamless manner. Traditionally, security has been taught to journalists and human rights defenders in a compartmentalized and myopic manner. Therefore, it is common for individuals to express the need to acquire 'digital' or 'physical' security. On the other hand, many individuals push back by saying that 'digital' security should only be taught to 'relevant' persons, such as people with tech backgrounds. However, security can no longer be acquired in this manner when the world is extensively networked in both digital and physical ways.

[7] LEVELUP, 2016
[8] LEVELUP, 2016

⌄ GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES	Participants see security of people, entities, and things in a more open-minded manner with physical, digital, and psychosocial vulnerabilities being integral components of a larger decision-making process.

⌄ METHODOLOGICAL PRINCIPLES

- This is a foundational lesson that enables the participants to shift their existing perspectives about a traditional divide between the physical and digital worlds with the use of a hands-on problem-solving activity and a follow-up conversation.

- The follow-up lesson on introduction to social engineering encourages people to rethink their existing beliefs and barriers to security decision making in an informal but safe space.

LESSON 1	BRIDGING THE DIGITAL-PHYSICAL DIVIDE	🕐 45 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Describe the terms 'digital' and 'physical'. 2. Examine at least one function, attribute, or behavior of people and things where they can exist physically and digitally at the same time. 3. Define the concept of holistic security and its role in personal well-being.	**For Trainers** 4. Conduct an assessment of the participants' openness towards the idea of holistic security.

RESOURCES NEEDED	1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers if needed	2. Flipcharts 3. Markers 4. Sticky tape or non-permanent adhesive pads	5. Colored paper cut into small pieces or sticky notes 6. Notepads and pens or pencils for participants

TEACHING METHOD	- As this lesson is aimed at introducing integration of physical and digital components as key drivers of holistic security, it is important that the lesson is delivered in a friendly, informal, participatory, and enabling manner. It is a best practice to have the Physical Safety Trainer available to contribute in order to help make the connections stronger. This will minimize barriers to learning, resulting in better uptake of ideas and lesson content. - Negative first impressions can often be lasting ones, and a barrier to learning. Therefore, an activity oriented and intellectually stimulating foundational lesson can keep participants looking forward to more similar positive experiences in the following lessons. To achieve this, this lesson follows an Activity-Discussion-Inputs-Deepening-Synthesis (ADIDS)[7] teaching method. - In addition, the conversations that take place during the session must be encouraged to reflect real-life examples[8]. However, following the principle of do-no-harm, it is also important that the trainer maintains a steady control of the conversation and does not let the participants transport back to any traumatic or emotionally intense event in their lives. It is advisable that in the spirit of integration, a qualified psychologist be present in the room to manage the situation, should any emotional floodgates open unexpectedly. However, the chances of such an instance occurring during this session are low. - Always incorporate at least one checkpoint to gauge participants' interest, understanding and mood, and end the session on a calming and empowering note.

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	The trainer starts by asking participants what comes to their mind when they hear the words 'physical' and 'digital'[9,10]. It helps if more than one person contributes so that the multiple ideas join together to form a deeper and inclusive definition of the word.	1. Describe the terms 'digital' and 'physical'.	
2	Participants are collectively given a pile of colored pieces of paper, with each note containing the name of a person or a thing (e.g., my best friend, mobile phone, USD 100, etc.) that has lost its way and needs to be returned to its home, keeping in mind its security needs. The participants are then asked to discuss amongst themselves and stick each piece of paper onto a sheet of chart paper with 'physical world' and 'digital world' written on it side by side such that each piece of paper is placed where the participants think it belongs the best.	1. Describe the terms 'digital' and 'physical'.	
3	After all the pieces of paper have been returned to the chart paper, go over each word and ask the participants to recall the reasons as to why they chose to place each piece of paper at its present location. With each participant's explanation, engage other participants, encouraging their opinion as to whether they agree or disagree with the explanation and why.	4. Conduct an assessment of the participants' openness towards the idea of holistic security.	
4	In case the participants are divided over whether each piece of paper belongs in the physical world or digital world, offer to discuss within themselves and move the item around especially if it needs to be placed somewhere in the middle of the digital or physical world. Help the participants draw links between each world, revealing the physical-digital continuum, and the need to consider how every entity or thing has the potential of existing in the 'physical world' as well as the 'digital world'. Therefore, decisions about its security and safety cannot be made in isolation[11].	2. Examine at least one function, attribute, or behavior of people and things where they can exist physically and digitally at the same time.	
5	**Draw the Circle of Holistic Safety** (shown right), and share examples of how any mishap can have physical, digital, and psychosocial consequences. For example, a journalist being unable to locate their flash drive containing their final draft along with contacts of sensitive sources can cause critical changes in physical behavior, mental stress, a sense of failure, a financial loss, and their own safety including those whose contacts are in the device, among others. CIRCLE OF HOLISTIC SAFETY PSYCHOSOCIAL SAFETY PHYSICAL SAFETY ↔ DIGITAL SAFETY	3. Define the concept of holistic security and its role in personal well-being.	*Ask the participants to reflect and share their thoughts about the exercise, especially if it has influenced any shift in perspectives.*

[9] OXFORD UNIVERSITY PRESS, 2018
[10] OXFORD UNIVERSITY PRESS, 2018
[11] HIGSON-SMITH, ET AL., 2016

2 An Introduction to Social Engineering

Social engineering takes place when an individual or an automated system exercises one or more social skills and manipulative tactics to collect fragments of information about another individual or entity to gain an advantage. In some ways, all humans are social engineers who observe their surroundings, collect information about whatever interests them, and try to interpolate or extrapolate in order to create a bigger picture. While every form of social engineering may not have a malicious intent behind it, those that do can prove to be a hazard for a person's or an organization's security. This lesson aims to introduce social engineering as a potential security threat which in many cases is easily avoidable. This lesson should ideally integrate aspects of situational awareness, the importance of holistic planning, and better control over impulsive reactions to the changing environment.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

Participants leave the classroom with a greater consciousness of their everyday behaviors that may allow social engineering to take place. The participants will also leave with a sense of having the power, control, and resources to minimize such instances.

METHODOLOGICAL PRINCIPLES

- This is an interactive conversation-based session aimed at showing people how common the process of informal and formal information gathering to gain unfair advantage is.

- The session design is aimed to help participants recall everyday instances which can lead them into unknowingly sharing more information than they would like to, and show them how simple behavioral changes can help them do things differently and more securely.

LESSON 2	AN INTRODUCTION TO SOCIAL ENGINEERING	🕐 60 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Describe social engineering and how it happens around us. 2. List the characteristics of a social engineer's behavior. 3. Identify and prioritize at least five behavioral or organizational vulnerabilities that could enable social engineering of our information systems. 4. Learn to minimize or mitigate at least three vulnerabilities that could enable social engineering of our information systems.	**For Trainers** 5. Enable participants to set priorities when addressing security vulnerabilities, focusing on low hanging fruit, and getting a sense of achievement and progress in terms of feeling more secure. The purpose of this is to bring down the barrier to learning as the course moves towards exploring more focused ideas.
RESOURCES NEEDED	1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers if needed 2. Flipcharts 3. Markers 4. Sticky tape or non-permanent adhesive pads	5. Colored paper for making the jigsaw puzzle 6. Notepads and pens or pencils for participants
TEACHING METHOD	• This lesson should ideally integrate the aspects of situational awareness, the importance of holistic planning, and better control over impulsive reactions to the changing environment. Therefore, it is advisable that a physical security trainer and a psychosocial trainer, along with the digital security trainer leading the session, are present in the room to enrich the experience. • In addition, the conversations that take place during the session must be encouraged to reflect real-life examples[15]. However, following the principle of Do No Harm, it is also important that the trainer maintains a steady control of the conversation and does not let the participants transport back to any traumatic or emotionally intense event in their life. • Ensure that the lesson is delivered in a friendly, informal, participatory and enabling manner. Following this will minimize barriers to learning, resulting in better uptake of ideas and lesson content. • Always incorporate at least one checkpoint to gauge participants' interest, understanding, and mood, and end the session on a calming and empowering note.	

[12] LORD, 2017
[13] HINER, 2002
[14] BISON, 2015

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Using the example of a jigsaw puzzle where small pieces come together to form a bigger picture, demonstrate how social engineering takes place when a person with a vested interest or a malicious intent gathers small fragments of data to turn it into useful information about us or build our profile without our consent or knowledge, in order to attain unfair advantage.[12]	1. Describe social engineering and how it happens around us.	
2	**Talking points:** • Ask the participants if they can think of various types of profiles [economic, professional, behavioral, religious, social media / Internet, medical, academic, sexual etc.] • Social engineers are everywhere, and they exploit what's most vulnerable in any machine, system or person – human psychology. • Typically, social engineering starts with information gathering, moves onto relationship development and exploitation, and eventually, the execution of the objective.[13] • Social engineers have excellent skills such as information gathering, interrogation, influence, manipulation, pretexting, elicitation, security, rapport building etc. **Some examples of social engineering methods:[14]** • Tailgating: the social engineer doesn't have the authority to enter a place, so they build a relationship with someone who does, and manipulates them into letting them in. • Phishing: The social engineer disguises themselves as someone trustworthy and legitimate and ends up acquiring sensitive information fraudulently. • Baiting: Similar to phishing, the social engineer offers a promising deal and tempts the target into taking it, and as a result, surrendering access to a protected space. **Ask participants who they think might be interested in their data:** • Individuals around us tend to be largely scattered, fragmented and disorganized. Individuals usually have personal or professional reasons for collecting our information, but are likely to be low on resources in terms of collecting data over a long period of time. They may collaborate with more organized groups with more power. • Corporations can be organized groups of individuals interested in collecting individuals' personal information for reasons of marketing, intelligence, and profit maximization. Corporations usually have more resources for sustained information collection. • Governments are often the most powerful and resourceful in terms of long-term data collection, and may be interested in people's information in order to suppress opposition from the masses. • In most cases of information theft, it is the individuals that are involved and are also easiest to protect our data from. It is important to be aware and vigilant of individuals and groups who are interested in collecting our information, but we should be cognizant of more basic (and easily addressable) forms of spying that are closer to home. **Things to look out for offline and online:** • Sharing of personal information • Sense of urgency in incoming messages / requests • Language / Context / Content of online messages or email communications • When an offer or claim is too good to be true • How does your information travel? • Giving strangers the benefit of doubt over longer periods of time	2. List the characteristics of a social engineer's behavior. 3. Identify and prioritize at least five behavioral or organizational vulnerabilities that could enable social engineering of our information systems. 5. Enable participants to set priorities when addressing securities vulnerabilities, focusing on low hanging fruit, and getting a sense of achievement and progress in terms of feeling more secure. The purpose of this is to bring down the barrier to learning as the course moves towards exploring more focused ideas.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
3	**Quick Fixes:** • Attitude: 'my information belongs to me and I will decide who I share it with, and how and when.' • Think before you click (on suspicious links)	4. Learn to minimize or mitigate at least three vulnerabilities that could enable social engineering of our information systems.	*When sharing quick fixes, give people ample time to think and share their understanding of the issue. If a participant wants to share an experience, facilitate the discussion and ask them how they addressed the situation. Acknowledge the situation to bring negative experiences at a point of closure.* *Ask participants if there are any practices that they already engage in, or whether there are any that they feel can be helpful in making them feel more secure in the future.*

3 Securing Passwords

Passwords are the first line of defense that deter unwanted access to data stored in our computers and mobile phones. With an increasing number of devices, social media platforms, and data reserves in our lives, remembering and managing passwords appears to be harder than ever. The inconvenience caused by getting blocked out of our social media accounts or computers because we often forget our passwords causes immense anguish. This is how most people resort to using simple and easy to remember passwords, and often one for several accounts. However, we tend to forget the inconvenience of remembering complex and multiple passwords is far less than the nightmare of having an intruder access, steal, and misuse our private information. This lesson aims to address these concerns by using proactive measures and by following simple guidelines and techniques to avoid unwanted access to our data, while still keeping our own rightful access open in a secure manner.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES	The participants reevaluate their relationships with their digital assets and the level of attention they pay towards protecting them. With the knowledge that something as basic as passwords go a long way in protecting their information, the participants put more effort in ensuring that their devices, social media, and data are protected by strong and secure passwords.

METHODOLOGICAL PRINCIPLES

This is an interactive conversation-based session aimed at showing people how creating and maintaining secure passwords does not necessarily have to be a tedious task. During the session, the trainer focuses on dispelling myths and making the process easy and manageable.

LESSON 3	SECURING PASSWORDS	🕐 60 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. List at least five attributes of a strong password. 2. Demonstrate the ability to use a system to create and memorize strong passwords that are unique and are not duplicated. 3. Demonstrate the use of a secure password manager, (such as Keepass,) from being able to acquire it online to setting it up for repeated usage.	**For Trainers** 4. Go beyond theoretical or conceptual teaching and convince people to get into the habit of creating secure passwords using simple, yet hands-on techniques and tools.
RESOURCES NEEDED	1. Flipcharts 2. Markers 3. Laptop and multimedia protector 4. HDMI/VGA/USB C adapters depending upon hardware requirements 5. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers if needed. 6. Internet connection	7. Sticky tape or non-permanent adhesive pads 8. Notepads and pens or pencils for participants
TEACHING METHOD	• This lesson should ideally integrate within its digital core the aspects of stress management and application of logic to decision making. Furthermore, examples of physical security (such as the danger of using the same key for all locks in the house) can also be incorporated into the discussion. • The use of real-life examples[15] and hands-on learning of skills and software can be beneficial. • Should the discussions head towards a stressful point with any participants sharing traumatic stories, slow down, make sure to acknowledge their experience, and bring it to a closure by asking them how they dealt with this situation. This gives participants a sense of empowerment and the acknowledgment of the ability to face difficult situations.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Start by asking the participants if they have heard of someone's password getting 'hacked'. This is a leading question meant to start a conversation, and usually results in the majority responding affirmatively. As a follow-up, introduce the difference between hacking, exploring for the sake of identifying vulnerabilities, and cracking[16], exploiting weaknesses for profit or harm, out of which the latter can take place as a result of social engineering and is a very frequent occurrence. Explain to the participants how brute force[17] attacks, such as trial-and-error to obtain a password, take place and reassure them that such an incident is avoidable by adopting simple practices. Tell the participants that in most cases, they are already aware of several ways for creating secure passwords, and the purpose of this discussion is to recall and reinforce that knowledge in a formal manner.	4. Go beyond theoretical or conceptual teaching and convince people to get into the habit of creating secure passwords using simple, yet hands-on techniques and tools.	
2	Ask participants to recall or guess one attribute for creating a strong password at a time, and move from one participant to the next, writing down each new suggestion. To avoid having a monotonous conversation, ask the participants how many characters their passwords usually consist of, and how long should a password be for it to be strong in their opinion. **A strong password can consist of (but not be limited to) the following attributes:[18]** • UPPERCASE LETTERS • Numbers (1,2,3..0) • Spaces • lowercase letters • Symbols (~!@#$%^) • Randomized **Passwords should also have the following attributes to the extent possible:** • Frequently changed • Hard to guess • Randomized • Different and unique for each account • Exclusive of names, dates, locations etc. **Lastly:** • Don't share your passwords • Don't write them down	1. List at least five attributes of a strong password.	
3	Encourage the participants to think of other strategies that can be used for making long, complex, and unique passwords, and being able to recall them.	2. Demonstrate the ability to use a system to create and memorize strong passwords that are unique and are not duplicated.	
4	Introduce the concept of diceware as one way of creating long and complex passphrases. Diceware enables users to create a random and long string of words from a dictionary which is easy to memorize but difficult to crack.[19] Walk the participants through the concept of using software-based password managers highlighting their utility in the modern age. Recommend secure options for doing so, such as Keepass, which is an open source security tool with an encrypted database management system. Demonstrate how to use it from downloading and setting it up to customizing it to suit one's preferences.	3. Demonstrate the use of a secure password manager, Keepass, from being able to acquire it online to setting it up for repeated usage.	*Close the session by gathering participant feedback to see what kind of changes they think they will make to their existing password management practices.*

[16] PERRIN, 2009   [18] TACTICAL TECHNOLOGY COLLECTIVE; FRONT LINE DEFENDERS, N.D.
[17] GILL, 2017   [19] BONNEAU, 2016

4 Keeping Our Computer Healthy

Modern computer and digital devices have become smaller, packing in huge amounts of sophisticated technology. However, the technology is only as good as the way its user cares for it. The device itself needs to be taken care of with physical cleanliness, operated in an appropriate location to protect it from temperature extremes, and kept secure from theft that could result in a loss of a valuable device, the data stored within, and an unmeasurable amount of damage to psychosocial well-being. Similarly, care needs to be taken in maintaining the health of the device's key functional aspect – the program – consisting of the operating system and the programs installed within it for carrying out different tasks.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES	Participants' fear of unknown around their device's potential unusual or abnormal behavior is diminished and they leave the classroom with the idea that their computer is a sensitive and responsive device that needs attention and care.

METHODOLOGICAL PRINCIPLES

This session largely involves real-time demonstrations and hands-on sessions to help the users in navigating their way around their devices, and downloading and installing of relevant software. It is imperative that any technology that will be used or displayed during the lessons be in a fully functioning condition to avoid wasting time.

LESSON 4	KEEPING OUR COMPUTER HEALTHY	🕐 60 MINUTES

LEARNING OBJECTIVES	**For Participants** 1. Define 'malware' and describe its different types. 2. Understand how to download, install, and set up an antivirus software. 3. Demonstrate the ability to identify if one's computer has an antivirus software, and if it is functioning at its full capacity.	4. Demonstrate the ability to check if software has become outdated and update it accordingly. 5. Safely remove data to recover disk space and prevent it from being recovered for undesired use. **For Trainers** 6. Introduce issues to look for to keep the computer's performance at its best and important data safe.
RESOURCES NEEDED	1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers 2. Flipchart — 3. Markers 4. Laptop and multimedia protector 5. HDMI/VGA/USB C adapters depending upon hardware requirements	6. Internet connection 7. Sticky tape or non-permanent adhesive pads 8. Notepads and pens or pencils for participants
TEACHING METHOD	• This session involves bringing together a number of ideas for basic digital and physical maintenance of computers, also known as digital hygiene. While many ideas are conceptual, some would need to be visualized through a multimedia demonstration. From an integrated perspective, the discussion can start with the physical aspect of computers and the need to protect them from things like theft. • Given that the lesson packs a variety of ideas that some participants may struggle to focus on for a long stretch, the trainer can try to incorporate some form of entertainment into the content, for example, the use of polite humor. Furthermore, it is advisable that energizers be included in the session duration to bring back the room's energy levels.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Start the session by asking the participants about the kind of performance issues they notice when they use their computers. Talk about the concept of bodily hygiene and relate it with the need for digital hygiene. Briefly go over some of the reasons why computers behave differently or decline in performance, for example malware attack, lack of resources or digital clutter taking up resources, and outdated software.	6. Introduce issues to look for to keep the computer's performance at its best and important data safe.	

[20] HOFFMAN, 2016   [22] ENCYCLOPEDIA BRITANNICA, 2018   [24] PAUL, 2015   [26] LIFFREING, 2015   [28] BLEACHBIT, 2016
[21] FISTONICH, 2017   [23] CHATTEN, 2010   [25] SUMMERSON, 2016   [27] SECURITY IN A BOX, N.D.

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
2	Use a storytelling approach to describe malware and its various types, such as virus, Trojan, worm, ransomware, adware, logic bomb bot, botnet, etc.[20] For example, when talking about a basic virus, relate it with a biological virus which spreads from one living being to another through physical contact (or flash drives, for instance, on digital devices).[21] Similarly, narrating the Greek story of Sparta, Troy, and the Trojan Horse can help participants remember the attributes of a trojan malware more easily.[22]	1. Define 'malware' and describe its different types.	
3	Ask the participants if they have antivirus installed on their computers. If they reply affirmatively, ask them how they know, and whether they can tell if it is doing its job or not. Show them how they can do so by walking through the settings of an antivirus program while the process is visible to all using a multimedia projector. Explain the various functions and components of an antivirus, including the virus definition database[23] and why its update should not be confused with an antivirus software update. **Address commonly asked questions and misinformation, such as:** • What's the best antivirus? • Does an antivirus slow down one's computer? • Are antivirus companies involved in the spread of viruses to boost the sale of their products? • Does a Mac need an antivirus?	3. Demonstrate the ability to identify if one's computer has an antivirus software, and it is functioning at its full capacity.	
4	Introduce to the participants free and well-reputed antiviruses, and assessing by the need in the room, show the participants how to download and set one up.	2. Understand how to download, install, and set up an antivirus software.	
5	Like the antivirus program, stress the importance of keeping other frequently used applications updated as well. Show some examples by opening applications such as Microsoft Word and clicking 'Help>Check for Updates'. Ask participants for ideas about how they can further improve their computer's performance. **Some ideas include:** • Removing unnecessary software[24] that takes up computing resources, disk space and can often drain battery by working in the background. • Importance of screenlocks[25,26] and logging out to prevent social engineering attacks that could include installation of malware when one has left the device unattended • Physical aspects of digital hygiene, including protection of devices from the elements.[27]	4. Demonstrate the ability to check if software has got outdated and update it accordingly.	
6	Introduce an option such as BleachBit[28] as a free and open source software that can securely delete files from one's computer without the danger of deleted data getting recovered for undesirable use. However, from a digital hygiene perspective, deleting unnecessary files can recover a computer's precious resources.	5. Safely remove data to recover disk space and prevent it from being recovered for undesired use.	*Close the session by asking the participants how they feel and what they found difficult or easy.*

5 How the Internet Works

The internet as we know it is a massive network for communication that is spread across the entire globe in form of billions of computers connected with each other through cables and wireless means. Given the global nature of the internet, it is not owned or managed by one entity, rather it is the collective work of many dedicated conglomerates and organizations with a variety of interests, making it not just a set of physical infrastructures but also a tool for political and diplomatic prowess. While the internet affects users and non-users in many ways, for most people the internet is often an abstract idea. This lesson aims to make the idea of the internet clearer in the participants' minds by introducing the various components and players that it consists of.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES	The participants will become cognizant of the many nodes and steps through which communication travels from one place to another across the globe. This also changes their perception of the security challenges of using the internet from one big threat to small potential threats, each of which can be addressed in a more focused manner.

∨ METHODOLOGICAL PRINCIPLES

The internet is used by many but is rarely understood beyond an abstract concept. This lesson follows a role play methodology to visualize the internet as a multi-layered global and political entity run by multiple stakeholders through an expansive infrastructure.
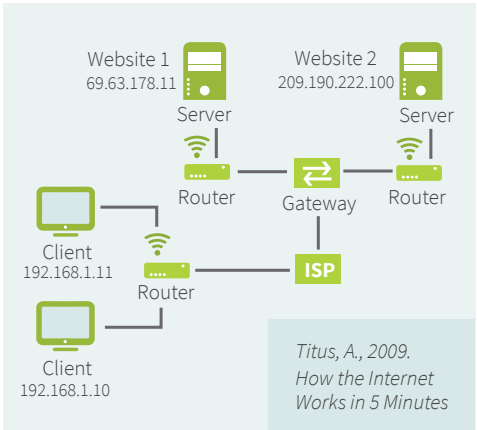
LESSON 5	HOW THE INTERNET WORKS	60 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Describe the internet and how communication takes place over its physical infrastructure.	**For Trainers** 2. Enable participants to visualize the internet as a concrete communication tool, rather than an abstract concept.
RESOURCES NEEDED	1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers 2. Flipchart 3. Markers 4. Sticky Notes	5. Sticky tape or non-permanent adhesive pads 6. Notepads and pens or pencils for participants
TEACHING METHOD	• The trainer shall aim to open the participants' minds to rethink their existing ideas about the internet in order to change their attitude that may be pushing them to think of online dangers as ones that they don't have the capacity to address. This would involve setting a baseline by collecting participants' opinions about what the internet is according to their understanding. • From the perspective of integration, it is helpful to focus on how different players' access to the internet's physical infrastructure can often put at threat sensitive data that travels through it. However, the focus should rest on how the internet works rather than protection of data. • Using a role play as the starting activity within the Activity-Discussion-Inputs-Deepening-Synthesis (ADIDS)[29] framework, the participants would be assigned the roles of various components and stakeholders of the larger internet, and then asked to follow a logical order to transfer a packet of communication from one end to another.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Start the session by asking each participant to write down one word that comes to their mind when 'internet' is mentioned. Collect all the responses and put them up on a wall. Ask all the participants to collectively have a look at everyone's answers and connect them to form a more descriptive definition of the internet. Optionally, take a ball of yarn and ask one participant to hold the end tightly, and toss it to another participant randomly. The second participant would again firmly hold the yarn taut and pass the rest of the yarn ball to another participant randomly. Eventually all the participants would be holding a piece of yarn in their grip such that they would all be connected to each other via the same length of yarn. Now ask any participant to send a message to another randomly selected participant such that the message can only travel through the network defined by the wire. Take a break if needed.	2. Enable participants to visualize the internet as a concrete communication tool, rather than an abstract concept.	
2	Move the session ahead by adding more complexity to the process, this time giving names to the various actors that make up the internet, for example, the user and client, router, ISP, server, DNS, national gateway, website, and so on. This is best done by drawing on a chart or board.[30]	1. Describe the internet and how communication takes place over its physical infrastructure.	
3	Assessing the interest, energy, and time left for the session, another role play can be conducted, this time, by assigning real world names to the different components, nodes, and players that make up the internet. For example, one or more participants could take on the role of a user, a client, a router, an ISP, a server and so on. A rope or a tape can be spread around on the floor of the room as the wire that carries information from one node to another forming the internet. Recalling from the earlier discussion, participants would try to find their place on the tape in the correct order. Once they have taken their positions, try asking one 'user' to communicate with another 'user' sitting in a different country following the correct order in which information packets travel from one place to another. Draw the process on a board if needed.	2. Enable participants to visualize the internet as a concrete communication tool, rather than an abstract concept.	
4	Close the session by asking participants to recap the entire process through which the internet works, as well as their reflections about it.	2. Enable participants to visualize the internet as a concrete communication tool, rather than an abstract concept.	*Ask the participants how they felt about the exercise and whether the picture of the internet that they had in the mind at the start of the session changed in any way.*

The figure in row 2 contains the following labels:

Website 1
69.63.178.11
Server

Website 2
209.190.222.100
Server

Router

Gateway

Router

Client
192.168.1.11
Router

ISP

Client
192.168.1.10

Titus, A., 2009.
How the Internet
Works in 5 Minutes

[30] TITUS, 2009

6 Browser Security

Browsers help us in retrieving information stored on servers connected to the internet. For websites to deliver to us an optimal user experience, as well as to send our way customized advertising, marketing companies often track our activities online without our consent. In more adverse situations, malicious websites and social engineers can also harm us and our devices by manipulating how we use our browsers. This session intends to help users know their browsers better in order to make the required changes that make browsers more secure.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

Participants leave the classroom with the knowledge that browsers have the potential to act as tools for social engineering, however ensuring that does not happen is very much in their control through specific, hands-on tweaks.

METHODOLOGICAL PRINCIPLES

This is a hands-on session aimed at getting the participants to understand that while their browser is a convenient window for looking into the world of Internet, small tweaks can make this experience more secure and empowering, with the stress being on empowerment.

LESSON 6	BROWSER SECURITY	🕐 60 MINUTES

LEARNING OBJECTIVES	**For Participants** 1. Demonstrate the ability to navigate through their browser settings and control the information that it collects, stores, and shares, without their knowledge or consent by doing the following: • Clear or manage browsing and downloads history, temporary internet files and cookies, and stored passwords and form data • Access and change browser permissions such as camera, microphone and GPS • Control where and how the browser saves downloaded files on the computer	2. Describe the differences between HTTP and HTTPS 3. Download and set up a secure tool which forces websites to open using the HTTPS protocol (such as HTTPS Everywhere) 4. Download and set up a tool for blocking ads (such as AdBlock Plus) **For Trainers** 5. Help the participants customize their preferred browser by controlling how it works and the data it collects from them while they browse.

RESOURCES NEEDED	1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers 2. Flipchart 3. Markers	4. Laptop and multimedia protector 5. HDMI/VGA/USB C adapters depending upon hardware requirements 6. Internet connection	7. Sticky tape or non-permanent adhesive pads 8. Notepads and pens or pencils for participants		

TEACHING METHOD	• This is a hands-on session where the participants would be required to walk through their browser's security and privacy settings on the instruction of the trainer who would be taking a lead on their own computer and projecting the process on a multimedia screen.

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Conduct a survey to find out which browser each participant uses and why. Introduce the differences between popular browsers by sharing their background and approach to security. **For example:** • Is the browser owned by a non-profit or a corporation? • Where does the browser fit in its developer's income model? • Is the browser open-source or closed source? Walk the participants through the settings of the most popular browser in the room. Show the participants the level of customization browsers offer when it comes to data collection, storage, and sharing.	1. Demonstrate the ability to navigate through their browser settings and control the information that it collects, stores and shares without their knowledge or consent. 5. Help the participants customize their preferred browser by controlling how it works and the data it collects from them while they browse.	*Make sure that the participants are not lost or confused by asking them if they are on the same page as the trainer. It also helps to walk around the room and check if all participants are following the trainer should there be an individual who is too shy to ask for the pace to slow down.*

[31] TACTICAL TECHNOLOGY COLLECTIVE, 2016   [33] BEAL, 2008   [35] UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, 2017   [37] ELECTRONIC FRONTIER FOUNDATION (EFF), N.D.

[32] TACTICAL TECHNOLOGY COLLECTIVE, 2017   [34] BEAL, 2008   [36] MEGAN, 2018   [38] ADBLOCK PLUS, 2017

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Go over the browser's security and privacy settings that would allow the participants to clear or manage browsing and downloads history,[31,32] temporary internet files,[33] cookies,[34] stored passwords and form data.[35] Navigate through the settings mentioned earlier, show how browser permissions can be changed to ensure that the browser's access to the computer's camera, microphone, GPS and other input devices is denied or set to always ask for permission. People often have trouble finding files after they download them. This is because the browser is usually set to download files to a specific folder. Sometimes, it is also possible that the browser is set to launching files the moment they are downloaded. This can be dangerous because clicking on a malicious link can result in a virus being downloaded and executed by mistake. Encourage the participants to modify this setting to always ask before downloading a file and allowing the user to specify a download location.[36] At this point take a short break or check the group's energy levels before continuing.		
2	Ask the participants where they may have seen HTTP and HTTPs before and whether they know the difference between the two. Introduce the purpose of the HTTPS protocol as one which connects a user to their destination through an encrypted tunnel, unlike the HTTP protocol, where communication travels in an unsecure manner and is visible to anyone reading the data passing across a particular network. For example, a short role play can also be conducted, involving two people communicating with each other with and without a long cardboard tube while bystanders try to find out what they are talking about. Introduce a secure tool (such as HTTPS Everywhere[37]) the purpose of which is to force an encrypted connection between a user and a website when possible. Then walk the participants through the process of downloading and setting it up on various browsers.	2. Describe the differences between HTTP and HTTPS. 3. Download and set up a secure tool which forces websites to open using the HTTPS protocol (such as HTTPS Everywhere).	
3	Talk about online advertising and the possibility of accidentally downloading malicious software as a result of a stray mouse click. Introduce a secure ad blocking tool (such as AdBlock Plus[38]) and walk the participants through the process of downloading and setting it up. Close the session by asking the participants to recap the learnings.	4. Download and set up a tool for blocking ads (such as AdBlock Plus)	*What part of this session worries you, and what offers you relief and a sense of empowerment when browsing online?*

7 Smartphone Security

Modern era has increased a lot of peoples' reliance on computing and communication devices, especially smartphones, which can replace most functions of a full-fledged laptop or desktop computer. Not only are smartphones highly sophisticated devices with immense computing power, but they also store and process vast amounts of peoples' personal and professional data. This lesson helps participants understand how communication takes place between two or more smartphones, enabling them to make appropriate decisions to secure their information using tools and behavioral changes.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

Participants leave the room with increased awareness about how communication takes place between two people using mobile phones. Furthermore, they are able to decide better how they can incorporate the usage of secure and open source messaging apps in their daily communication strategy.

METHODOLOGICAL PRINCIPLES

This is an interactive conversation-based session that aims at getting participants to feel more comfortable with the security of their smartphones, achieve a sense of control over their information stored within their devices, and perform hands-on installation of secure communication applications.

LESSON 7	SMARTPHONE SECURITY	🕐 60 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Describe the technical process through which one person is able to communicate via phone call or short message service (SMS) to another using a mobile phone. 2. Compare the differences between a feature phone and a smartphone and execute different strategies that might be suitable before deciding to use either of the two. 3. Demonstrate the capability to download, set up, and use one secure and encrypted messaging app (such as Signal Private Messenger).	**For Trainers** 4. Understand how participants use their mobile phones in their personal or professional life in order to offer customized security recommendations. 5. Reduce the state of fear and paranoia about smart phones.

RESOURCES NEEDED	1. Training space with comfortable U-shaped seating, and some extra space to move around and conduct energizers 2. Flipchart	3. Markers 4. Laptop and multimedia protector 5. HDMI/VGA/USB C adapters depending upon hardware requirements	6. Internet connection 7. Sticky notes 8. Sticky tape or non-permanent adhesive pads 9. Notepads and pens or pencils for participants

TEACHING METHOD	• This lesson involves a visual diagram demonstration of how mobiles communicate with each other. This can be drawn over a chart paper with a step by step explanation, or the trainer can also show an appropriate digital visual or video. Like the previous lesson on how the internet works, this conversation can also focus on explaining that wireless mobile phone conversations take place with the support of physical infrastructure. • Furthermore, it is also important to integrate suggestions relating to the physical protection of the devices in order to have them perform optimally and securely. • There is also a hands-on component of this session where the participants would be encouraged to download, install, and use secure communication apps in real-time.

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Discuss the modern-day dilemma of reliance on smartphones as primary or secondary computing devices while feeling helpless when it comes to control and management of information stored within them. While mobile phones empower people immensely, the wireless channels and supporting infrastructure that allow for their information to travel great distances can become rich reserves of personal information. As we have social engineers in forms of individuals and large organized groups all around us, some of these may end up becoming interested in our information and try to access these reserves to know us better. The idea that this information may be available for access to those who have the power to do so fosters feelings of fear and paranoia in our minds, preventing us from expressing ourselves freely, feeling secure, and as owners of our own private spaces. In order to address these fears, it is important to understand how mobile phones work, and how we can minimize our data traveling through mobile infrastructure from being accessed without our consent. Give the participants advice on physical maintenance and protection of smartphones to maintain their performance and longevity, for example, using screen protectors and cases, keeping the devices away from excessive heat or moisture etc.	4. Understand how participants use their mobile phones in their personal or professional life in order to offer customized security recommendations. 5. Reduce the state of fear and paranoia about smart phones.	
2	Break down the mobile phone into its core functions, such as to send and receive information, enabling us to talk and listen. The technology that enables this is simple, and similar to that of a radio that allows for simultaneous two-way communication. As with most mass communication technologies, the inherent focus is on communication, rather than security. Therefore, some extra measures and changes in habits can go a long way in adding security on the agenda.	1. Describe the technical process through which one person is able to communicate via phone call or SMS to another using a mobile phone.	
3	Visualize how mobile phones work by drawing a barebones mobile phone network[39], or conducting a role play assigning each participant to play the role of a node of communication, for example smartphone, base station, etc. Bring in the differences between a basic feature phone and a smartphone into the play.[40]	2. Compare the differences between a feature phone and a smartphone and execute different strategies that might be suitable before deciding to use either of the two.	

[39] MOHANKUMAR, N.D.   [41] ELECTRONIC FRONTIER FOUNDATION (EFF), 2018   [43] SILENCE, N.D.

[40] SINGH, 2012   [42] OPEN WHISPER SYSTEMS, N.D.

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
4	Ask the participants about the apps and methods that they currently use to communicate with other people using their smartphones. Help them become more aware of applications such as WhatsApp, Viber, and Telegram with regard to their convenience, user-friendly interface, and their closed-source proprietary nature.[41] Refrain from being prescriptive or from inducing paranoia; however, introduce more secure, encrypted communication apps such as Signal[42] and Silence[43], leaving the decision making to participants themselves. Ensure that participants have had a hands-on experience of downloading, setting up, and using secure alternative apps such as Signal and Silence.	3. Demonstrate the capability to download, set up, and use one secure and encrypted messaging app (such as Signal Private Messenger).	
5	Close the session by encouraging the participants (if they are comfortable with each other) to form a Signal group and move their training coordination discussions there in order to gain more familiarity with the application.	3. Demonstrate the capability to download, set up, and use one secure and encrypted messaging app (such as Signal Private Messenger). 4. Understand how participants use their mobile phones in their personal or professional life in order to offer customized security recommendations. 5. Reduce the state of fear and paranoia about smart phones.	*Ask the participants to think of situations where they see themselves using secure and opensource smartphone messaging apps in order to get a sense of whether they feel more empowered with more options for securing themselves.* *Close the session by gathering participant feedback with an informal start-stop-keep survey:* • One new thing you plan to start doing today onwards? • One thing that you have been doing but will stop today onwards? • One thing that you feel you were doing right and want to keep doing?

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1 Risk Assessment: Self Awareness

This is the first session covered under the psychosocial domain. The purpose of this session is to enable participants to become aware and conscious of the social environments they work in and how these environments have the potential to impact their physical, psychosocial, and digital well-being. Participants are given a sheet of paper with four or eight descriptive questions (who are you, what are you trying to do, what are you trying to protect, and who is trying to disempower you?). The activity requires them to think about these questions from a personal and work-related perspective to map their likely vulnerabilities across domains and assess how they are trying to manage them. The exercise is exclusively for the individual consumption and participants are mandated not to share their written responses with the facilitator, keeping in line with principles of *confidentiality* and *privacy*.

BELOW ARE SAFE BASIC TRAINING PSYCHOSOCIAL MASTER CURRICULUM LESSONS,
AS WELL AS A DESCRIPTION OF EACH LESSON SECTION.

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⌄ GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES	• Ability to map diverse roles an individual plays in the personal life and society. • Map elements that are trying to disempower the individual or organization from performing its operations. • Ability to identify intangible and tangible factors the individual is trying to protect.

⌄ METHODOLOGICAL PRINCIPLES

- The session is facilitated with an interactive style, where the facilitator should attempt to allow participants to have an individual-centered focus. To do this, the facilitator uses a paper-pen questionnaire with four questions to allow participants to individually reflect and develop an insight of their personal and work life.

- Important aspects of this exercise to remember are respecting privacy of participants and providing a safe environment for those willing to open up. Emphasize that this is an environment for participants to keep disclosures confidential.

- It is also important for the facilitator to moderate a non-judgmental environment for those willing to share.

- Identify indicators of participant responses to the teaching content throughout the lesson to be shared with domain specific and other trainers for lesson moderation.

LESSON 1	**SELF AWARENESS**	🕐 **60 MINUTES**
LEARNING OBJECTIVES	**For Participants** 1. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being. 2. Identification of intangible and tangible factors that can disempower and empower an individual's/team's well-being.	**For Trainers** 3. Use the four questions of self-awareness to develop an initial understanding about one's individual and holistic well-being. 4. Understand individual participants' insights and feedback about self-awareness to incorporate changes to other lessons or instruction, and to inform other co-trainers about them.
RESOURCES NEEDED	1. Markers, pens, and paper 2. Semi-circle arrangement with participants	
TEACHING METHOD	• Make the lesson topic relevant to the participants, such as to those from Human Rights Defenders or Journalistic backgrounds, by allowing them to exercise their creativity for a goal oriented activity. The desired outcome should result in building a strong group dynamic among the participants. • Utilize personal experience of the participants in an ethical manner by observing the "Do No Harm" principle to facilitate the opportunity of Sensory awareness without compromising participants or the group members' emotional well-being. • Debrief participants and assess their understanding of the lesson and how they've responded to the overall teaching. Subsequently, use that understanding to build on future lesson contents.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	The facilitator starts the lesson first by explaining the objectives of the exercise. After, each participant is given a questionnaire with the four (personal profile) questions. 1. Who are you? 2. What are you trying to do? 3. What are you trying to protect? 4. Who is trying to disempower you?	2. Identification of intangible and tangible factors that can disempower and empower an individual's/team's well-being. 3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being and holistic well-being. 4. Understand individual participants' insights and feedback about self-awareness to incorporate changes to other lessons or instruction, and to inform other co-trainers about them.	
2	The facilitator then asks one person from among the participants to read the first question out loud, i.e. "Who are you?", the facilitator then explains to the participants despite a simple sounding question, the question requires participants to think of the different roles they are playing in their community and society, and how these roles influence each other. The facilitator then asks participants if they need further elaboration over the question. If so, the facilitator will further elaborate on it, if not, then the facilitator will move to the next question.	1. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being. 2. Identify intangible and tangible factors that can disempower and empower an individual's/team's well-being. 3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being and holistic well-being.	*Who are you?*
3	The facilitator then asks another participant to read out the next question, "What are you trying to do?", The facilitator tries to connect this question to the previous question and have the participants think about what it is that they are trying to achieve and affect in the society, who their actions are affecting, including those who are adverse to their work at the micro and macro level, what networks or contacts they have, and how are those contacts enabling or affecting them or their work? The facilitator provides further elaboration if needed or requested by participants.	2. Identify intangible and tangible factors that can disempower and empower an individual's/team's well-being. 3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being and holistic well-being.	*What are you trying to do?*

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
4	The facilitator again asks another participant to read out the third question "What are you trying to protect?" The facilitator elaborates that they are required to think along the lines of their personal or organizational values they commit themselves to and want to protect, and to understand what other tangible and intangible things such as values, people (from work, family or communities), and data specific to their work and personal lives are they trying to protect. The question is meant to identify all the factors that can be at risk or vulnerable and require planning around.	1. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being. 2. Identify intangible and tangible factors that can disempower and empower an individual's/team's well-being. 3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being.	*What are you trying to protect?*
5	Another participant is asked to read out the fourth question, "Who is trying to disempower you?" The facilitator explains that participants are required to map and identify the elements (foes or adversaries) that want to impede or preclude them from the work they are trying to do. The facilitator then summarizes all the four questions briefly and provides any elaboration of the questions if needed for participants. The facilitator now gives 10 minutes to participants to write down the answers to the questions.	1. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being. 2. Identify intangible and tangible factors that can disempower and empower an individual's/team's well-being. 3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being and holistic well-being.	*Who is trying to disempower you?*
6	After participants have finished writing the answers, the facilitator then asks participants what and how they felt trying to answer these questions. This will be important when trying to understand and resume training and discussion on holistic security and well-being.	1. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being. 2. Identify intangible and tangible factors that can disempower and empower an individual's/team's well-being. 3. Use the four questions of self-awareness to develop an initial understanding about one's individual well-being and holistic well-being. 4. Understand individual participants' insights and feedback about self-awareness to incorporate changes to other lessons or instruction, and to inform other co-trainers about them.	*What did you feel differently doing this exercise?* *or* *How did you feel doing this exercise?*

Risk Identification: Emotional Lives of Journalists

2

The purpose of this session is to enable participants to gain insight into their work, as well as the emotional toll it takes on them and their social lives. The goal is to allow participants to use the session as an opportunity to reflect and understand the emotional impact of their work, and reflect over their repertoire to mitigate different emotional stressors and their causes. The session encourages participant and individual centric participation at a personal level to reflect on their work lives and their present available resources to mitigate such challenges.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

- Participants gain awareness of emotional challenges of journalists.
- De-stigmatize mental health support by normalizing challenges.
- Participants develop the ability to mitigate challenges.

METHODOLOGICAL PRINCIPLES

- The primary role of the trainer is to facilitate the training process; similarly, the learners are not only perceived but are approached as capable, active and interactive members contributing to the learning process.

- The role of the facilitator is to allow participants to gain insight into understanding their work's relationship with their emotional well-being.

- Facilitate learning through individual insights of participants to build on the broader themes of the lesson objects.

- The facilitator tries to empower individuals by encouraging mitigation measures rather than suggesting something to them. The facilitator should also understand the emotional significance of such disclosures and create a safe environment for participants to relax.

LESSON 2	RISK IDENTIFICATION: EMOTIONAL LIVES OF JOURNALISTS 🕐 60 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Lay the foundation of psychosocial integration with physical and digital security. 2. Give participants a chance for experiential learning by expressing their own challenges. 3. Use participants' experiences to empower them by having them come up with mitigation factors. 4. By acknowledging their experiences and mitigation plan, use the knowledge to build on emotional wellness as a safety measure for participants. 5. Develop an understanding that the perception of individual well-being is integrated with the team's (for organizational trainings) overall well-being. **For Trainers** 6. Create awareness of psychosocial dimensions within the lives of journalists and how they are interrelated with the security of journalists.
RESOURCES NEEDED	1. Markers, pens, and paper 2. Semi-circle arrangement with participants
TEACHING METHOD	• Make the lesson topic relevant to the participants, such as to those from Human Rights Defenders or Journalistic backgrounds, by allowing them to exercise their creativity for a goal oriented activity. The desired outcome should result in building a strong group dynamic among the participants. • Utilize personal experiences of the participants in an ethical manner by observing the "Do No Harm" principle to facilitate the opportunity of sensory awareness without compromising participants or the group members' emotional well-being. • Debrief participants and assess their understanding of the lesson and how they've responded to the overall teaching. Use this knowledge to build on the future lesson contents.

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	The facilitator starts the lesson by first explaining the objectives of the exercise. After, each participant is given a post-it-note to write the most challenging things at their work place.	2. Give participants a chance for experiential learning by expressing their own challenges.	
2	The facilitator then has participants post their notes without their names on a wall. Themes are then created from the notes. In groups, participants discuss mitigation plans. Since the exercise can be overwhelming, a relaxation exercise is done to give participants a break.	1. Lay the foundation of psychosocial integration with physical and digital security. 2. Give participants a chance for experiential learning by expressing their own challenges. 3. Use participants' experiences to empower them by having them come up with mitigation factors. 4. By acknowledging their experiences and mitigation plans, use the knowledge to build on emotional wellness as a safety measure for participants. 5. Develop an understanding that the perception of individual well-being is integrated with team's overall well-being.	*Do I appreciate the challenges of being a journalist?* *I am not the only one who faces challenges* *I already have some inner resources that help me survive*
3	The facilitator then goes through a teaching lesson of emotional lives of journalists with examples from the group work. Elaboration if needed or requested by participants.	6. Create awareness of psychosocial dimensions within the lives of journalists and how they are interrelated with the security of journalists.	*How do I feel after the exercises?* *What can be done better to foster my safety?* *How did you feel doing this exercise?*

3 Understanding and Managing Stress

This session follows the Self Awareness lesson. Under Stress Management, the psychosocial trainer helps facilitate awareness of the participants on "Stress", how it positively contributes and adversely stifles an individual's ability to perform at work or manage their well-being. The session is aimed at fostering an attitude and behavior of ownership of one's psychosocial well-being, by understanding different causes and signs of stress and what personal and social resources one has at their disposal to enhance their well-being.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

- Participants learn to trust their fellow colleagues in an environment that fosters respect for privacy, confidentiality, and emotions of fellow participants and team members.
- Participants feel more empowered with the resources they have after lessons to manage stress and trauma.
- Participants administer self-care and help peers in the future with similarly learned tools.
- Participants increase self-awareness to see the integrated links between stress and physical and digital security vulnerabilities.

METHODOLOGICAL PRINCIPLES

- The primary role of the trainer is to facilitate the training process. Similarly, the participants are to be perceived and approached as capable, active, and interactive members contributing to the learning process.
- Make learning an interactive process where participants shall be encouraged to give their active input and should result in the accomplishment of the respective learning objectives and learning goals of the integrated module.
- Facilitate learning through shared and collective insights of participants to build on the broader themes of the lesson objectives.
- Identify indicators of participant responses to the teaching content throughout the lesson to be shared with domain specific and other trainers.

LESSON 3	STRESS MANAGEMENT	🕐 90 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Develop an understanding that stress is a productive or counter-productive force depending on its level of intensity. 2. Explore personal resources for coping with stress. 3. Create awareness about the physiological and psychological responses an individual undergoes during stress. 4. Create empowerment through understanding of the practice of self-care and community-building.	**For Trainers** 5. Understand individual and group insights and reactions to the subjects of stress and trauma. Adjust and frame the lesson content and discussion accordingly. 6. Create an inclusive space for the participants to share their experiences without fear or presumption of being judged. 7. Foster an environment and respect where stress and traumatic stress are understood to be normal responses.
RESOURCES NEEDED	1. Markers, pens, papers and stick notes. 2. Project and Power Point Slides. 3. Semi-circle arrangement with participants and the facilitator sitting on the floor.	4. Visual representation of responses to threatening situations.
TEACHING METHOD	• Make the lesson topic relevant to the participants by allowing them to emotionally relate through ensuring the nature of listed stressors and traumas (observing the "Do No Harm" approach) is relevant to the audience. • The lesson will be conducted with a participatory and interactive approach by encouraging participants to share their insights relevant to the lesson under discussion, and using this input for understanding participants' attitudes towards stress. The lesson should build on the previous sessions of other domain trainers by integrating the responses of specific participants to stress to emphasize the holistic theme of the overall training. • Use the respective insights of the participants on stress and trauma as collective insights for other participant members to benefit from thus allowing all participants to see the bigger picture. • Utilizing personal experiences of the participants in an ethical manner with the Do No Harm principle to facilitate an insight about stress among participants and how it affects them. • Debrief participants and assess their understanding of the lesson and how they've responded to the overall teaching. Use this knowledge to build on future lesson contents.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	Participants first learn the objectives and process of the lesson session. The lesson's first part will consist of a discussion on stress-management and the second half will consist of a discussion on stress. The lesson begins with the Hand Exercise. The exercise requires individuals to put their hand on the paper and draw it with the help of a pen or a pencil. The participants are then required to write inside the space of the palm and fingers about what keeps them calm (which is written inside the thumb space), what gives them hope (inside the index finger space), what makes or keeps them happy (inside the middle finger space), who do they trust (inside their ring finger space) and what motivates them (inside the pinky finger space). After the participants have completed this exercise they are asked their thoughts, what areas they need to work on, and what are they good at it. Participants can also be asked to share any two things from the exercise they are comfortable with. However, they have the right to skip this question.	2. Explore personal resources for coping with stress. 4. Create empowerment through understanding of the practice of self-care and community-building. 5. Understand individual and group insights and reactions to the subjects of stress and trauma. Adjust and frame the lesson content and discussion accordingly. 6. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.	*How was the exercise to them, what do they need to work on more and what are they already good at? Or...* *Are there any two things that you are comfortable in sharing with everyone here?*
2	The facilitator then emphasizes that it is the personal resources that participants have at their disposal that contribute to their healthier functioning. Participants are also encouraged to remain in touch with the kind of resources that have kept them functioning at different levels of stressors in different conditions (such as at work and at social and personal levels).	2. Explore personal resources for coping with stress. 4. Create empowerment through understanding of the practice of self-care and community-building. 5. Understand individual and group insights and reactions to the subjects of stress and trauma. Adjust and frame the lesson content and discussion accordingly. 6. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.	
3	Participants are then introduced to another activity. This time the participants are shown a flip chart with four boxes. The first box has the heading "Self-Esteem." Participants are briefly explained the term and asked to write what contributes to their high "self-esteem." The next heading contains "Self Confidence." Participants are asked what are some of the abilities that increase their self-confidence, these abilities can be social and professional skills. The next box to the bottom left has the heading "Courage." Participants are asked to list items that give them courage to continue when they feel challenged or stressed. The box adjacent to it has the heading "Strength" where participants are asked to write down their personal strengths including those that have helped or can help them in difficult situations. For this activity, participants are given ten minutes and after the exercise, participants are asked to share two items from the entire list, which they are comfortable in sharing with other participants. Similar to the hand exercise, participants may choose to skip the disclosure part. After completion of this activity, the first half is concluded.	1. Develop an understanding that stress is a productive or counter-productive force depending on its level of intensity. 2. Explore personal resources for coping with stress. 5. Understand individual and group insights and reactions to the subjects of stress and trauma. Adjust and frame the lesson content and discussion accordingly. 6. Create an inclusive space for the participants to share their experience without fear or presumption of being judged. 7. Foster an environment and respect where stress and traumatic stress are understood to be normal responses.	*Participants are asked to suggest a symptom of stress and to recommend a solution to mitigate it.* *When did it (stress) 'not' work for you and when did it work for you?* *Write one sign that we experience while undergoing stress?* *And* *What would you do to manage these signs of stress?*

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
4	The facilitator begins the second half by briefly explaining what stress is and how stress can be productive and traumatic. To elaborate on this, the facilitator informs participants that stress is any event or situation that physiologically and psychologically overwhelms a person's ability to deal with stress. Although 'eustress', is a type of stress that make us optimally anxious to prepare for a task, 'distress' is the kind of stress which results in overwhelming our resources in coping with a stress. Moreover, a traumatic stress is a kind of stress which chronically interferes with our ability to cope with a particular stressor. To encourage interactive learning, the facilitator solicits some examples on general stressors (productive or otherwise) from participants by giving them post it notes. After writing on the post-its, participants come forward and post them on a flip chart on the easel. The facilitator then calls all the participants for a brief discussion of the 'stressors' and summarizes the topic.	1. Develop an understanding that stress is a productive or counter-productive force depending on its level of intensity. 3. Create awareness about the physiological and psychological responses an individual undergoes during stress.	
5	Participants are asked to return to their seats and are given two post-it notes this time. On one post-it note, they are asked to write one symptom (such as head-ache, feeling irritated, high blood pressure, etc.) experienced during stress and on the other to write how a stressor they had identified can be managed or mitigated.	1. Develop an understanding that stress is a productive or counter-productive force depending on its level of intensity. 3. Create awareness about the physiological and psychological responses an individual undergoes during stress.	
6	The facilitator then asks participants to post the post it notes on the flip chart again. The facilitator summarizes the topic and the lesson by underscoring the importance of connecting with our personal resources (focused at enhancing our personal care and engaging in community building) for the mitigation and management of stressors in our lives.	2. Explore personal resources for coping with stress. 3. Create awareness about the physiological and psychological responses an individual undergoes during stress.	
7	The facilitator tries to highlight the effects of stress by sharing the "cup-exercise". A cup full of water with a saucer is brought before the participants. The cup represents the persons self, saucer as one's social relations, and the water as the person's spirit or soul. And how stress (the stone) affects our personal spirit and our personal well-being and when stress gets high, it has a spillover effect and it affects our social relations too. The point here is to understand how stress, just like the stone, affects our self, and people around us, i.e. our social relations.	4. Create empowerment through understanding of the practice of self-care and community-building.	

4 Self Care: Building Resilience and Solidarity

This session comes after Stress Management. The purpose of the session is to reinforce the newly acquired attitude of proactive ownership of one's psychosocial well-being. This session expands on this lesson by allowing people to develop a non-judgmental, but a value-driven attitude towards coping mechanisms. There are certain behaviors such as exercising, spending quality time with friends and family members, meditating, engaging in creative work, going out for a hike, or a simple act of listening to music, which can have a desirable impact on one's psychosocial well-being. On the other hand, certain acts such as engaging in substance-abuse, prolonged work hours, giving little time to sleep or rest, or resorting to self-denial about one's vulnerability are likely to have adverse impacts on the overall well-being of an individual. The session aims to enable participants to understand these differences and make informed choices about the behaviors which can be used to enhance their psychosocial well-being.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

- Participants gain an understanding of resilience and explore inner resources of self-care

- Participants feel more self-empowered with the resources they become aware of after their lessons.

- Participants gain improved insight into planning their digital and physical security as a result of positive resilience.

- Participants gain the ability to explore more suited personal resources for true-resilience.

- Participants learn how to administer self-care and help peers in future with similarly learned tools.

- Participants increase self-awareness of well-being in an integrated manner.

⌄ METHODOLOGICAL PRINCIPLES

- The primary role of the trainer is to facilitate the training process. Similarly, the participants are to be perceived and approached as capable, active, and interactive members contributing to the learning process.

- Make learning an interactive process where participants are encouraged to give their active input to the learning process which should result in the accomplishment of the respective learning objectives and learning goals of emotional resilience.

- Facilitate learning through shared and collective insights of participants on emotional resilience to build on the broader themes of the lesson objectives.

- Identify indicators of participant responses to the teaching content throughout the lesson to be shared with domain specific and other trainers.

- Tailor lessons to correspond with participants and their realities. What may be right for one participant may not be for another. Facilitate the learning process to aid them in their own evolving life circumstances and in future.

LESSON 4	SELF-CARE: BUILDING RESILIENCE AND SOLIDARITY	🕐 60 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Understand resilience and different styles of resilience. 2. Develop an understanding that resilience is a normal response to stress depending on what style (and habits of) resilience an individual responds with. 3. Create understanding about the productivity of healthy and positive styles of resilience and why it matters. 4. Create empowerment through understanding of the practice of self-care and community building. 5. Understand the link between physical and digital safety to build resilience.	**For Trainers** 6. Provide a reassuring environment to the participants to talk about their experience without feeling overwhelmed by the experience while revisiting it, i.e. Do No Harm. 7. Understand individual insights shared by participants regarding different styles of emotional resilience for adjusting and framing the lesson content and discussion. 8. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.
RESOURCES NEEDED	1. Markers, pens, papers and stick notes. 2. Project and Power Point Slides.	3. Semi-circle arrangement with participants and the facilitator sitting on the floor. 4. Visual representation of responses to threatening situations.

TEACHING METHOD	
	• Make the lesson topic relevant to the participants, such as to those from Human Rights Defenders or Journalistic backgrounds, by allowing them to emotionally relate through ensuring the styles of resilience (by observing the "Do No Harm" approach) are relevant to the audience.
	• The lesson will be conducted with a participatory and interactive approach by encouraging participants to share their insight relevant to the lesson under discussion, and using this input for understanding participants' attitudes towards resilience in general and styles of resilience. The lesson should build on the previous sessions of other domain trainers and the lesson on stress and trauma by integrating the theme of resilience to emphasize the holistic theme of the overall training.
	• Use the respective insights of the participants on stress and trauma as collective insights for other participant members to benefit from thus allowing all participants to see the bigger picture.
	• Utilizing personal experiences of the participants in an ethical manner with the Do No Harm principle to facilitate an insight about resilience among participants and how it affects them.
	• Debrief participants and assess their understanding of the lesson and how they've responded to the overall teaching. Use this knowledge to build on future lesson contents.

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	The trainer will initially introduce the lesson and share the objectives of the lesson with the participants in a meaningful manner, allowing participants to understand the objective of the session and its importance. The facilitator will begin the discussion by briefly revisiting the concept of responses to threatening situations and how we try to mitigate the long-term effects of stressful events. The goal is to build the discussion and link this with the coping (resilience) mechanism.	1. Understand resilience and different styles of resilience.	
2	Introduce to the participants different behaviors that contribute to functional manners of resilience. The facilitator can use drawn visual aids to illustrate the concept of Resilience. One example could be of spring itself (which could mean as our ability to cope with stress itself, i.e. resilience). Next, to expand on it, the trainer can use another drawn image of a SUV-Car with people inside it, which is driving on a bumpy road. The facilitator may remind participants that if the shock absorbers (spring like devices fitted in a car to absorb shocks on an even surface) break down, it would impact the car's performance not only causing damage to the car's structure, but impacting the people sitting inside the car as well. The same is true for capacity (resilience) to deal with stress. When we struggle at it, it not only affects us, it also affects the significant people in our lives. Building on the point of resilience here, the facilitator may now want to proceed the discussion further.	2. Develop an understanding that resilience is a normal response to stress depending on what style (and habits of) resilience an individual responds with. 3. Create understanding about the productivity of healthy and positive style of resilience and why it matters. 6. Provide a reassuring environment to the participants to talk about their experience without feeling overwhelmed by the experience while revisiting it, i.e. Do No Harm. 7. Understand individual insights shared by participants regarding different styles of emotional resilience for adjusting and framing the lesson content and discussion.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
3	Discuss "Reactive" (instead of using the term 'Negative') ways of building resilience. How a consequence of prolonged stress can lead people to respond with certain types of behaviors which affect psychosocial aspects of their personal and work-lives. Provide a few examples of Reactive Resilience (using this as an alternative term to Negative Resilience), and then ask participants to give their verbal input by reflecting on what other behaviors and emotions they think fall in 'reactive' resilience.	2. Develop an understanding that resilience is a normal response to stress depending on what style (and habits of) resilience an individual responds with. 3. Create understanding about the productivity of healthy and positive style of resilience and why it matters. 6. Provide a reassuring environment to the participants to talk about their experience without feeling overwhelmed by the experience while revisiting it, i.e. Do No Harm. 7. Understand individual insights shared by participants regarding different styles of emotional resilience for adjusting and framing the lesson content and discussion.	*What behaviors do you think could hamper an individual's ability to effectively mitigate stress?*
4	The facilitator progresses the discussion to "Positive" Resilience. Participants are then asked to make a personal list of at least ten tools that can serve as productive and healthier methods of resilience for them. Following this, participants will be asked to give their input as to what consequences could come from their pool of resources or tools of resilience.	2. Develop an understanding that resilience is a normal response to stress depending on what style (and habits of) resilience an individual responds with. 3. Create understanding about the productivity of healthy and positive style of resilience and why it matters. 6. Provide a reassuring environment to the participants to talk about their experience without feeling overwhelmed by the experience while revisiting it, i.e. Do No Harm. 7. Understand individual insights shared by participants regarding different styles of emotional resilience for adjusting and framing the lesson content and discussion. 8. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.	*What tools of positive resilience worked for you in the past? Or what are some habits that help alleviate stress without affecting our physical and social well-being.* *(For the list) What other additional tools or resources can you utilize to enhance your resilience mechanism? Make your own resilience list.*
5	After the discussion, the session is concluded with a debriefing session to have participants share their insights to ensure they leave with a sense of self-empowerment. This can be accomplished by briefly revisiting on how self-care and community building resources for building resilience. Moreover, as a facilitator before you conclude it's important to link how an individual's emotional well-being provides them with a capacity to link their digital, physical, and emotional well-being as the other two components are just as important elements of holistic well-being.	4. Create empowerment through understanding of the practice of self-care and community building. 5. Understand the link between physical and digital safety to build resilience. 8. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.	*How do you feel?* *What did you find most useful in the session and what have you gained through it?* *What can we do better to enhance your self care practice?* *Suggestions: you can encourage participants to start a self care journal.*

5 Psychosocial First Aid

The concept of psychosocial first aid in practice is not new; however, it may come as a new concept for the participants and the facilitator of the session. Psychosocial first aid is the relief any individual (without any psychological or clinical training) can offer to victims of immediate trauma. This session is usually scheduled after the session of physical first aid.

Psychosocial first aid, is not only a means of intervention, but a session that develops understanding about human responses under traumatic situations. Considering these responses, the session proposes desired and undesirable interventions to help calm and console the victim in the aftermath of a traumatic experience.

GENERAL DESCRIPTION OF LESSON

DESIRED LESSON OUTCOMES

- Participants learn to trust their fellow colleagues in an environment that fosters an environment for respect for privacy, confidentiality, and feelings and emotions of fellow participants and team members.

- Participants gain the ability to integrate practices between domains of physical security and psychosocial domain.

- Participants feel more self-empowered with the resources they become aware of after their lessons.

- Participants learn how to administer self-care and help peers (community building) in future with similarly learned tools.

- Participants gain the ability to exercise caution with others when providing medical first aid along with psychosocial first aid.

- The facilitator uses different approaches such as interactive discussions and a simple list of acts to do and to avoid while administering a psychosocial first aid.

- To create an understanding among participants about the efficacy and limitations of the psychosocial first aid. It is important to remember, that psychosocial first aid is not equal to psychosocial counseling.

- Use where necessary an intervention of the physical trainer to help link psychosocial first aid with medical first aid.

LESSON 5	PSYCHOSOCIAL FIRST AID	🕐 40 MINUTES
LEARNING OBJECTIVES	**For Participants** 1. Understand the concept of psychosocial first aid. 2. Create an understanding about what behaviors are unhelpful when providing help to others after a traumatic event. 3. Understand individual and group reactions to the subject of psychosocial first aid for adjusting and framing the lesson content and discussion, particularly with lessons or lesson content of medical first aid. 4. Reinforce and complement the lesson content of medical first aid and how participants can relate the use of psychosocial first aid with medical first aid.	**For Trainers** 5. Understand individual insights shared by participants regarding the concept and practice of psychosocial first aid. 6. Create an inclusive space for the participants to share their experience without fear or presumption of being judged. 7. Foster an environment of comfort for participants to familiarize themselves with the understanding of the steps, as well as helpful and unhelpful behaviors when providing medical first aid and psychosocial first aid to others.
RESOURCES NEEDED	1. Markers, pens, papers and stick notes. 2. Project and Power Point Slides. 3. Semi-circle arrangement with participants.	4. Visual representation of neutral (non-graphic) helpful behavior or first aid symbols.
TEACHING METHOD	• Make the lesson topic relevant to the participants, such as to those from Human Rights Defenders or Journalistic backgrounds, making the psychosocial first aid (by observing the "Do No Harm" approach) in tandem with the practice of medical first aid relevant to the audience. • The lesson will be conducted with a participatory and interactive approach by encouraging participants to share their insights relevant to the lesson under discussion, and using this input for understanding participants' attitudes towards psychosocial first aid as an altruistic behavior. The lesson will also build on the previous sessions of other domain trainers and previous lesson on medical first aid by integrating the theme of psychosocial first aid to underscore the holistic theme of the overall training. • Use the respective insights of the participants on psychosocial first aid as collective insights for other participant members to benefit from thus allowing all participants to see the bigger picture. • Utilizing personal experiences of the participants in an ethical manner with the Do No Harm principle to facilitate an insight about the practice of psychosocial first aid among participants and how it affects them. • Debrief participants and assess their understanding of the lesson and how they've responded to the overall teaching. Use this knowledge to build on future lesson contents.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
1	The trainer will initially introduce the lesson and share the objectives of the lesson with the participants in a meaningful manner (i.e. relating its importance with medical first aid as well), allowing participants to understand the objective of the session and its importance. The discussion progresses to how the instinct of survival has evolved with the evolution of the human brain over time. Specifically, how humans have improved their survival skills by adapting to nearly every environment and modifying their survival behaviors accordingly.	1. Understand the concept of psychosocial first aid. 3. Understand individual and group reactions to the subject of psychosocial first aid for adjusting and framing the lesson content and discussion, particularly with lessons or lesson content of medical first aid. 4. Reinforce and complement the lesson content of medical first aid and how participants can relate the use of psychosocial first aid with medical first aid. 6. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.	
2	Participants are then taught how their fear pathways function and the adrenaline response, regarding how this function and response contributes towards our survival behavior and what consequences occur because of it. The facilitator then progresses the discussion on "*Responses to Danger*". Responses are discussed and the relevance of the responses to emergency situations is examined, particularly by relating examples of medical first aid, such as examples of the "*tend and befriend*" response, which people engage in, when they get themselves ready to help others.	4. Reinforce and complement the lesson content of medical first aid and how participants can relate the use of psychosocial first aid with medical first aid. 7. Foster an environment of comfort for participants to familiarize themselves with the understanding of the steps, as well as helpful and unhelpful behaviors when providing medical first aid and psychosocial first aid to others.	

#	DESCRIPTION	LEARNING OBJECTIVES	CHECKPOINTS
3	The facilitator then tries to build the mindset that one needs to be in before helping others. This can be done by easily making references to the 'Danger' component of the (medical) first aid lessons wherein an individual is required to calm themselves first and assess the situation before providing medical first aid. This can be done by reinforcing it with the steps for calming oneself before helping someone after a traumatic event, i.e. Stop, Breath, Think and Act.	3. Understand individual and group reactions to the subject of psychosocial first aid for adjusting and framing the lesson content and discussion, particularly with lessons or lesson content of medical first aid. 4. Reinforce and complement the lesson content of medical first aid and how participants can relate the use of psychosocial first aid with medical first aid.	
4	The facilitator then progresses the discussion to what behaviors can be helpful in making a difference to an individual's condition. This discussion again underscores the direct relation between the emotional or psychosocial first aid and the medical first aid. The helping behaviors that fall under the category of psychosocial first aid are nearly like those exercised while administering medical first aid. Having said this, the facilitator must also elaborate on the relevance of psychosocial first aid in situations such as the post-phase of a Natural Disaster or displaced persons of the conflict hit areas.	2. Create an understanding about what behaviors are unhelpful when providing help to others after a traumatic event. 7. Foster an environment of comfort for participants to familiarize themselves with the understanding of the steps, as well as helpful and unhelpful behaviors when providing medical first aid and psychosocial first aid to others. 6. Create an inclusive space for the participants to share their experience without fear or presumption of being judged.	*Ask participants after the discussion, why certain harmful behavior is not to be committed when providing psychological first aid.*
5	For participants' benefit and anyone else for whom the psychosocial first aid is being exercised or administered, it is necessary that anyone carrying it our should understand that there are certain behaviors that need to be avoided to maintain the psychosocial and the physical well-being of an individual. After the discussion, the session is concluded with a debriefing session to have participants share their insights. The goal is for participants to leave with a sense of self-empowerment and provide closure to the lesson session.	5. Understand individual insights shared by participants regarding the concept and practice of psychosocial first aid. 7. Foster an environment of comfort for participants to familiarize themselves with the understanding of the steps, as well as helpful and unhelpful behaviors when providing medical first aid and psychosocial first aid to others.	*How do you feel & what did you find most useful in the session and what did you gain through it?*

This lesson can be facilitated jointly with physical lesson on first aid. The physical first aid lesson can be facilitated while the psychosocial trainer incorporates and reinforces the psychosocial elements of first aid.

IREX

SAFE BASIC TRAINING CURRICULUM INCLUSION ANNEX

TOWARDS INCLUSIVE SAFETY TRAININGS

Table of Contents

List of tables, checklists, and graphs

Revision Note (May 2021)

The first edition of the Securing Access to Free Expression (SAFE) Inclusion Annex had been published in March 2020. Shortly after, the onset of the COVID-19 pandemic significantly transformed the operating environment for projects like SAFE, making questions of (remote) accessibility even more important. The pandemic has had a disproportionate impact on people marginalized by society, especially on those for whom multiple identity-based disadvantages intersect. Journalists and social communicators belonging to vulnerable populations most acutely experienced the challenges associated with economic hardships and a rapidly transforming media landscape.

Though a sudden shift to online-based interactions for training programs such as SAFE has been exclusionary to some (e.g. communities with low digital literacy), it also presented opportunities. For instance, the shift to the virtual sphere might enable some persons with disabilities (PwD) to now participate in events that previously might have been inaccessible to them in the "analog" world.

Roughly one year after its first launch, the SAFE team decided to update the SAFE Inclusion Annex. This new version incorporates the experiences made and lessons learned during the past year. In particular, SAFE added to the following chapters considerations related to the conduct of *remote*[1] trainings and other activities on journalist safety issues. In addition, changes in this updated version of the Inclusion Annex also reflect SAFE's continuous learning as it relates to aspects of the annex that are not directly related to remote trainings; for instance, the SAFE team added additional terms to the glossary and made changes to some of the lesson plans. Lastly, and in an effort to "practice what we preach," SAFE worked with external experts on also adapting the formatting and layout of the SAFE Inclusion Annex to make it more accessible.

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[1] For the purpose of this annex, the words 'remote', 'virtual', and 'online' will be used interchangeable, all meaning 'not in-person'. 'Remote', 'virtual', or 'online' means the delivery is through a digital platform.

The SAFE team would also like to give a warm thanks to other programs at IREX, including the Center for Applied Learning and Impact and others, whose important work on aspects of inclusion and accessibility over the past year substantially informed the updates to this annex.

The SAFE approach to Gender Equality and Social Inclusion

The Securing Access to Free Expression (SAFE) Initiative is IREX's flagship effort to enable media practitioners and social communicators to work as safely as possible in closed and closing spaces. SAFE serves to equip media practitioners and social communicators with the means to resiliently continue their important work and manage—as well as mitigate—the risks and threats they face in their day-today work uncovering injustices, reporting on corruption, and holding authorities accountable.

> Marginalized groups exist nearly everywhere. They are people who, for whatever reason, are denied involvement in mainstream economic, political, cultural, and social activities (see https://yali.state.gov/). In many contexts where SAFE works, these include women, LGBTQI+ persons, persons with disabilities, under-represented ethnic and religious groups, and young people.

SAFE takes a human rights-based approach to development, meaning that the objective of the program is to contribute to realizing human rights for all. Our approach to Gender Equality and Social Inclusion (GESI) addresses unequal power relations between different social groups and focuses on the need for action to ensure equal rights, opportunities, and respect for all individuals regardless of their identity. SAFE trainings evaluate and address identity-based risks and staff take a comprehensive approach to ensure that trainings are accessible and valuable to all, especially to groups that have traditionally lacked access to power and resources. Not only do SAFE trainings equip participants with knowledge and skills to manage and mitigate identity-based risks and threats, they also aim to challenge norms and stereotypes that lead to harm.

SAFE harnessed the experience and knowledge from project target groups, its regional training teams, and IREX's institutional knowledge of inclusion best practices to compile this annex.

How to use the Inclusion Annex

The purpose of this annex to the SAFE Basic Training Curriculum[2] is to share SAFE's approach and methodology to ensure equal access to its trainings, addressing identity-based risks, and challenging harmful norms and stereotypes. It provides guidance at all stages of the training process: 1) design and outreach; 2) delivery; and 3) monitoring, evaluation, and learning. The annex can be used together with the SAFE Basic Training Curriculum,[3] but it can also be a resource and inspiration for media practitioners, social communicators, civil society organizations, and non-governmental organizations, as well as others around the world working on journalist safety issues. It promotes journalist safety programs that are designed based on awareness and analysis of culturally defined economic, social, and political roles, responsibilities, rights, entitlements, obligations, and power relations associated with a person's identity, for example gender, age, or ethnicity.

Aggravating = Programs that create, exacerbate, or exploit inequalities among identity groups in pursuit of project outcomes.

Accommodating = Programs that maintain existing identity group dynamics and roles to achieve project outcomes.

Transforming = Programs that seek to actively change social inequalities and structural forms of marginalization.
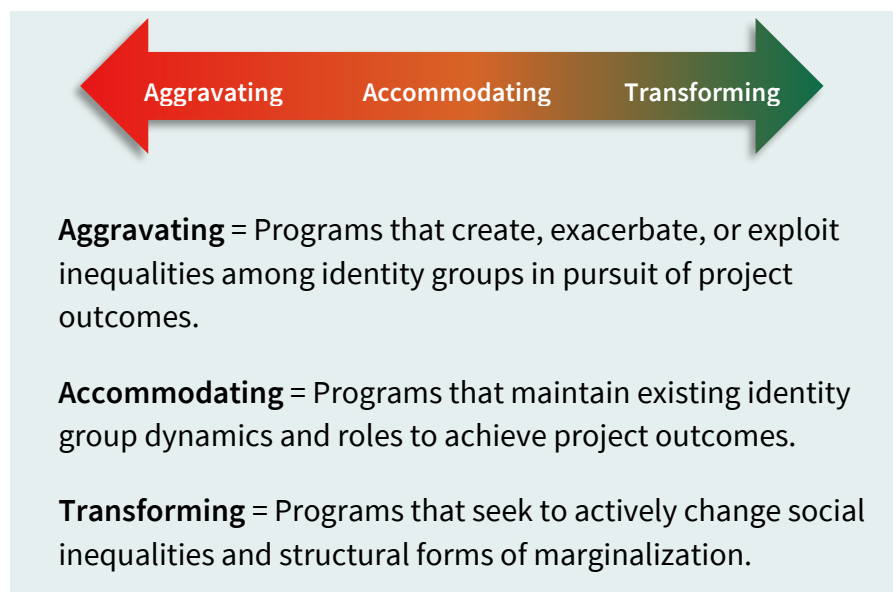
Figure 1: The Inclusion Continuum

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[2] https://www.irex.org/sites/default/files/node/resource/safe-basic-training-curriculum.pdf

[3] IREX Safe Basic Training Curriculum, p. 6; see also pp. 10-13 and 56-59; 26-31 and 71-75.

Based on this analysis, the annex is designed to support any in-person or virtual journalist safety training program in becoming more inclusion-responsive, moving along the inclusion continuum illustrated above towards a transforming approach to inclusion (Fig. 1).[4]

Adjusting to your context

Norms are different between different places and groups, and often change over time. Therefore, any training approach that aims to consider how norms and identities affect safety must be sensitive to the specific context that participants come from and operate in. For example, general perceptions of what is considered harassment and unwanted attention might differ between different groups, locations, generations, and times.

> "The gender approach is fundamental. It is the first time I see a security risk assessment with [a] gender and social inclusion approach. It highlights that we lack gender policies within the media outlets." **SAFE Participant**

This annex will help you be more aware of the norms that might be held by a group of trainees and/or are pervasive in the context in which they work, allowing you to adjust your training to their specific needs. Keep in mind that you might have to adjust the format of your activity (e.g. in-person or remote), exercises, and approaches based on the local context, maybe adding more time for discussion if a concept is new to participants. In addition, legal norms look different in different contexts and may play a big role in the participants' safety. For example, homophobic harassment may not be illegal in all contexts and participants might have limited options for legal recourse. Make sure that you are aware of relevant legislation in your context.

Using the SAFE Basic Training Curriculum together with the Inclusion Annex

This Inclusion Annex guides journalist safety trainers to strive towards equal access to in-person and remote trainings, address identity-based risks, and challenge norms and stereotypes, taught through SAFE experience and expertise with relevant IREX policy and practices. The annex is not a standalone document but provides the key tools for trainers to better integrate inclusion considerations into the SAFE Basic Training Curriculum. Specifically, the Inclusion Annex defines terminology, makes recommendations for contextualizing an inclusive training environment, and strengthens trainers' capacity with practical sample lesson plans that can be easily modified according to particular training contexts. This annex also includes guidance on how lessons from the SAFE Basic Training Curriculum can be "translated" for a remote or virtual training setting, while still ensuring the

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[4] The inclusion continuum is adapted from the Gender Equality Continuum Tool developed by the Interagency Gender Working Group.

best possible level of accessibility and inclusion for all. The annex contains references to the SAFE Basic Training Curriculum in the form of page numbers to guide the use of the two documents together.

Key words and definitions[5]

The language used in a training is essential to creating a welcoming and brave space for trainees and trainers. However, the use of different words and descriptions varies across cultures and societal groups. The list below includes English terms and definitions of their use from a variety of sources. Be mindful that some words are considered neutral or empowering in some circumstances or contexts, while they are hurtful and discriminating in others (see "Reclaiming derogatory terms and stigmatizing labels", p. 14). When addressing or describing a person, always use the words or labels they ask you to use. When addressing a group of people, use gender neutral language and encourage participants to do the same (for example, instead of "Ladies and Gentlemen…", say "Dear guests…"). During the training, trainers should be aware of language that may be insulting or abusive.

Ableism: The practices and dominant attitudes in society that devalue and limit the potential of persons with disabilities. A set of practices and beliefs that assign inferior value (worth) to people who have developmental, emotional, physical, or psychiatric disabilities.[6]

Accessibility: The goal of designing and developing activities or materials in a way which allows all individuals—regardless of their auditory, cognitive, neurological, physical, speech or visual capabilities—to acquire the same information and engage in the same interactions in an equally integrated and equally effective manner, while ensuring substantially equivalent ease of use.

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[5] Unless specified otherwise, SAFE's definitions are based on the TAAP Toolkit developed by a group of organizations, including co-founders IREX and World Learning. The glossary is grounded in the principle of self-identification noted in international standards, including the UN Committee on the Elimination of Racial Discrimination (CERD). Those standards affirm that unless there is justification to the contrary, identification of persons as members of a racial or ethnic group will be based on "self-identification by the individual concerned". More information at taapinclusion.org/toolkit. When SAFE has modified the definition in this list, the source or explanation can be found in the footnotes.

[6] stopableism.org/p/what-is-ableism.html

Adultism: Behaviors and attitudes based on the assumption that adults are better than young individuals and entitled to act upon young individuals without their agreement.[7]

Ageism: Prejudiced thoughts, stereotyping, and discriminatory actions based on differences in age; usually that of younger persons against older.[8]

Bisexual: Sexual orientation that describes a person who feels emotional and sexually attracted to people of their own gender and people of other genders, though not necessarily simultaneously, in the same way, or to the same degree.

Digital divide: The gap between individuals, households, businesses, and geographic areas regarding both their opportunities to access information and communication technologies (ICTs) and their use of the internet for a wide variety of activities. The gap may exist for several reasons, including demographic and socio-economic characteristics, such as income, education, racial identity, geographic location (urban-rural), age, skills, awareness, political, cultural, and psychological attitudes, and mostly gender identity. Specifically, 'gender digital divide' describes the "gap" where girls and women have less access to technology and the internet compared to boys and men, because, for instance, they have less means available to afford technology and internet access. In addition, stereotypes around technology being "for boys" and fear of being discriminated against often stop girls and women from using digital tools.[9]

Displaced persons: People forced to flee their homes due to persecution, natural disasters, conflict, violence, or human rights violations. This category includes internally displaced people (seeking safety in other parts of their own country) as well as asylum seekers and refugees (people seeking safety and international protection in other countries).

Gay: Sexual orientation that describes a person who feels emotionally and sexually attracted to people of their own gender. It can be used regardless of gender identity, but it is more commonly used to describe men.

Gender: Socially defined differences between women and men, girls and boys, including economic, social, and political roles, responsibilities, rights, entitlements, characteristics, obligations, and power dynamics associated with sex and sexuality. The social definitions of what it means to be female or male vary among cultures and change over time.

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[7] https://www.pcc.edu/about/equity-inclusion/documents/diversity-definitions.pdf

[8] https://www.pcc.edu/about/equity-inclusion/documents/diversity-definitions.pdf

[9] https://plan-international.org/education/bridging-the-digital-divide

Gender-based violence (GBV): A phenomenon deeply rooted in gender inequality that continues to be one of the most notable human rights violations within all societies. Gender-based violence is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of survivors are women and girls. "Gender-based violence" and "violence against women" are terms that are often used interchangeably as it has been widely acknowledged that most gender-based violence is inflicted on women and girls by men. However, using the "gender-based" aspect is important as it highlights the fact that many forms of violence against women are rooted in power inequalities between women and men.[10]

Gender fluid: Person who does not identify with a single fixed gender and may see their gender identity as fluid and moving between different genders at different times in their life.[11]

Gender identity: A person's internal, deeply held sense of their gender. For transgender people, their own internal gender identity does not match the sex they were assigned at birth. Most people have a gender identity of man or woman (or boy or girl). For some people, their gender identity does not fit neatly into one of those two choices (see non-binary and/or genderqueer below.) Unlike gender expression (see below) gender identity is not visible to others.[12]

Identity-based violence: Failure to recognize human rights or actual violations of human rights perpetrated against individuals or groups due to identity. Such violation undermines physical and mental health, well-being, dignity, security, and autonomy; it may include explicit threats of such consequences. IBV prevents affected individuals and groups from fully participating in and contributing to society.

Inclusion/Social inclusion: The process of improving the ability, access, dignity, and opportunity of people, disadvantaged on the basis of social identity, to take part in society. This process requires changing systems and challenging norms.

Inclusion responsiveness: A step beyond inclusion sensitivity, inclusion responsiveness describes the step by which an individual's or team's awareness of marginalization spurs pro-active program design to address marginalization and to engage marginalized identities as agents of change.

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[10] Based on https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence.

[11] http://www.ohrc.on.ca/.../appendix-b-glossary-understanding-gender-identity-and-expression

[12] https://www.glaad.org/reference/transgender

Inclusion sensitivity: An individual's or organization's awareness of the disparities in marginalized and excluded groups' agency, access, and power to contribute their voices and experiences.

Intersectionality: Interaction of an individual's identities (race, gender, disability status, and age) in ways that can intensify the inclusion or exclusion they experience. Intersectionality is the understanding that a person may enjoy advantages, or suffer disadvantages, based on multiple identities rather than just one.[13]

Intersex: A general term used to indicate a variety of conditions in that a person is born with a reproductive or sexual anatomy that is different from the standard definitions of female or male in terms of the external characteristics of their body. For example, it is possible for a person at birth to look like a female for their external characteristics, but who internally has a typical male anatomy; or a person could be born with genitals that seem to be a combination of types, usual male and female.

Lesbian: Sexual orientation that describes a person who identifies as a woman and feels emotionally and sexually attracted to other women.

LGBTQI+ Persons: People who identify as lesbian, gay, bisexual, transgender[14], queer, intersex plus other sexual or gender identities. This is a broad inclusive term for populations whose perceived or real sexual orientation, gender identity and expression, or sexual characteristics do not conform to commonly accepted norms.

Marginalization: Dynamic processes resulting in a group or class of people becoming less important or relegated to a secondary position due to a) underdevelopment, lack of resources, distance; b) oppression; c) lack of cultural integration, lack of adaption to norms; or a combination thereof.

Marginalized communities: Those who have traditionally been excluded from power and access to resources, and may include indigenous peoples, tribal peoples, other minorities, LGBTQI+ populations, women and girls, youth, individuals with disabilities, or other groups.[15]

Microaggressions: Microaggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile,

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[13] http://www.taapinclusion.org/toolkit, p. 36.

[14] In some contexts, the "T" in LGBTQI+ stands for transgender, transsexual, and transvestite. For example, in Mexico the commonly used acronym LGBTTTIQ includes three different 'Ts' (for further reference, see http://cedhj.org.mx/poblacion_LGBTTTIQ.asp, in Spanish only). In other contexts, the terms transsexual and transvestite are outdated and/or offensive.

[15] https://www.state.gov/wp-content/uploads/2020/01/DRL-Indicator-Reference-Sheets.pdf

derogatory, or negative messages to target person based on their marginalized group membership.[16] They represent an expression of power, often based on internalized assumptions about social hierarchies, which the trainer is in a position to redress.[17]

Non-conformist gender (Genderqueer): Describes a person whose gender identity is outside the traditional binary of man/woman. Other terms for people who do not identify with the traditional binary include variant of gender, wide-range gender, etc.[18]

Personal pronouns: In many languages, pronouns are short words used to substitute the proper name of a person in a sentence. When speaking of a singular human in the third person, these pronouns often have a gender implied, such as in English "he" to refer to a man/boy or "she" to refer to a woman/girl. At the same time, people might make assumptions about the gender of another individual based on their appearance or name and, based on these, choose one set of pronouns over another to address or refer to that individual. However, all of these assumptions are not always correct and the act of assuming (even if correct) and thus choosing a certain pronoun can send a potentially harmful message. On the other hand, using someone's chosen and self-assigned personal pronouns instead of assuming them or using a gender neutral /gender inclusive pronoun (in English "they/them")[19] are two ways to respect their identity, acknowledge diversity, and create an inclusive environment, just as using a person's name can be a way to respect them.[20]

Persons with disabilities (PwD): Individuals who have long-term physical, mental, intellectual, or sensory impairments and may be facing certain external barriers which might hinder their full, equal, and effective participation in society on an equal basis with non-PwD individuals.[21] These impairments can be visible or invisible.

Queer: Broad term used by some to describe people who think of their sexual orientation or gender identity as outside of social norms. Some people see the term queer as more fluid and

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[16] Diversity in the classroom, USC Diversity & Faculty Development, 2014. Available at https://academicaffairs.ucsc.edu/.../Microaggressions_Examples_Arial_2014_11_12.pdf.

[17] You can find further information on microaggressions in guidance developed by the University of California, Santa Cruz, in their resource "Recognizing Microaggressions and the Messages They Send".

[18] For further reference, see this resource by Harvard University: https://sitn.hms.harvard.edu/flash/2016/gender-lines-science-transgender-identity/

[19] To learn more about Gender Neutral /Gender Inclusive Pronouns in English please refer to: https://uwm.edu/lgbtrc/support/gender-pronouns/#:~:text=What%20is%20a%20pronoun%3F,that%20you%20are%20talking%20about.

[20] https://www.mypronouns.org/what-and-why

[21] This explanation is based on the United Nation's working definition of PwD which can be found here: https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf.

inclusive than traditional categories for sexual orientation and gender identity. Because of its history as a derogatory term, the term queer is *not* accepted or used by all members of the LGBTQI+ community.

Racial, ethnic, and indigenous identities: Those who identify as a member of a group that may share some of the following elements: culture, race, language, or place of origin. Although we believe that cultural identities should be defined as ethnicities or ethnic groups, we have chosen to retain the term racial alongside ethnic and indigenous identities because in some countries the term race is still used to refer to cultural diversity. There is no biological evidence to support the existence of distinct races, but the use of the term race acknowledges that practices of racism and racial discrimination nevertheless persist and need to be combated.

Racism: A system of advantages and disadvantages based on race, and supported and perpetuated by the actions of individuals, institutional structures, policies, cultural norms, and practices that create and sustain advantages for one or several dominant racial group(s) while systematically subordinating members of other targeted racial groups (often communities of color).[22]

Religious identities: Those who identify with a set of beliefs that relate humanity to the spiritual world. Religious identities may or may not be part of an organized system and participate in religious activities. Often such identities intersect with political and ethnic identities and may be hard to distinguish from them. It is important to create space for diversity within religious identities. Some may be strict adherents to the core tenets of a religion, others may be less strict and identify loosely. In some contexts, particularly those with one dominant religion, a person who does not identify with any religion should be considered a minority with inclusion needs.

Sex: The legal, anatomical, and/or biological distinction, typically of male or female.[23]

Sex assigned at birth: Sex (male or female) assigned to a baby at birth, most often based on the external anatomy of the baby. Also denominated as sex of birth, biological sex, or sex.

Sexism: A system of advantages that serves to privilege men, subordinate women, denigrate women-identified values and practices, enforce male dominance and control, and reinforce forms of masculinity that are dehumanizing and damaging to men.

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[22] https://www.pcc.edu/about/equity-inclusion/documents/diversity-definitions.pdf

[23] https://eca.state.gov/files/bureau/sogi_terminology.pdf

Sexual diversity: This term refers to the full spectrum of sexuality, which includes all aspects of attraction, behavior, identity, expression, orientation, relationships, and sexual reactions. It refers to all aspects of human beings as sexual beings.

Sexual harassment: Any form of unwanted verbal, non-verbal, or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating, or offensive environment.[24] It is the person on the receiving end of the behavior who decides whether or not it is unwanted and offensive, regardless of what the other person's intention is. Sexual Harassment is not about sex, it is about power.[25]

Sexual orientation: The way in which a person characterizes their emotional and sexual attraction towards others.

Tokenism: A policy or practice that is mainly symbolic and involves attempting to fulfil one's obligations with regard to established targets, such as voluntary or mandated gender quotas, with limited efforts or gestures, especially towards minority groups and women, in ways that will not change existing power relations and/or organizational arrangements which disproportionately benefit dominant group(s).[26]

Transgender: A general term to describe a person who has an identity or expression of gender other than the gender that was assigned at birth. Transgender people woman to man (WtM) were assigned as females at birth but they identify and live as males; transgender people man to woman (MtW) were assigned as males at birth but they identify and live as females.

Transphobia: The aversion to, fear, hatred, or intolerance of trans people and communities. Like other prejudices, it is based on stereotypes and misconceptions that are used to justify discrimination, harassment, and violence toward trans people.[27]

Victim blaming: A devaluing act that occurs when the victim(s) of a crime or an accident is held responsible — in whole or in part — for the crimes that have been committed against them. This blame can appear in the form of negative social responses from legal, medical, and mental health professionals, as well as from the media and immediate family members

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[24] United Nations Glossary on Sexual Exploitation and Abuse, https://hr.un.org/sites/hr.un.org/....

[25] https://www.wan-ifra.org/sites/.../Sexual_Harassment_Handbook.pdf, p.9.

[26] See here for the original definition by the European Institute for Gender Equality, https://eige.europa.eu/thesaurus/terms/1408

[27] http://www.ohrc.on.ca/.../appendix-b-glossary-understanding-gender-identity-and-expression

and other acquaintances.[28] Victim-blaming occurs when it is assumed that an individual did something to provoke the violence by actions, words, or dress. Many people would rather believe that someone caused their own misfortune because it makes the world seem like a safer place, but victim-blaming is a major reason that survivors of sexual and domestic violence do not report their assaults.

Youth: Young people between the ages of 15 and 29.

Reclaiming derogatory terms and stigmatizing labels[29]

The SAFE program acknowledges that there is an ongoing debate about whether reclaiming derogatory terms and stigmatizing labels by oppressed/discriminated/marginalized populations is empowering or harmful. We understand and respect individuals, collectives, and communities that reclaimed such terms to name themselves as a strategy of resistance, since this action might diminish their historically negative and stigmatizing power. However, safety trainers should not use nor promote the use of stigmatizing labels in trainings or in conversations among participants, even if they are part of the marginalized group, in order to model an environment based on respect. If interpreters are utilized, they should also be familiarized with inclusive language expectations and terminology.

If a derogatory term or label is being used by someone during the training, trainers should clarify whether it was meant to offend anyone or if it was used by a marginalized person as a means of empowerment. In the first case, the trainer should clearly state that no derogatory term with the purpose to offend is tolerated in the training. In the second case, the trainer should clarify that other persons, especially those belonging to that marginalized group, might feel differently about that term.

The training team may establish a list of relevant derogatory terms and other sensitive words in the language(s) used in the training and corresponding to their context, including how and by whom such terms are used, to be prepared in case they are normalized in these language(s) or if participants use them during training. The list should be a living document and updated periodically. This annex further provides guidance on what trainers should do if they encounter this language under the heading Training environment (p. 36).

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[28] https://crcvc.ca/docs/victim_blaming.pdf

[29] For more information and research: Galinsky, Adam & Wang, Cynthia & Whitson, Jennifer & Anicich, Eric & Hugenberg, Kurt & Bodenhausen, Galen. (2013). The Reappropriation of Stigmatizing Labels: The Reciprocal Relationship Between Power and Self-Labeling. Psychological science. https://tinyurl.com/rd3f32f

Do no (more) harm

SAFE is aware that participants belonging to marginalized groups have already been exposed to and/or are systematically exposed to harming contexts and situations by structural processes of exclusion and discrimination based on their gender identity, sexual orientation, physical and/or mental abilities, age, ethnic or religious identity, income, origin, migration status etc. SAFE also acknowledges and respects their individual and collective coping strategies. In this context, the program strives to do no <u>more</u> harm.

> "Remember that 'do no harm' is not the same as 'do nothing'. Even in the most challenging contexts, there may be small, discrete steps you can take. Doing nothing to support LGBT+ communities can in fact reinforce their discrimination."
>
> **Source:** LGBT+ Inclusion in International Development Programming: A checklist for UK Aid Connect proposals.

Below are a few strategies to consider to do no more harm to participants:

- Acknowledge the pre-existing experiences lived by marginalized groups and their impact.

- Be aware of the unique risks before, during, and after any activities related to the marginalized contexts and apply mitigation strategies in order not to do any more harm.

- Respect the coping strategies marginalized groups have been applying to reduce harm in a context of oppression.

- Make the pre-existing harming situations visible and revise existing coping strategies in positive ways with the aim to raise trainees' awareness and improve their learning experience.

The Do No (More) Harm approach also applies to training participants who do not belong to marginalized groups but have been exposed to traumatic experiences that might have caused them harm. You can find more information and guidance on conducting a Do No (More) Harm training in an IREX guide on this topic, as well as the in the IREX Do No (More) Harm Risk Matrix, which includes some of the identity-based risks participants may face when participating in a training. To request copies of these resources, please contact gender-inquiries@irex.org.

Example of Do No (More) Harm in action: Working with Persons with Disabilities (PwD)

To different extents, we all live in ableist societies that treat "non-disabled" individuals as the standard of 'normal living', which results in public and private places, services, education, and social work that are built to serve 'standard' people, thereby inherently excluding those with various disabilities. Persons with disabilities (PwD) face many kinds of barriers daily. These can be "physical, attitudinal or systemic."[30] Disabilities may or not be visible or disclosed to others. Globally, 15% of the population is estimated to live with a disability.[31]

This reality reflects an already existing context of harm being done to potential trainees.

Persons with disabilities (PwD) have had to learn physical and psychosocial strategies to cope with these barriers, which may be combined with strategies to overcome barriers imposed on other identities (gender, sexual orientation, age, ethnic-religious groups, rural or urban environment, etc.) However, individual and collective coping strategies must not be taken as an excuse to legitimate the existence of any kind of barriers.

Training organizers should acknowledge the above when a person with a disability—visible or not visible—participates in a training and be aware of related risks.

So, in order to not do **more** harm, consider the following steps:

- Partner with local PwD-led organizations to expand outreach to prospective participants with disabilities, co-create or review accessibility of training materials, and share recommendations for accessible venues or remote training platforms, qualified sign language interpreters, and other reasonable accommodations.

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[30] http://www.stopableism.org/p/what-is-ableism.html

[31] https://www.who.int/disabilities/world_report/2011/report/en/

- Make sure actions taken emphasize a rights-based approach versus employing a charity model that infantilizes or dehumanizes PwD at the individual and collective level. Also do not assume that PwD will ask for assistance in all areas, often PwD require only very specific assistance. Generally, base your activities on PwD's *capacities* instead of focusing on "impairments" and think of it as a *right* to assistance.

- Proactively solicit disability-related information from all participants in advance and wherever it is possible, using the <u>needs assessment checklist</u> (p. 23) discussed below.

- According to the needs assessment, ensure that no participants will be exposed to physical injuries and psychosocial harm due to lack of proper accommodation, transportation, or space of training facilities. Venues and vendors must be pre-qualified according to their accessibility.

- Reduce any accessibility barriers (physical, visual, auditory, etc.) in virtual or in-person lesson formats and methodology: make sure visual materials are with high contrast, easily legible font size; trainers and participants speak clearly and loudly, avoiding multiple talking simultaneously; modify first aid practice and other lessons' physical exercises according to physical abilities (see <u>Before the training: Needs assessment and planning</u>, p. 18, for examples).

- Guarantee that lesson content represents the reality, risks, and security mitigation measures of PwD. For example, the trainers might answer these questions: What are the specific digital risks of a participant with visual impairment? What security mitigation measures can they take according to the specific accessible devices they use? What are the specific risks of a young female participant with mental disability while covering a civil unrest? What are the mitigation measures that she and/or her media outlet should take?

- Actively involve the participation of PwD and their experiences, with consent.

- Avoid stereotyped and prejudiced actions or comments: i.e. not all people with hearing impairments can read lips and/or read sign language; not all people using wheelchairs need to be pushed all the time; not all disabilities are visible.

- Be assertive: accept corrections, critique, and feedback from PwD for improvement; and ask the PwD directly (not the personal assistant[32] or interpreter) when in doubt of what they prefer, recommend, need in terms of logistics, language, if providing help, etc.

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[32] http://enil.eu/wp-content/uploads/2016/06/FAQ_Personal_Assistance.pdf

- Have zero tolerance for discrimination or intolerance by other trainees against PwD. Try to correct patronizing attitudes and comments. Seek to improve awareness, respect, and empathy, and promote a human rights-based approach.

Before the training: Needs assessment and planning

Selecting the training format

The content and approach of your training should be adapted to its format, i.e. to whether it is conducted fully in-person or remote, self-paced or "live", or a mix or combination between these characteristics. In turn, the appropriate format for your training depends on your operating context, as well as the needs and accessibility of your prospective participants. This is to mitigate any potential risks to staff and participants and offer them the most effective learning experience possible.

To make a decision on which format to choose, you should conduct a risk analysis to evaluate needs, the operating context, and all relevant external factors. For instance, one training format might be better suited over another when operating in the context of a local or global health crisis (such as the COVID-19 pandemic), or when conducting a training in closing or closed civic spaces. Equally, certain training formats might be more accessible than others for participants with low digital literacy and/or limited internet connectivity.

SAFE's expertise lies primarily in the conduct of fully in-person or remote trainings, but you can find below definitions also for other formats, as well as any opportunities they might present or limits they might have.

In-person trainings

In-person trainings are activities where trainers and trainees are physically present in the same location for a specific number of days. Important factors organizers should consider include participants' and trainers' potential needs related to travel, accommodation, and food provided at the training. Training methodologies and exercises used in an in-person training can include physical demonstrations (e.g. first aid techniques); scenario exercises and/or assessments; psychosocial group or individual sessions; guided installation of digital security tools (e.g. VPNs); printed surveys; physical handouts and copies of complementary reading material; group work and other peer-to-peer activities; as well as other formal or informal personal interactions between trainers and trainees.

Benefits of an in-person training format include:

– Trainers are able to better observe and assess how participants react to certain activities (to avoid triggers, retraumatization, etc.);

– Trainers have more options to adapt surveys and evaluation tools to the group or individual (e.g. choosing whether to use printed or digital surveys);

– Easier for participants to interact with each other and establish personal connections, potentially resulting in solidarity networks post the training;

– Increased likelihood of participants being able to fully concentrate on the training session because the in-person environment is more conducive to learning (i.e. no digital 'fatigue').

Remote trainings

In remote trainings, trainers and trainees connect with each other through an online training platform (e.g. Zoom, Microsoft Teams), using their personal or work devices, for the duration of a specific number of hours or days. Organizers should find a time and date for the remote training which considers the participants' agenda or schedule. Often, participants will have to accommodate the remote training in their regular work schedule and some groups or individuals might prefer to attend the training before working hours, while others might prefer after-work remote trainings or training sessions during the weekend. Organizers should also consider the needs related to participants' and trainers' internet connectivity and bandwidth; their level of digital literacy; the technical equipment available to them; as well as the security and accessibility of the training platform chosen. Training methodologies and exercises used in a remote training can include virtual engagement activities; online breakout rooms; digital surveys; digital complementary reading material; and self-paced assessments after the training.

Benefits of a remote training format include:

– Enable participation of individuals who cannot attend in-person trainings because of any kind of restriction or challenge, especially if trainings require travel and/or stay away from home;

– Can be conducted even during times which do not allow for in-person activities (e.g. a global pandemic)

– Can be used as a tool to reach participants in some closed and closing civic spaces, if the context allows for trainings at all without doing any more harm;

- Allow to provide anonymous and secure ways for participants to share sensitive experiences or stories which they might not feel comfortable sharing in an in-person setting

- Can often be provided at lower costs, since there are no/lower costs for transport, accommodation, and other expenses.

Self-paced/asynchronous trainings

In some instances, it might not be possible for trainers and trainees to be physically present in the same virtual or physical location and/or at the same time. In these situations, organizers might want to choose to instead offer a remote self-paced/asynchronous "on-demand" training. In this training format, participants can log on to the training platform to access and go through the lesson materials (e.g. readings, video and audio resources) at their own pace and at whichever time is most convenient for them. For these types of asynchronous learning and based on their context, organizers can choose whether to grant access to the self-paced course for a limited time and to a specific group of individuals, or offer it in a format which is accessible to anyone interested in the topic (e.g. in the form of a Massive Open Online Course, MOOC). Similar to remote trainings, organizer should take into account for self-paced trainings needs related to participants' remote connection, digital literacy, security, privacy, and accessibility.

Benefits of a self-paced training or MOOC are similar to those of a remote training, but also include:

- Enable participation for individuals with bad internet connectivity, as they can often download content while in an area with better internet connection to then study at a later time where they might have no or a bad internet connection;

- Provide highest possible flexible in terms of time and when to take the training, which is particular relevant, for instance for individuals with caring responsibilities.

- Can support multilingual participants who are less fluent verbally in the language of instructions.

- Can be provided at lower costs while often having the potential to reach a significantly larger number of participants.

Other training types

There are also other forms of trainings which may or may not combine aspects of the training types described above. Examples of this would be blended trainings, in which some modules might be conducted synchronous and in-person, while others are provided online and in asynchronous manner.

A training format which the SAFE team used during the COVID-19 pandemic is a combination of in-person and remote elements in a type of "hybrid" training in which only some participants and/or trainers are physically present in the same location, while others are joining the training remotely. Some participants were physically present at a hotel in one location and taking the training from there, while the trainers were leading the training remotely from another location. For SAFE, this format combined the advantages and disadvantages of in-person trainings, e.g. the direct exchange and interaction between participants, with the methodology of a remote training. Local training assistants were hired to be physically present on-site and onboarded to support training logistics, assure and monitor the provision of a <u>Brave Space</u> (p. 29), and, where needed, help trainers to engage participants in hands-on activities, exercises, and discussions.

The role of the trainer and organizers

The trainer is an essential part of creating an inclusive training environment and a brave space that is conducive to learning. When recruiting trainers, you should ensure that diversity, inclusion and equity (DEI) standards are applied.[33] In addition to DEI considerations and potential trainers' subject area expertise, trainers should have experience in applying an inclusion lens to training or a strong willingness to learn. The trainer is also responsible for keeping up to date with relevant topics and terms related to GESI in their context. Additionally, the identity and experiences of the trainers may be of importance. For example, if the topics being discussed are related to women or LGBTQI+ inclusion, trainers that share those experiences may be preferred by the trainees in some contexts. Participants sometimes relate more to trainers who share some of their own life experiences and social challenges. Finally, the training organizers have a responsibility to continuously raise the inclusion capacity of the training team through professional development opportunities, team discussion and reflection, etc.

Depending on the training type, trainers might not be physically present at a training location themselves (e.g. because they "call in" to the training remotely). For these cases, organizers should consider hiring an assistant or training coordinator to serve as a local contact point and "liaison" between participants and trainers. Generally, their task is to support logistical aspects (e.g. accommodation, assure that remote connection is working, help with technical issues, support filling in of surveys) and they are not required to provide or lead any lesson content themselves. In other scenarios, only a translator might be physically present with participants. These individuals might be alumni or member of a strategic partner, if possible, or recommended by any of them and/or organization staff. Typically, the organization

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[33] For more information on the nexus between DEI and hiring and recruiting, see this article https://medium.com/awaken-blog/inclusive-hiring-why-its-hard-why-it-s-important-and-how-you-can-start-making-a-difference-cddd803109de.

convening the training would want to onboard this "auxiliary staff" in order to increase their awareness for the importance of inclusive and accessible trainings which do no (more) harm.

In all such cases, the assistant or other non-trainer staff should be selected directly by the training organization and meet more or less the same criteria as are applied to trainers, including them showing respect to people with different identities and backgrounds (including gender identities, sexual orientation, racial/ethnic identities, religious identities, ages, disabilities conditions); a commitment to privacy and confidentiality; a proven understanding of Brave Spaces with zero tolerance to any kind of discriminations or aggressions; as well as, where needed and applicable, knowledge of the language(s) spoken by participants. Following the recruitment process, enough time should be dedicated to a thorough onboarding of all trainers and non-trainers involved to the program's GESI practices and requirements.

Selecting participants: Homogenous vs. mixed groups

A homogenous group in the context of GESI is a group of participants who may share similar experiences (but not all) due to some identity; for instance, this may be a women-only group or a group of LGBTQI+ activists. In mixed groups, participants lack a shared identity or experience. The type of group is selected based on a needs assessment that takes into consideration the specific local culture and the purpose of the training. If the training seeks to address very specific needs (trauma experiences, harassment, previous detention, etc.) of specific groups, like activists or women, a homogenous group setting may be more effective and better reduce the risk of more harm. If one of the aims of the training is to build solidarity or raise awareness, then it is better to have a mixed group. For mixed groups, the aim should be to have equitable gender representation, while also aiming for intersectional representation of other identities (e.g. in relation to sexual orientation, racial/ethnic identity, age, disability condition, rural/urban).[34] In mixed groups, do not generalize or assume experiences of marginalized groups. For example, avoid using expressions like: "now let's hear what women think about this," or "let's see what the needs of the younger generation are." Similarly, avoid group activities where groups are divided by gender, age, ethnicity, or vulnerability, unless this aligns with risk or trauma experience.

Conducting a needs assessment

Key to planning and delivering an inclusive training is a thorough assessment of the participants' needs. The needs assessments can be done through printed or digital surveys, interviews, or group discussions. However, only relevant questions should be included and

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[34] For a more detailed discussion on equitable representation, targets, and quotes, see this resource https://www.imd.org/research-knowledge/articles/Diversity-and-Inclusion-a-case-of-targets-quotas-or-freewheeling/.

the need to understand risks faced by participants should be balanced with respect for privacy. For example, how often participants pray will in most cases not be relevant for planning purposes, and although participant's sexual orientation may be correlated with additional risk in some contexts, they may feel that such questions are intrusive and may question lose trust in the training providers. Equally, not all participants with a disability might feel comfortable disclosing a disability. Always consider these parameters in your specific training context and frame your needs assessment accordingly (see Needs Assessment Checklist, p. 23).

Wherever possible, utilize inclusive practices such as avoiding scheduling training on any religious and cultural holidays and providing frequent breaks between sessions for breastfeeding, religious observances, or any other personal needs. These proactive measures will accommodate participants without asking intrusive personal questions. In all communications with persons or organizations about the training, mention what types of assistance and support will be available upon request. It is important to provide this information proactively and equitably to encourage disclosure far enough in advance to accommodate such requests. Additionally, detailed instructions, necessary supporting documentation, and submission deadlines regarding accommodation requests should be clearly communicated.

It is also important to explain to the participants ahead of time what they can expect from the training, whichever format you choose. For example, for in person training provide the information that "the training is three days long, 70% of which will be lessons using computers (provided by the organizers or not), 20% outdoor activities where light movement and comfortable clothes/shoes are required, 10% group work; the accommodation will be in a private room with a bathroom, with services at short distance".

The best way to ensure that the needs of all participants are accommodated at the training and that the environment is inclusive, is to offer participants a list of services which you would be able to provide during training, and ask them if they require any of these services from the list and/or if there are additional services they would need in order to meaningfully participate. This means that the focus is not on "what do participants need?", but more on "what can I as the organizer offer?". You can use below example of a Needs Assessment Checklist (p. 23) as a tool to send out to participants.

Needs Assessment Checklist

Please select any service from the list below which would allow you fully enjoy and participate in this training. Feel free to add services and options not on this list.

Information-related services:

- o Accessible digital material for screen reader
- o Accessible printed material with large fonts, black ink only
- o Audio description of any survey that is required
- o Audio descriptions of visual material
- o Captioning
- o Lip reading
- o Sign language interpreter
- o Other language interpreter. If so, which language _____
- o Slow-paced speech
- o Other: _____

Activity related services:

- o Activities that do not require long periods of standing
- o Activities that do not require sitting on the floor
- o Activities that do not require balance, complex movements, and/or running
- o Specific chair configuration. Please specify _____
- o Other: _____

Food related services:

- o Gluten free
- o Lactose free
- o Vegan
- o Vegetarian
- o Free of: _____
- o Other: _____

Venue related services:

- o Room to pray
- o Room to breastfeed
- o Room to decompress
- o First floor – no stairs
- o Other: _____

Time related services:

- o Break at specific time. If so, please specify _____
- o Break in specific intervals (e.g. after certain number of hours. Please specify _____
- o Beginning/Ending time. Please specify _____
- o Other: _____

Other services

Please list any other services: _____

Needs assessments for remote trainings

When convening a remote training, organizers should also assess participants' needs and abilities as they relate to digital accessibility, specifically literacy (participants' familiarity with digital tools) and access (digital technologies and services which participants have access to). Organizers should aim to identify in advance any digital access barriers and therefore choose the platform, tools, and engagement activities best suited for the participant cohort. To assess participants' digital access, for instance, you may want to research the internet connectivity in different areas of the city, region, or country your participants will be taking the training from (e.g. through internet providers' webpages and reports, alumni's experiences). You could also ask participants what device and operating system they will be using to connect to the training platform and what devices they regularly use in their work or private life. You should also educate yourself on and be aware of how the 'digital divide' affects participants differently, based on their gender, age, or other factors.

Meeting needs related to stress, trauma, and burnout

Factors like stress, trauma, and burnout can affect participants' cognitive abilities and physical stamina. While the training team can learn about some of these potential psychosocial needs through the needs assessments, asking for experiences related to such needs should be considered carefully. For instance, organizers should not ask any questions which could be intrusive and/or have the potential to trigger or (re-)traumatize participants. Instead, you can choose to include questions on general assessment of the needs (e.g. "What do you think are the most pressing psychosocial needs in your line of work or activism?").

When asking participants to recall memories and experiences, ask that they recall only those cases that they have already overcome successfully in order to avoid triggering trauma in the classroom. If there are participants with similar experiences, the trainer can facilitate skill sharing about how they overcome traumatic experiences and emphasize that these are issues that can be dealt with, there are many other people with similar experiences, and the person

is not alone with it. Trainers might not always be aware of participants' background in terms of trauma experiences. Therefore, triggers can be related to a variety of experiences, e.g. on the individual level childhood abuse, stalking, rape, harassment; or on the group level, experiences such as suppression of online and street activism, lynching, dehumanizing media depictions, police brutality, structural discrimination like racialized ethic and/or caste legal categories, or sexual and gender based violence in conflict. Trainers should carefully avoid triggers through adjusting visual materials, activities, and language/words accordingly.

In cases of remote trainings, training teams should be aware that some participants, especially marginalized persons, might have stressful or traumatic experiences related to the digital environment due to potential direct or indirect online violence against them in these spaces in the past.

To ensure accommodation of psychosocial needs during in-person or remote trainings, consider additionally the following general advice and adjust training materials, presentation style, engagement activities, and the length of your sessions accordingly:

- Warn participants prior to the session about possible triggers and normalize reactions through a trauma informed approach.[35]

- Give participant the choice not to attend a particular exercise or session and discuss the issue with this participant in person at a later point. Participants may also opt to listen passively during group work when triggering topics are discussed rather than taking part actively. Trainers should ensure that they give participants the space and option to do so.

- Consider the training agenda and timing, since traumatized persons may have a shorter attention span, need more time off for selfcare, or need to address immediate needs during the session. For instance, a 45-minute online lesson could be divided into 15 minutes of active discussion/lecturing, followed by 5 minutes of reflection or answering to a poll, another 15 minutes to discuss and link to the next topic, another 5 minutes of reflection, to then conclude with a 5-minute summary.

- Give personal time off to participants for self-care or addressing immediate needs.

Meeting the needs of persons with limited digital literacy

As participants come from different backgrounds, they might also have different digital literacy levels which should be considered for remote trainings in particular. IREX's Online

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[35] https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm

<u>Collaboration Guide for Facilitators</u> differentiates three levels, to be assessed prior to the training:

- − Limited digital literacy (basic functions, like adding more credits to use mobile SMS or sending SMS);

- − Moderate digital literacy (comfortable accessing websites and services when needed);

- − Advanced digital literacy (comfortable accessing and using the Internet safely).

To meet the needs of persons with limited digital literacy, you should, first and foremost, manage your own expectations and ensure that you are prepared to provide the most effective learning experience for everyone, regardless of their technical skills or familiarity with digital tools.

Training organizers should carefully assess the tools they plan on using to ensure that they meet the digital literacy levels of participants they decide to engage with. For instance, you might want to choose more straightforward and self-explanatory tools and platforms if, through your needs assessment, it turns out that your prospective trainees have moderate or low digital literacy. Which tools and platforms would be considered suitable for audiences with limited digital literacy very much depends on your context and the platforms/tools participants are already familiar with. For instance, while WhatsApp could generally be considered a "limited digital literacy tool" and Zoom as a "moderate digital literacy tool", this could be very much different in a context where Zoom is much more commonly used compared to WhatsApp by prospective participants.

It might also make sense to create a dedicated space for technology support, such as a technology practice session, troubleshooting guide, or live tech support option. Technology practice sessions would ideally take place at the very start or before the actual training engagement, so that participants can enter the training and focus on its content without being "distracted" by concerns over technical aspects. Establishing various means of contributing to live training sessions (e.g. verbal contribution, messages in chat) and normalizing different forms of participation can also help support individuals with limited or moderate digital literacy.[36] When conducting remote surveys prior, during, or after a training activity, an option to better address the skills and knowledge of participants with limited digital literacy can be to conduct phone interviews to gather the information needed.

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[36] For more information see the IREX's Center for Applied Learning and Impact "Checklist for Overcoming Digital Barriers to Inclusion in Online Learning", available here: https://www.irex.org/sites/default/files/node/resource/checklist-for-overcoming-digital-barriers-to-inclusion-in-online-learning.pdf.

Choosing a location for in-person trainings

The venue and accommodation for in-person trainings should meet the needs of all participants. SAFE provides single room accommodation for participants as a standard approach to avoid discrimination and emphasize inclusion. Prior to the training, physically checking training venues according to the organization's standard operating procedures for security for different groups of trainees, feedback from trusted partners or trainees on the tolerance of personnel, online feedback on venue staff, and any previous incident reports are considered when vetting the venue. Choose a venue that is suitable for different gender identities and allows parents to bring their children with them, if needed.[37] Additionally, the accessibility of the venue (airport transfers, transport between lodging and workshop venue, accessibility of training room, bathrooms, and overnight rooms) for people with diverse physical mobility and capacities should be considered.

During public health emergencies, such as the global COVID-pandemic, SAFE also takes into consideration whether the chosen venue is able to observe and maintain appropriate bio-security standards, where needed. Factors to consider can include, but are not limited to, whether the venue is able to provide: an open-space or training room with enough space for physical distancing and proper ventilation; temperature checks at the entrance; proper physical distance in all common spaces (e.g. restaurants); hygiene and sanitization facilities; and staff equipped with personal protection and trained to adhere to public health and safety measures. Trainers and participants should follow bio-security Standard Operating Procedures before, during, and after their training and, where possible, the organizers should provide Personal Protective Equipment (PPE) to individuals who might not have such equipment and/or are unable to afford it. Particular care should be taken when training participants who might be immunocompromised and thus unable to receive protection from vaccination against COVID-19 and other communal diseases.

When selecting a venue, facilitators should also take into consideration specific needs related to the composition and/or size of the trainee groups. For example, female participants in a trainee cohort with both female and male participants may feel more comfortable and safer sharing their experiences and talking about security in all-female groups, which would require the trainers (and, thus, the venue) to be able to offer additional rooms as breakout spaces for discussions in smaller subgroups.

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[37] The evaluation criteria for a venue include making sure that staff (especially people in power) do not show any discrimination based on sexual orientation, gender identities, ethnic origin, social class etc. For instance, staff at a hotel reception desks could show classist or racist behavior, which could cause participants to face microaggressions during their check-in or stay. To avoid any unpleasant surprises, it is also important to find out about other relevant venue policies (dress code, and others) in advance, and to share them with participants prior to or on the first day of the training.

Choosing a training platform and tools

Like the venue and accommodation for in-person trainings, the platform, digital engagement tools, and applications used in all training types should meet the needs and be adapted to the capabilities of all participants. Factors to assess when choosing a remote training platform or digital engagement tools include:

- **Privacy and security:** Does the platform or tool use an URL with the name of the organization and/or leave other digital footprints and metadata which might provide clues to the participants' or trainers' location or reveal other personal identifiable information, which might then put them in danger? Where is the company incorporated and where are servers located? What does the security incident history of the platform/company look like?

- **Accessibility:** Does the platform or tool include features like keyboard accessibility, screen reader support, automatic transcripts, captioning, or the option to highlight/spotlight the interpreter and speaker video for better visibility? Is it free or inexpensive to use, or does it have a "freemium" option? What is the minimum internet bandwidth are technical equipment required to use the platform or tool?

- **User friendliness:** Might users already be familiar with the tool or platform? If not, is it easy enough to be understood to a sufficient degree with limited effort and time (e.g. within 30 minutes? Are there online resources available to help troubleshoot potential technical issues or address questions? Is the level of digital literacy needed adapted to the trainee group?

Preparing training agenda, materials, and tools

The training agenda and materials are crucial in ensuring accessible and inclusive trainings, no matter the training format selected. A wide range of culturally appropriate methodologies/exercises may be used based on the needs and realities of the participants, but the following are some general recommendations:

— The lesson format should be adjusted to the sensory abilities of the participants. Avoid using only one sensory channel for providing knowledge and practical exercises—use visual, audio, and tactile materials in discussions and group exercises.

— The training team should design accessible written and digital materials and PowerPoint presentations. For example, avoid serif and cursive fonts, and avoid using color as the sole means of conveying information. Sans Serif fonts, such as Arial,

Helvetica, and Verdana, are the easiest for people to read. You can find more detailed guidance to developing accessible print materials in the footnotes.[38]

– The agenda and all written material should be presented in context-appropriate gender-inclusive language.[39] In cases where you are not aware of participants' gender identity, but where the training is conducted in a language that has no neutral pronouns like "they" or otherwise make extensive use of the "generic masculine" (e.g. Romance languages), do your research and try to find other ways to represent diverse gender identities in your language.[40]

– All exercises and examples used during the training should take into consideration gender inclusion, and include examples with different gender identities, ages, physical abilities, ethnicities, etc. Avoid stereotypes, especially those that undermine gender equality and social inclusion (for example, the stereotypes that doctors are men, while kindergarten teachers are women, etc.).

– Do not include exercises that need excessive physical activity or very fast movement and consider applying a trauma-sensitive practice to avoid icebreakers and energizers that consider touching or other close physical contact.

– Take into consideration those participants wearing skirts or dresses or participants with physical disabilities. Avoid exercises in which people need to sit on the floor, since it may make participants wearing skirts or dresses uncomfortable and can cause pain to some participants.

– Take into consideration the duration of the training. Parents with young children might not be able to attend full-day trainings, breastfeeding mothers may need more brakes during the training and, in some contexts, women may not be allowed to travel after sunset or to stay overnight at the training venue.

– Provide additional reading, audio, video materials or links for participants' asynchronous learning. All material should be designed and selected taking into consideration all the accessibility characteristics mentioned above.

– In remote trainings, test any apps and tools you plan to use across platforms, operating systems, mobile and desktop, and in limited bandwidth environments.

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[38] "Creating Accessible Print Materials" endabusepwd.org/wp-content/.../print_materials_090517.pdf; Contrast and Color Accessibility checker https://webaim.org/resources/contrastchecker/; Make your PowerPoint presentations accessible to persons with disabilities https://support.office.com/.../make-your-powerpoint-presentations-accessible-to-people-with-disabilities.

[39] https://www.un.org/en/gender-inclusive-language/guidelines.shtml

[40] For an introduction to gender-inclusive language in various languages, see the entry on "Gender neutral language" on Nonbinary Wiki nonbinary.wiki/wiki/Gender_neutral_language.

Check whether your resources are compatible with assistive readers and make needed adjustments.

Providing financial support

Wherever possible, training organizers should seek to not only provide all services, but also the financial or material support needed to enable participants from all backgrounds to partake in the activity. Granted that this, of course, depends on the financial means and budget of the training organizers, this is an important consideration to make in order to ensure that the availability of financial means (or the lack thereof) are not a decisive factor in whether or not an individual can participate in the training. With this small-scale financial support, SAFE aims to ensure the holistic safety and wellbeing of all beneficiaries; to reinforce the highest observance of holistic safety standards; and to achieve equal participation of marginalized populations in SAFE trainings.

This can be achieved through a) reimbursing participants for specific and direct costs and, ideally, b) providing a stipend or "lump sum" to cover all other eventualities to the best extent possible. The SAFE training program, for instance, reimburses a number of direct costs and additional expenses which participants face due to their involvement in the activity. This includes costs for travel, accommodation, or meals. However, SAFE usually also pays a small daily stipend which is to compensate for all other costs, such as potential loss of income or the purchase of additional internet bundles. For these stipends, participants do not have to present receipts, but they can use this amount at their own discretion.

During the Training

Training environment[41]

The SAFE Basic Training Curriculum is designed to provide a safe space for acquiring new knowledge and skills and share experiences with a Do No More Harm (p. 15) philosophy in mind. It is grounded in a holistic approach with integrated lessons and a respectful, interactive, and participatory environment, which is instrumental to learning.[42] To achieve this conducive learning environment, consider drawing up ground rules at the beginning of the training. You may use the Brave Space (p. 37) exercise for this purpose. In fragile environments and where inequality and exclusion are particularly sensitive or divisive, encouraging a "brave space"[43] may be more relevant for participants than a "safe space".

Creating a brave space

The Brave Space approach acknowledges that the trainees may experience discomfort when grappling with sensitive issues during the training while promoting respect and civility within the group. Below are a few examples of how to create a brave space during in-person and remote trainings (for more ideas, refer to the Brave Space (p. 37) exercise in the Sample Ice-Breakers and Warm-Ups chapter):

- Encourage all participants to speak from their own experience and express their own feelings, thoughts, and experiences. Advise participants that if they want to share the experience of a person who is not present in the room (a colleague, friend, relative, etc.) they should avoid giving any personal details or information of that person. Suggest that participants narrate only the learning gained from that experience.

- Provide an optional private space for expression which protects participants' anonymity and security when sharing feelings, thoughts, and experiences, if they want

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[41] Also SAFE Basic Training Curriculum, p. 7.

[42] SAFE Basic Training Curriculum, 5-7.

[43] https://www.naspa.org/.../Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf

to use it. In remote training, this could be by offering participants to send direct messages to trainers or providing a remote tool through which participants can participate and share their experiences anonymously; in in-person trainings, this could be in the form of a "feedback" box on one side of the room where participants can leave their messages.

- Invite participants (including participants from dominant groups) to be self-examining and self-aware. Encourage the practice of "taking space and making space" or "stepping up and stepping down" in the discussion. Make sure all participants, regardless of their identity, are given equitable space to express their opinions. For example, in some contexts and groups, male participants may monopolize the discussion by speaking more than women, interrupting them, or rephrasing what women already said. If needed, explain the concept of mansplaining[44].

- At the beginning of a training, introduce the concept of "victim-blaming" and reflect briefly on how easily and why our societies tend to blame survivors instead of perpetrators, especially if the survivor belongs to a marginalized group. During the training, help participants to identify "victim blaming" and encourage a shift in focus.

- Explain the concept of online and offline sexual harassment, who and what it involves, and why there is a zero-tolerance policy towards it. This discussion is especially important if the training includes overnight accommodations at the training venue. In remote trainings, make sure you protect participants' private and sensitive contact information.

- Introduce a rule of no discrimination based on: gender identity, racial/ethnic identity, preferred pronouns, sexual orientation, religion, political views, skin color, spoken language/accent, outfit, body, age, food/dietary preference (this can be a form of GBV if it takes the form of discrimination against people with an eating disorder, a group where women are often overrepresented).

- Avoid assumptions about participants' identities and experiences and encourage all participants to do the same.

- Ask all participants to respect each other's pronouns and names. Leave space during introductions for people to express their gender identity. Trainers may exemplify this behavior by introducing themselves using the following model "I'm <name>, she/her", or "My name is <name>, my pronoun is they".

- Use moderate volume and tone of voice and ask participants who have a high volume of voice to lower it. Some participants might be triggered by loud voices.

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[44] https://feminisminindia.com/2019/09/02/infographic-subtle-signs-mansplained/

- Be aware that silence can also be a form of protection and resistance and should be respected. This can be sometimes a reason not turning on camera during remote training.

Transforming norms and stereotypes

In addition to ensuring that SAFE trainings are an inclusive space and that the needs of different groups are met, trainers should identify opportunities to transform harmful norms and stereotypes that lead to inequalities in the journalism profession. Identifying and challenging harmful social norms is part of a transforming approach to development.
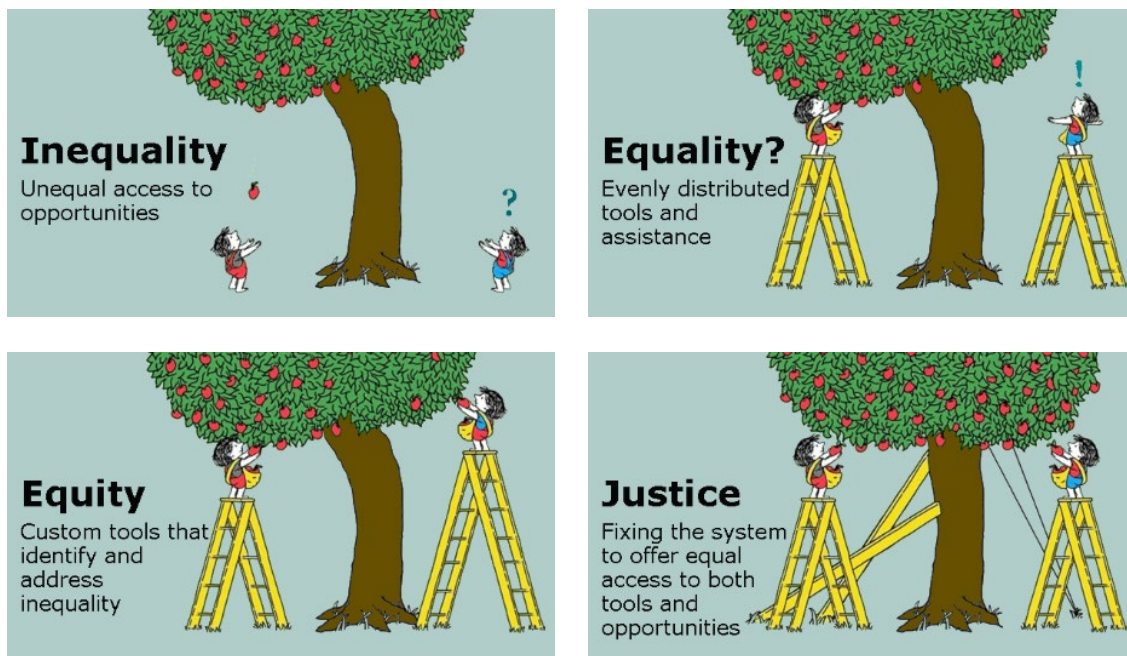

Figure 2: Inequality vs. Equality vs. Equity vs. Justice[45]

Discussion of pros and cons of special treatment for some participants in a group, sometimes called positive discrimination, can be controversial. It is also connected to the distinction between equality and equity. Equity and equality are two strategies towards producing fairness. While equality is treating everyone the same, equity recognizes that every person

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[45] This figure is an adapted version of the infographic developed by Tony Ruth and first published in a report on design in tech by John Maeda. We chose to include this graphic rather than another one that had been included in the previous edition of the SAFE Inclusion Annex since it includes the more systemic view and the concept of "justice". Both graphics have their advantages and disadvantages, however, which are discussed here (https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic), here (https://leong-richard212.medium.com/the-problem-with-that-new-equity-vs-equality-cartoon-youre-sharing-f1ebdfc793e8), and here https://www.researchgate.net/figure/The-difference-between-the-terms-equality-equity-and-liberation-illustrated-C_fig1_340777978.

lives in different circumstances and provide different resources according to everyone's need with the aim to reach an equal outcome.

Consider the upper left quadrant in the illustration above (Fig. 2, "Inequality"), where the bent over tree (i.e. an unjust system) unequally provides fruit only to the individuals on the left, but prevents the individual on the right (i.e. a marginalized person) from receiving any fruit. Although in this graphic the only difference between the two characters is their position within the system, it should be noted that inequality must always be analyzed using the intersectional approach of understanding, making visible, and transforming the several layers of discrimination and unequal access to justice based on gender identity, sexual orientation, race, age, disability conditions, economic level and more. Therefore, when using this image to explain the concepts discussed therein, the two characters should be imagined and understood in all their potential differences which inequal systems marginalize.

Meanwhile, in the depiction in the upper right quadrant ("Equality?"), the two individuals are provided support in the form of an equally tall ladder, however, their ability to reach the fruit remains unequal, since the tree (i.e. system) itself is not designed equally.

In the picture on the bottom left ("Equity"), the individuals received support in the form of ladders of different heights, in line with the circumstances they are facing, leading to both of them being able to reach the fruit. Finally, the picture on the bottom right ("Justice"), the tree (i.e. system) is no longer bent and the fruit distributed equally, meaning that none of the individuals needs different types of support in the first place.

In trainings, the minimum objective should be equity, i.e. not to give the same opportunities to all, but to give all the opportunity to participate in and benefit from the training to the same extent. Training organizers thus have the responsibilities to understand social inequities and marginalizing factors, in order to provide the most equitable solutions possible according to each participant's circumstances (e.g. by providing more space in discussions to marginalized persons).

However, it is critical to keep in mind that equity is achieved in reaction to injustices in the system which are not "natural" or a given which cannot be changed. Rather, they are the result of having been "intentionally designed to reward specific demographics for so long that the system's outcomes may appear unintentional but are actually rooted discriminatory practices and beliefs." Therefore, training organizers should make their best effort to work on eliminating—or at least not favoring or promoting—any potential physical, digital, or

symbolic barriers, and on reducing harmful norm and stereotypes, in order to have employ a more just, sustainable, and long-term approach.[46]

To take steps towards transforming or modeling positive alternatives to common but harmful norms and stereotypes, consider applying these approaches during the training:

- Set clear expectations and a netiquette, provide them in writing and read them out clearly, this is particularly important for remote trainings. This can either happen before the actual training starts or during the introductions and/or be done in the form of an exercise (e.g. see Brave Space exercise, p. 38)

- Demonstrate an inclusive and respectful atmosphere, including using appropriate and respectful language for all social groups, not just those represented in the training space; in remote trainings, consider the setting (remote, self-paced, etc.) and be aware of limits to your control and access to participants since you are separated from them by a screen.

- Foster inclusion and active participation; in remote trainings, try to create a sense of belonging, for instance, by providing visual and verbal materials that participants can relate to (but stay aware of triggers).

- Use and respect the names and pronouns given by the individual participants themselves; in remote trainings, this could be a name and/or pronouns they used as their login or username on the online training platform. If participants encounter problems in adding a name and/or pronouns to display in the remote training platform, dedicate some time during the participants' technical onboarding at the beginning of the training to how and where they can change the name which is displayed.

- Explain the training group's approach to Gender Equality and Social Inclusion to trainees, including the motivations behind it; in remote trainings, ask group to reflect on your explanation of the approach to ensure their understanding of it.

- Anticipate and define internal strategies to address microaggressions, violence (including symbolic, verbal, and visual violence) and victim-blaming that might occur during a training, and all of which can not only be explicit, but also manifest as seemingly "innocent" jokes, anecdotes about self or third persons, comments and opinions on others' experiences; in remote trainings, be aware and timely manage potential microaggressions in chats, discussions, interactive boards and group work in Breakout rooms, - consider using a help of assistant of co-trainer.

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[46] https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/

- Address any power imbalances observed in the training group by inviting participants to "take space and make space" in the discussion and affirming the contributions of all participants equally; in remote trainings, be proactive in addressing power imbalances by fostering a discussion culture which focuses on reflection, e.g. through encouraging "I" statements and using polls to ensure a more balanced involvement.

- Actively engage marginalized groups as rights-holders, acknowledging their dignity and agency and avoiding tokenism.

- Provide time for self-reflection and learning by all participants; in remote trainings, use polls and chats, but consider the digital literacy levels of participants, as well as whether or not polls and other interactive tools are mobile-friendly or not.

- When using examples and images, consider using those which transform common stereotypes, for example gendered stereotypes about professions and roles.

- Be sure to verbally describe any images, diagrams, charts, and other types of visuals so that participants who might not be able to see the screen (because of technical reasons, limited or no eyesight, etc.) are able to fully profit from their content.

- Consider providing written and detailed instructions for every discussion, brainstorming, and exercise during the session or as homework and/or read instructions out loud slowly and clearly. During remote trainings, take into consideration that instructions for exercises written in chat may not appear in breakout rooms/groups and/or might not appear on mobile app versions of the training platform.

- When assigning participants to remote breakouts rooms, depending on their digital literacy, participants may be confused; consider presetting options and instructing or "onboarding" participants to breakout rooms before sending them to rooms.

After the training: Monitoring, evaluation, and learning

Training data can provide valuable information about the needs of marginalized groups and the impact of the training on the lives of different people in the participant pool. It is important that data is collected in a way that respects participants' privacy, identity, and their overall digital security. Participants who do not feel safely included in monitoring tools, such as surveys, may provide erroneous information or may distrust the whole program. Below are examples of aims of GESI-sensitive monitoring, evaluation, and learning (MEL) and guiding principles for a Do No (More) Harm approach.

Aims of GESI-sensitive MEL

– Raise awareness within the team of specific and unique risks (threats and vulnerabilities) faced by marginalized populations and how intersecting identities (see Key words and definitions, p. 8) interact in ways that can intensify them and produce a different impact.

– Ensure that participants feel included and seen through MEL tools by providing relevant options on all surveys (online and on paper).

– Evaluate learning and behavioral changes in relation to expected outcomes, considering marginalized contexts and identities.

– Assess if all participants, especially those belonging to non-marginalized population, increased awareness on identity-based risks and inclusive mitigation measures.

– Continuously learn from the implementation of trainings to be able to properly and promptly adjust content and methodology to the realities, needs, and capacities of marginalized populations.

Guiding principles for MEL with Do No (More) Harm approach

In general, training organizers should only collect data that staff will use for assessment, evaluation, and learning. You should avoid collection of disaggregated data only for the purposes of external communication, as this kind of data does not benefit the participants.

In all surveys and other data collection tools, organizers should also ensure to respect participants' self-identification in their own terms. For instance, this can be achieved by providing drop-down menus with open-ended spaces and answer options for questions on participants' gender and racial/ethnic identity. This also includes providing a "prefer not to answer"/ "prefer not to say" option to all identity-related questions. Organizers should further explain to participants the reasons for asking questions related to their identities (e.g. "[ORGANIZATION NAME] will analyze the data to understand more about the needs of participants and adapt the training content accordingly".)

Always make sure to provide the highest possible level of digital security when collection data. First, this can be achieved by explaining to participants the basics of secure communication, data collection and data management. Organizers should also strengthen digital security by always communicating with participants through secure communication channels and using survey platforms or other data collection tools which provide encrypted data communications both in-transit (HTTPS/TLS) and in-rest (data stored in disks). When collecting and storing data, ensure anonymity by using anonymous participant IDs, rather than participant names.

All surveys and other data collection tools should also be accessible, inclusive, bio-secure, and environmentally friendly, as well as not present any visual, reading, or language barriers. Steps you should take for the various data collection tools include:

- **For printed surveys/tools**: using easily legible font size, type, and color contrast (see Preparing training agenda and material); being flexible and ready to print surveys in a larger font size, if necessary; for in-person activities, explaining the reasons for asking identity-related questions and the types of questions to expect (multiple/single option, open-ended, etc.); being ready to answer questions on vocabulary or other clarification.

- **For digital surveys/tools**: using platform(s) which provide digital accessibility, testing display and usability of all surveys and other tools on different devices (mobile, tablet, computer, etc.) and assuring they are equally accessible on all types of devices; preparing to explain how to access surveys and tools on different devices; providing translations in all languages used and explaining to participants where to find the button to switch language; adding detailed explanations for technical or unfamiliar terms (since trainers are not present in person to address questions, etc.); specifying if a question is multiple or single choice and/or specifying the number of answers option in drop-down questions to ensure that users on all kinds of devices and/or levels of technical capacity are able to answer questions the same way.

- **For phone/in-person surveys and interviews**: communicating with participants through secure channels; choosing a date and time aligned with participant's

schedule while assuring that they are in a safe place when participating in the phone survey or interview; at the start of the interaction, agreeing with the participant on the use of language and pronoun they identify with; using a constant friendly voice and avoiding judgmental comments; actively listening to participants; trying to avoid using difficult terms and concepts, or otherwise explain them within your sentences; providing the opportunity to share their opinions in writing; if the interview is about sensitive topic (such as violence, harassments experiences, etc.) a woman respondent might be interviewed by woman interviewer.

Lastly, organizers should also use the collection of data as an opportunity to learn for the future and improve their trainings programs overall, but specifically with regards to the participation of marginalized participants. For instance, this could include following up with participants who did not participate or left the training earlier to understand why.[47] In analyzing your data and the feedback from the training team, reflect on what participation looked like and identify future improvements for accessibility and inclusion. You should in particular evaluate and survey potential physical and digital barriers and work to remove them in future activities.

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[47] For more information see the IREX's Center for Applied Learning and Impact "Checklist for Overcoming Digital Barriers to Inclusion in Online Learning", available here: https://www.irex.org/sites/default/files/node/resource/checklist-for-overcoming-digital-barriers-to-inclusion-in-online-learning.pdf.

Sample icebreakers and warm-ups to set the stage[48]
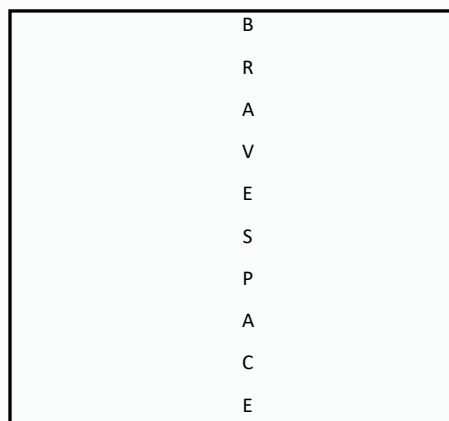
🛡 Brave Space

Duration

20 Minutes

Learning objectives

- Icebreaker to create a group norm for an inclusive and accepting environment and raise awareness about brave space.
- To engage participants in proposing and adopting their recommendations within the group.

Resources needed

- Flipchart with phrase "Brave Space" written vertically
- Markers

```
B
R
A
V
E
S
P
A
C
E
```

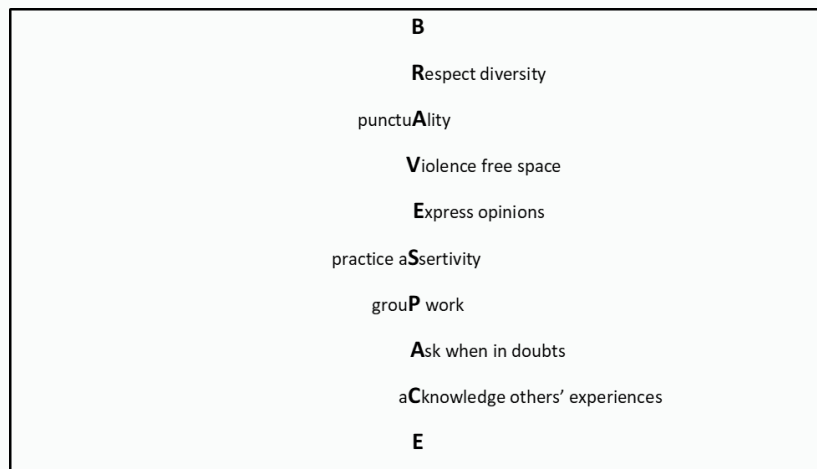[48] Also SAFE Basic Training Curriculum, p. 9.

Teaching method

Discussion

Description of activity

The trainer invites participants to think about any recommendations and responsibilities they think the group should follow and apply to create a brave space. Consider the suggestions for creating a brave space under the heading Creating a brave space (p. 29). Suggest that participants construct their sentences in a positive way (for instance: "be punctual" instead of "don't be late").

The word or phrase must use one of the letters of "B R A V E S P A C E", as if it was an acronym. It can be at the beginning, somewhere in the middle, or at the end of the word or phrase.

B

Respect diversity

punctu**A**lity

Violence free space

Express opinions

practice a**S**sertivity

grou**P** work

Ask when in doubts

a**C**knowledge others' experiences

E

One by one, participants are invited to write it on the flipchart/whiteboard. See the picture above for an example of how the chart may look at the end.

If needed, the trainer might ask a participant to explain what they mean with their proposed responsibility or rule.

The trainer may also offer suggestions.

Adaptations needed for different training types

This icebreaker was designed as an in-person activity. For remote training, consider the following adjustments:

If conducting this warm-up with participants with moderate or advanced digital literacy, the trainer might use a remote whiteboard, as offered by training platforms such as Zoom. The trainer writes BRAVE SPACE and participants add their recommendations and

responsibilities, just as they would do in an in-person setting. Alternatively, the trainer might use a blank remote whiteboard and ask participants to fill it freely with their recommendations and responsibilities.

If conducting this warm-up with participants with limited digital literacy and/or limited digital access, the trainer might only explain the concept of BRAVE SPACE and ask them to write their recommendations and responsibilities in the chat box or unmuting their microphone to share them verbally.

If time for this warm-up is limited, the trainer might simply provide participants with a pre-set list of agreements and "ground rules" and ask them whether they agree with them and/or want to add something through the chat box or their microphone.

Debrief questions

The trainer should review each word or phrase and ask if participants agree. This is an important step since they are agreeing to follow these ground rules during the whole training (inside and outside of the training venue).

Other notes

If the group uses a different language than English, the trainer should use the corresponding translation in their language. Other words can be used instead of or in addition to "Brave Space."

Depending on the energy level of the group, the trainer might use music or other dynamics to make participation more active and fun.

Other trainers present in the room can participate in the exercise to ensure that basic ground rules are being included in this list (also see Creating a brave space, p. 29).

🌳 The Tree of Life

Duration

50 Minutes

Learning objectives

- Break the ice between participants
- Get to know each other in-depth

- Get to know the participants better

- Assess the risks and threats in the participants' lives (optional)

Resources needed

- Coloring pens

- Pencils

- Flip chart papers or large papers

Teaching method

Discussion

Description of activity

Participants are asked to draw a tree. On the roots of the tree, they write their background (where they come from, what they majored in, the family they come from, etc.); on the trunk of the tree, what they currently do; on the tree's leaves, their accomplishments/successes; and in the sky above the tree, their wishes and dreams for the future (15 to 20 minutes).

After finishing the drawing, every participant is asked to present their Tree of Life to the group.

Adaptations needed for different training types

This icebreaker was designed as an in-person activity. For remote training, consider the following adjustments:

Trainers can still conduct this activity in a remote setting and should simply ask participants to follow the steps of the activity using their own piece of paper and drawing their Tree of Life individually.

After having put together their Tree of Life, the trainer can ask participants to share their drawing by holding it into the camera, sending a picture of it on chat, or by describing it verbally. Trainers should stress that sharing their Tree of Life is voluntarily and should not force participants to share theirs.

Debrief questions

After all participants have presented, the trainer asks the following questions:

- How do you feel after this exercise?

- Would you have wanted to add something to this tree to be able to get to know the others or introduce yourself better?

- If someone was throwing stones at this tree, what would these stones be? (optional questions if the trainer wants to assess threats and risks)

- In your opinion, what kind of threats could potentially delay or block healthy growth of this tree?

Other notes

To push the tree metaphor further, ask participants to consider types of threats to a healthy tree, including 1) a building nearby which blocks its access to sun and rain (systemic/structural threat), 2) over-pruning (protectionist threat, like laws, rules or allies), 3) carving initials in its bark (physical threat).

For participants with limited vision, consider making this an oral exercise, where each participant describes their tree.

I am Who I am!

Duration

40 Minutes

Learning objectives

- Break the ice between participants

- Get to know each other in-depth

- Get to know the participants better

- Motivate participants to have a social identification with themselves and the role they play in society.

Resources needed

- Coloring pens

- Pencils

- Flip chart papers or large papers

Teaching method

Discussion

Description of activity

Participants are asked to draw the word "ME" in the middle of a piece of paper and put a circle around it.

After that, the trainer asks the participants to draw or write around this circle how they would present this "ME", i.e. roles reflecting how they socially identify themselves. Examples could be: ME woman, ME mother, ME lawyer, ME daughter, etc. The focus is on the role(s) they feel they play mostly in society.

Ask them to put these descriptions around the "ME" circle, from the most to the least dominant, writing the most predominant traits closest to the circle and the rest relatively further away.

After finishing their drawing, every participant is asked to present it to the group.

Adaptations needed for different training types

This icebreaker was designed as an in-person activity. For remote training, consider the following adjustments:

Trainers can still conduct this activity in a remote setting and should simply ask participants to follow the steps of the activity using their own piece of paper and drawing their circle individually.

After having put together their "ME" circle, the trainer can ask participants to share their drawing by holding it into the camera, sending a picture of it on chat, or by describing it verbally. Trainers should stress that sharing their "ME" circle is voluntarily and should not force participants to share theirs.

Debrief questions

After all participants have presented their drawings, the trainer asks the following questions:

- How do you feel after this exercise?
- Would you have wanted to add something on this drawing to be able to get to know the rest better or to introduce yourself better?

- Do you feel this is how people see you? If you had to socially identify yourselves from the point of view of people surrounding you (family, friends, colleagues, etc.), what would they say about you?

Other notes

For participants with limited vision, consider making this an oral exercise, where each participant describes their "ME" circle.

Sample lesson plans and lesson plan add-ons[49]

⊕ GESI Risk Assessment: An Add-On to Risk Assessment and Management[50]

Duration

+15-20 minutes[51]

Learning objectives

— Make the specific risks of marginalized group visible and understood, especially the impact of multiple forms of discrimination due to the intersectionality of identities.

— Find more appropriate, realistic and effective mitigation measures.

Resources needed

— Markers, pens, and flip chart

— PowerPoint presentation

— Semi-circle seating arrangement with participants

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[49] Also see SAFE Basic Training Curriculum, p. 9.

[50] This add-on lesson may be introduced after step 3 in the lesson "Risk Assessment and Management" (SAFE Basic Training Curriculum, pp. 10-13), or at the most logical point in the course of the lesson.

[51] The "+" indicates that this lesson plan add-ons will add approximately 15 to 20 minutes to the overall duration of the original lesson.

Teaching method

Make the lesson topic relevant to the participants by encouraging input and allowing participants to use their creativity in order to build a strong group dynamic. Engage participants as a group to create a common understanding of challenges and foster more creative means to mitigate problems.

– Utilize the personal experiences of the participants in an ethical manner by observing the Do No (More) Harm (p. 15) principle. Facilitate situational awareness without compromising participants privacy or emotional wellbeing.

– Debrief participants and assess their understanding of the lesson and how they have responded to the overall lesson. This foundation will be critical for understanding future lessons.

Description of activity

Activity 1: The trainer explains the idea of identity-based risks to participants as a background to the participants' own risk assessment for Description #3 of the "Risk Assessment and Management" lesson (SAFE Basic Training Curriculum, pp. 10-13).

Talking points: The graph above is meant to be an example of a more complex reality. The circles can have different sizes corresponding to the probability or impact of that risk category, and the category "other identities" can be represented by more than one circle, corresponding to the identities considered.

Work-based identity: Media professionals, social communicators, and human rights defenders face risks because of their work promoting freedom of expression and human rights as they challenge powerful actors. Among the risks they face are censorship, surveillance, detention, loss of employment, frozen assets, etc.

Gender identity: In most societies, especially in highly patriarchal/machista ones, women and trans persons face risks because of discrimination against their non-hegemonic identity. They face violence when they challenge normalized gender roles and labor division because Gender Based Violence (GBV) is the method to keep the power imbalance structure between men and women. GBV can be expressed on different levels (individual, interpersonal, community, societal) in multiple forms: sexual and physical violence (rape or rape threat, beating, sexual harassment, among others), economic (financial coercion, salary discrimination, delegitimization of work done by women), emotional (verbal abuse), and digital (cyberstalking, doxing, trolling, etc.).

Other identities: Not all women or trans persons face the same risks, nor is the impact the same. It is important to understand that risk is posed by discrimination, aggression and oppression against marginalized identities, such as homo/lesbo/biphobia, racism, ableism, adultism, and ageism. A risk's impact depends on aspects such as age, sexual orientation, ethnic or religious identity, physical or mental disabilities, rural origin, educational or income level, parenthood status, being a survivor of violence, etc. (see the definition of <u>Identity based violence</u> above). It can be represented with one or multiple circles, according to the different intersecting identities.

Specific risk (turquoise triangle in the intersection): The specific risk is the result of the intersection of the three different circles, work, gender, and other identities. For example: the risk of defamation with sexualized comments against a young female radio worker, traveling from a rural village to an urban center, with the aim to interview an abusive male figure of authority.

Activity 2: After participants have identified risks for Description #4 of the "Risk Assessment and Management" lesson (SAFE Basic Training Curriculum, pp. <u>10-13</u>), the trainer introduces the different types of opponent actors and explains what each circle in the diagram below represents. The trainer may ask participants to give examples for each level.

ACTORS

external

internal

closer
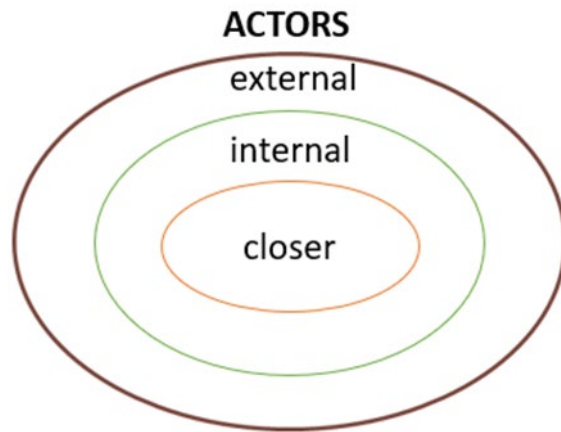
External: From outside the organization, media outlets, or community, with whom there is no relation of any kind, e.g., oppressive governments, repressive state actors.

Internal: From within the organization, media outlets, or community, with whom there is a professional or activism relation, e.g., colleagues who sexually harass female colleagues; management that pays less respect to a woman than to a man for doing the same job.

Closer: From the person's closer circle, with whom there is a personal or intimate relation, e.g., a family that ostracizes a homosexual person; a partner prohibiting a media professional from travelling for work.

The trainer then explains the importance of making all opponent actors visible and understanding their power and capacity to put a threat into action, thereby improving one's risk assessment and being able to take more appropriate, realistic, and effective mitigation measures. The trainer also introduces the idea that an actor can be simultaneously an opponent and an ally. For example, a media outlet's colleagues can join together to take mitigation measures to prevent government surveillance and, within the same newsroom, there can be a situation of discrimination and harassment against a woman colleague. Making this fact visible can bring to the forefront ethical questions and discussions, and it can help to make double standards visible.

The trainer elicits a list of actors from the group. The list below is meant as a reference. It is neither complete nor exhaustive. Each trainer might edit it according to their own context or the context of the trainees.

EXTERNAL	INTERNAL (Professional)	CLOSER (Personal)
Governments	Media outlet bosses and HQ	Families
National/local authorities	Newsroom editors	Families-in-law
Public institution officers	Colleagues	Ex-families-in-law
Security forces	Fellow activists	Partners
Businesses	Organization management	Ex-partners
Private security guards	Organization allies	Children
Political opponents	Sponsors/donors	Dependents
Religious leaders	Fellow community members	Friends
Sources		
Audience		

Adaptations needed for different training types

This lesson was designed as an in-person activity. For remote training, consider the following adjustments:

The trainer should describe in detail each image and graphic used in the presentation, preferably following a previously written script. In the remote format, this lesson will therefore take longer, to include time for the descriptions.

Brainstorming and other interactive activities as part of this lesson can be included but should be adapted to the digital literacy levels of the participant group.

Debrief questions

Ask participants to include the GESI approach in the risk assessment done as part of the "Risk Assessment and Management" lesson (SAFE Basic Training Curriculum, pp. 10-13).

Other notes

To simplify the explanation of the risk assessment with GESI approach, the trainer may use the metaphor of camera lenses zooming in from the overview scene to a more detail-focused shot. They can also use the metaphor of a doctor performing a group medical diagnosis of the room: are all participants the same? Do they have the same medical conditions? Can the doctor give the same prescriptions to all participants?

Be aware of any comments or feedback from participants that infer the weakness of women, focus only on the deficits faced by marginalized identity groups, or suggest that men or other

dominant groups must protect marginalized identity groups. If such statements occur, trainers should explain that it is a harmful and unfair prejudice, and that a risk assessment based on prejudices will lead to poor, ineffective mitigation strategies.

If, during stage 7 of the "Risk Assessment and Management" lesson (SAFE Basic Training Curriculum, pp. 10-13), participants propose any mitigation measures that focus on censoring marginalized persons' voices or on preventing them from occupying digital and physical space for security reasons (for example, "women should not attend the demonstration because of the risk of sexual violence committed by security forces", "log off social networks or don't publish any article because of online harassment", or "a non-binary reporter should not interview a local authority because the latter sexually harassed them"), trainers should:

a) point out the censoring effect and its harm;

b) facilitate participants to think of alternative mitigation measures; and

c) positively challenge them to find mitigation measures that might not be the "easiest" ones.

At the end of this exercise, trainers should underline that, if a media practitioner does decide to withdraw (temporally or not) from the public space, this is a perfectly valid and legitimate decision, that should not, however, be made simply due to a poor or insufficient risk assessment or poor mitigation measures.

Linked to the previous point, if participants propose only mitigation measures focused on the target's individualized responsibility (for example: "the defamed reporter should personally face the aggressor"), trainers should discuss with them the power of collective responsibilities (assumed, for instance, by the newsroom, media outlet, organization, guild, etc.).

It is a common prejudice that women, LGBTQI+ individuals, or other marginalized groups are more secure in private or allied space, so "for security reasons" they are prevented to go to public spaces (e.g., an editor choosing a male reporter over a female to cover a civil unrest). By making visible that even actors in the internal and closer spaces can represent a threat to women, LGBTQI+ individuals, and other marginalized groups, it becomes evident that the former is a false assumption of security and responds to a bad risk assessment. Trainers should promote that participants identify their risks and take the proper mitigation measures at all levels.

GESI and Social Engineering: An Add-On to Social Engineering[52]

Duration

+5 minutes

Learning objectives

- Describe social engineering and how it happens around us.

- List the characteristics of a social engineer's behavior.

- Identify and prioritize at least five behavioral or organizational vulnerabilities that could enable social engineering of our information systems.

- Learn to minimize or mitigate at least three vulnerabilities that could enable social engineering of our information systems.

Resources needed

- Training space with comfortable U-shaped seating

- Markers, pens, and flip chart

- Sticky tape or nonpermanent adhesive pads

Teaching method

In addition to GESI, this lesson should ideally integrate the aspects of situational awareness, the importance of holistic planning, and better control over impulsive reactions to the changing environment. Therefore, it is advisable that a physical security trainer and a psychosocial trainer, along with the digital security trainer leading the session, are present in the room to enrich the experience.

In addition, the conversations that take place during the session must be encouraged to reflect real-life examples. However, following the principle of Do No Harm, it is also important that the trainer maintains a steady control of the conversation and does not let the participants transport back to any traumatic or emotionally intense event in their life.

Always incorporate at least one checkpoint to gauge participants' interest, understanding, and mood, and end the session on a calming and empowering note.

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[52] See SAFE Basic Training Curriculum, pp. 35-37.

Description of activity

Under Description 2 of the Social Engineering lesson (SAFE Basic Training Curriculum, pp. 35-37), add the following content:

Remind participants of the lesson GESI Risk Assessment: An Add-on to Risk Assessment and Management (p. 43), especially to the actor analysis activity (Activity 2 under the add-on) that they have already undertaken.

When talking about individuals who have personal reasons for collecting our information, the trainer should additionally refer to the digital surveillance/ social engineering that takes place within the framework of gender-based violence, with different levels and impacts depending on age, ethnicity, disability, origin, etc. Those individuals might be close people, such as (ex) partners, parents, relatives, employers, or harassers/stalker.

When using phones and applications, or while reading online publications, women and girls especially (along with other groups) can be manipulated and monitored. This can happen through direct surveillance and technology, but also indirectly, for example, through phishing attacks, when asked to send photos, location details, known passwords, or share their profile on social networks.

In addition, cyberbullying is one of the most common forms of harassment experienced by the LGBTQI+ population. Trans people continue to be the most exposed to these types of acts because of the discrimination against their identity and/or gender expression.

The ease of creating fake profiles on social media means malevolent actors can infiltrate trusted networks, which is particularly risky for women, LGBTQI+ persons, and underage users. Furthermore, apps whose business model specifically targets the LGBTQI+ community (for example some dating apps) can be used for social engineering, but also to threaten, blackmail, or lure people into meetings with the intent of physical attacks or criminal charges.

These types of intrusion are not necessarily meant to generate money for the perpetrator but are a means of social control, resulting in psychological violence, blackmail, intimidation, state-sponsored violence, or physical aggression.

Adaptations needed for different training types

This lesson was designed as an in-person activity. For remote training, consider the following adjustments:

The trainer should describe in detail each image and graphic used in the presentation, preferably following a previously written script. In the remote format, this lesson will therefore take longer, to include time for the descriptions.

Debrief questions

See SAFE Basic Training Curriculum, pp. 35-37.

Other notes

In case participants ask (even jokingly) which the apps are that are used for surveillance, or where to look for them, trainers should refer to the Do No (More) Harm (p. 15) approach and kindly refuse to give any information about them.

Provide relevant resources like the Feminist Principles for the Internet (see References and further reading (p. 63) at the end of this document).

⊕ Emergency Consent: An Add-On to First Aid[53]

Duration

+5 minutes

Learning objectives

For Participants:

− Understand the basics of first aid

  ▪ Responsibilities of the person administering first aid;

  ▪ Rights of injured person/patient.

− Learn the steps to apply first aid in an emergency to injuries

  ▪ How to identify the state of consciousness in the patient;

  ▪ How to request authorization from the injured person to be treated.

− Raise awareness on GESI perspective to first aid

  ▪ Understand and respect the perspective and rights of any person and steps to take so that no more harm is caused to the injured person.

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[53] See SAFE Basic Training Curriculum, pp. 26-31.

For Trainers:

- Introduce first aid to participants.
- Inform participants of the consent requirement of the person receiving first aid and the exposure of their body (Do No More Harm approach, p. 15).
- Teach how to approach, talk to, and provide first aid to a trans person. Teach sensitivity regarding exposure of body, exposure of the name according to official documents that might not be the name with which the person identifies (e.g. masculine name in a transwoman's official documents), exposure of closer relations, etc.

Resources needed

- Projector (if PowerPoint slides are used to highlight key concepts)
- Laptop
- Semi-circle seating arrangement

Teaching method

Practical exercises and discussions.

Make the lesson topic relevant to the participants, allowing them to exercise their creativity for a goal-oriented activity. Build a strong group dynamic among the participants.

Utilize personal experiences of the participants in an ethical manner by observing the Do No (More) Harm principle (p. 15) to facilitate the learning of first aid without compromising participants' or the group members' emotional wellbeing.

Debrief participants and assess their understanding of the lesson and how they responded to the overall lesson.

Description of activity

Under Description #2 and #3 of the First Aid lesson (SAFE Basic Training Curriculum, pp. 26-31), add the following content:

Consent: Permission or authorization, expressed by the injured person to allow someone to perform first aid on them.

Actions: Describe what actions should be taken when approaching an injured person in the three different scenarios:

1. The person is conscious
2. The person is semi-conscious

3. The person is unconscious

Trainer explains the responsibilities that the first aid provider assumes toward the injured person/patient. The first aid provider must follow the best interest of the injured person, and take into consideration whether or not the injured person is able to give their consent.

The first aid provider must avoid the following mistakes:

- Lack of skill: the lack of technical knowledge in first aid.

- Negligence: failure to comply with the elementary duties corresponding to first aid.

- Abandonment: suspension of the assistance already initiated to the patient before the arrival of the person who will continue it or the arrival at a definitive care center.

The trainer explains the rights of any patient/injured person:

- Request and receive pre-hospital care

- Confidentiality about their condition

- Report or sue

- Refuse attention

- Discretion and respect for their physical sex characteristics (male/female/intersex)

- Discretion and respect for their gender identity (including name and pronouns) and / or sexual orientation

The trainer emphasizes the specific risks of trans persons and what first aid providers should be aware of in order to prevent a more harmful situation.

Actions to be avoided:

- Non-consensual exposure of their bodies (trans persons might be wearing some specific complements, such as a compression vest).

- Non-consensual exposure of their name according to official identity documents (trans persons might be forced to use official documents with a name and a sex/gender they do not identify with).

- Non-consensual disclosure to closer relations because they might not be an ally (see GESI Risk Assessment).

- Non-consensual disclosure of partners (trans and LGBTQI+ persons might be put in danger in some environments if their intimate life is exposed).

Next, the trainer should describe what steps to follow if the person does not consent to first aid. Legal obligations and liabilities can change according to each country's legislation.

Adaptations needed for different training types

This lesson was designed as an in-person activity. Since it involves in-person physical exercises, it is not adaptable to a remote format.

Debrief questions

See SAFE Basic Training Curriculum, pp. 26-31.

Other notes

As the trainer, be sure to leave time for questions and comments related to the topic before continuing with the first aid lesson.

The Psychosocial Trainer and/or GESI Focal Point should be present to support the first aid trainer in responding to any doubts, questions, or comments related to the LGBTQI+ population or marginalized population.

🖥️ Online Trolling and Bullying

Duration

45 minutes

Learning objectives

- Participants have a basic understanding of the psychosocial perspective of trolling and bullying (intentions & action).
- Participants are self-aware of their triggers regarding trolling and bulling.
- Participants know basic strategies for dealing with trolls and bullies.
- NOTE: Since the lesson may cover different triggers, the presence of a psychosocial trainer during the session is obligatory.

Resources needed

- Flipcharts
- Markers

Teaching method

Group work, discussion

Description of activity

To start the activity, participants are asked to share their emotions and thoughts in relation to online trolling and bullying. The trainer should carefully monitor this discussion. If participants show any signs of distress or seem triggered by it, the trainer should intervene and immediately end the discussion and proceed to its next step.

As part of the discussion, participants should identify and become aware of their triggers, while analyzing particular words that may be sensitive "buttons," and what values a person may have shared that are important to them. The discussion can focus both on current and previous experiences and knowledge of triggers. The trainer lists all named triggers and sensitive "buttons" on the flipchart. The discussion helps participants to ventilate based on the triggering experience and become more self-aware of triggers they have.

To drive the discussion from triggers to positive experiences, the trainer asks the participants to think about resources (capacities, social support, skills, etc). All coping, support, and positive experiences are listed on the flipchart next to the trigger list. Keeping this list next to the trigger list visually creates a perception of resourcefulness.

In terms of raising awareness on intentions and actions, the trainer explains the basic model of behavior with rewarding/encouraging factors (ABC model, where A is intentions of behavior, B is action; C is consequences/result).
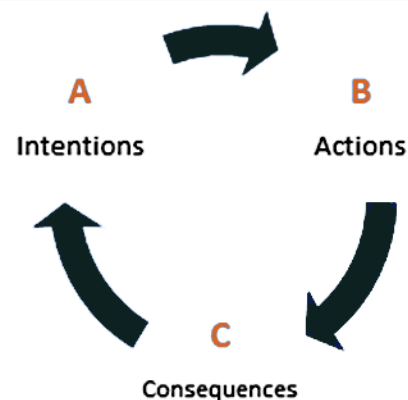
The trainer facilitates discussion of results that trolls and online bullies intend and/or achieve and makes a list on a separate flipchart paper; then the same is done for Actions (B) and Intentions (A).

The intentions of trolls and bullies can include: distract others attention from a 'real' topic, annoy or discredited the author, or earn money as a paid "troll". Actions (B) can include:

posting bad comments, learning about a person's sensitivities from different sources, and tracking their digital footprint. The consequence (C) for participants may include being notified through their smartphone of each comment or engaging in a discussion. The participants' intentions may be trying to prove that they are right, etc.

After the lists are developed, the trainer divides the participants into groups of 3-5 persons and asks them to create mitigation strategies for all the trolls' different results (C) and intentions (A) that are listed on the flipchart. Participants are asked to keep in mind their own triggers and values discussed during the Risk Assessment: Self Awareness lesson (SAFE Basic Training Curriculum, pp. 57-59).

Each group then presents their mitigation strategies while the trainer facilitates discussions around them.

The trainer then highlights any GESI-specific Intentions (A) and Results (C) and opens the floor to experience sharing of individual cases, if needed (this is especially effective when the group is homogenous), keeping in mind the Do No More Harm (p. 15) philosophy.

Note to facilitator: The trainer may add and explain basic mitigation strategies and explain pros and cons for participants in different cases. During this discussion, the physical, digital, and psychosocial aspects are integrated. Participants are asked to think about the physical risks and safety strategies, since there is a strong correlation between online bulling and physical threats, such as stalking. The psychosocial impact of online bullying and physical threats should also be discussed. The trainer should highlight GESI-related needs, such as the gender digital divide leading to increased risks online for women and LGBTQI+ individuals, or needs specific to communities who are marginalized based on aspects of their identity (race, religion, ethnicity, etc.).

As for the digital aspects of trolling and bulling, the trainer should explain the false sense of security we occasionally have while being on the other side of the screen and interacting in the digital world rather than the physical, and that this feeling of security may encourage us to overreact and allow ourselves to become easily combative. The digital strategies for trolling and protection mechanism are discussed in Social Engineering session (SAFE Basic Training Curriculum, p. 35-38) test

Adaptations needed for different training types

This lesson was designed as an in-person activity. For remote training, consider the following adjustments:

Given the limited ability to directly observe participants' reactions to the discussion in remote trainings, the trainers should pay particular attention to participants potentially being triggered by the discussion and closely monitor their engagement.

Debrief questions

- What are the main triggers?

- What are the main intentions of trolls and bullies?

- What are the main strategies to address the online trolling and bulling?

- What are the main strategies to proactively avoid online trolling and bulling?

Other notes

Consider that some participants may have limited digital literacy. Take time to discuss the digital aspects and strategies slowly and clearly.

Always highlight to the group specific and GESI-related needs and circumstances (laws, values, norms) to consider in developing strategies for dealing with trolls and bullies.

The discussion produced from this lesson can lead the group to develop or refine policies or procedures for their media outlet or organization for cases of online trolling and bulling cases.

Considering that this lesson may bring up past traumatic and triggering experiences for participants, consider having the session led by a psychosocial trainer.

This exercise should be used in the format above with groups who report experiencing online trolling and bulling during the needs assessment.

Sexual Harassment in the Media Environment: Prevention and Response

Duration

60 minutes

Learning objectives

- Identify that sexual harassment is a structural problem and the responsibilities we face in this regard in our workplace.

- Create a draft protocol / SOP on prevention of and response to situations of sexual harassment.

Resources needed

- Projector and PowerPoint presentation, video
- Flipcharts/blackboard
- Markers of different colors

Teaching method

Practical exercises and discussions.

Make the lesson topic relevant to the participants by allowing them to exercise their creativity for a goal-oriented activity. Build a strong group dynamic among the participants.

Utilize personal experiences of the participants in an ethical manner by observing the Do No (More) Harm (p. 15) principle to facilitate learning without compromising participants' or the group members' emotional well-being.

Debrief participants and assess their understanding of the lesson and how they responded to the overall lesson.

Description of activity

Introduction (optional): The aim of this optional introduction is to show that the issue of sexual harassment is a complex global issue, but since the discussion takes place within a security training for journalists, there must be clear limits.

Resource: a sheet/or PowerPoint slide with a target
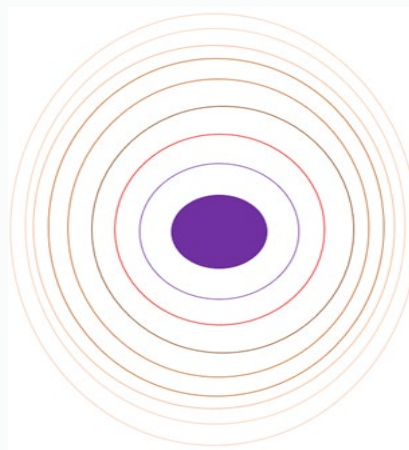
The trainer can leave the above image on a wall or table and reference it, if any comment comes out during the session.

Talking points: Show each circle from the outside inwards:

- Our society is based on a system of patriarchal and capitalist domination;
- It uses violence, discrimination and repression, especially against marginalized groups;
- One form of such violence is gender-based violence
- Gender-based violence has several expressions. One of its manifestations is sexual violence;
- Within sexual violence is sexual harassment;
- Sexual harassment can occur in several areas. One is the workplace;
- We are here because our work environment is journalism;
- In a training that addresses the issue of security in journalism;
- In addition, you are people who can influence your spaces, so we will see how to discuss what you can do specifically.

This training focuses on the two inner circles: sexual harassment in the media environment from a security point of view (for organization, if it is an organizational training).

It is not necessary to go into details for each point. The goal is to show that it is not a workshop on gender, or new masculinities.

Activity 1: Video showing sexual harassment of journalist

The objective of this activity is to understand together with participants the concept of sexual harassment and its main characteristics, in general and in journalism specifically.

Use a video, an article, or a story that portrays a woman journalist being sexually harassed while doing her job. The situation should occur when there are bystanders (colleagues, public, etc.) and if possible, it should have consequences (social or legal sanctions against harasser, positive measures in favor of the journalist, reactions from public, etc.)

After having shown the video, or shared the article or the story, the trainer asks participants to reflect on:

- What kind of language was used (verbal, non-verbal, corporal);
- Who the bystanders were (during the sexual harassment situation and after);
- What the bystanders did;
- What participants would do if they were bystanders in that situation.

Use a flipchart to take note of all the important concepts participants express.

At the end, the trainer might disclose what consequences the situation had in the example video or article shown.

Activity 2: The trainer explains the legal framework in participants' countries or regions.

Activity 3: Online Sexual Harassment and Online Gender Based Violence. Explain that the SAFE team conducted research to see how harassment is projected in digital space, sometime after it occurred. The research showed that when performing an online search of the names of the two actors (the harassed journalist and the harasser) in a similar case, the harassed journalist was the one that was most associated with aggression, whereas the harasser was not generally associated with it.

Activity 4: Facilitate the participants' debate and reflection on online gender-based violence through their own experiences.

Notes for trainers: Online sexual harassment is part of online gender-based violence.

Online gender-based violence has multiple manifestations: it includes monitoring and stalking, the publication of personal data, trolling, smearing, defamation, electronic espionage, and viral hatred.

Online violence is not something new or exclusive to social media platforms, but is an extension of a pattern of gender-based violence and discrimination systematically perpetrated by the closest circle (created by couples, ex-partners, relatives), the circle of organizational work (consisting of bosses, colleagues, sources), and the external circle (strangers, government institutions and other relevant actors).

The misogynist violence that marginalized groups experience their entire lives in the "offline" world finds a continuum in the digital space, where anonymity and lack of legislation benefits the impunity of the aggressors.

Therefore, online gender violence cannot be separated from "offline" violence, because they are linked to each other and because the effects of online gender violence are real as those caused by "offline" violence.

Women are not only more exposed to attacks and harassment online than their male colleagues due to their profession. These (often misogynistic and sexualized) attacks are directed at them because they are women. Furthermore, it is especially targeted against women from marginalized groups, for example marginalized ethnic groups, LGBTQI+ communities, persons with disabilities, youth, etc.

Adaptations needed for different training types

This lesson was designed as an in-person activity. For remote training, consider the following adjustments:

The trainer should describe in detail each image, graphic and video used in the presentation, preferably following a previously written script. In the remote format, this lesson will therefore take longer, to include time for the descriptions.

Brainstorming and other interactive activities as part of this lesson can be included but should be adapted to the digital literacy levels of the participant group.

Trainers can also decide to prioritize and give more space to the online gender violence and harassment topic and activities related.

Debrief questions

Prevention and Response protocols in cases of Sexual Harassment: Divide participants into three groups, and ask each group to imagine that they are a media outlet or an organization and that they are tasked with drafting a Standard Response Protocol/Policy in case one of the following situations occurs:

Group 1: Protocol of prevention and response in cases of harassment by sources.

Group 2: Prevention and response protocol in cases internal to the environment / organization.

Group 3: Protocol of prevention and response in cases of online sexual harassment.

The trainer may provide some basic recommendation or examples to help participants get started. test

Other notes

The SAFE approach is always centered on prevention. In the case of sexual harassment, prevention is achieved by breaking the culture and the cycle of impunity through making aggressions visual and exerting legal responsibility.

In the case of online sexual harassment or online GBV, some journalists take the decision to close their accounts on social networks or other public media. Others, in those cases, become more careful about what they say and publish. Some request changing the position in the media organization where they work. Others use pseudonyms or alter egos to prevent public debate from becoming personal or violent. Or, finally, some leave the profession temporarily or permanently.

These measures are called "self-censorship." But we could add the term "induced" self-censorship because there is a systematic and structural objective behind this online gender violence: to control and silence women and other marginalized groups who challenge the status quo, who challenge stereotypes. The objective is to minimize the power of women's public influence, increasing discrimination and inequality.

The aforementioned measures against online violence accounts, etc. are legitimate from the point of view of each person. But as we see the result is losing important voices of women in the public space.

Without a doubt, there are also countless women journalists who decide to continue publishing information with their names, even if it means continuing to face violence, threats, or harassment. Some of them applied individual risk mitigation measures, and now we are seeing a growing awareness that this is a collective problem that needs collective solutions. As in all aspects of this line of work and the profession overall, media workers are also increasingly coming together and applying collective security measures, thereby responding strategically to online gender violence.

SAFE trains participants on the measures mentioned above, but also encourages organizations trained to assume responsibility, and fulfil their duty to guarantee a violence-free space (without implying that "men are saving women"). It is therefore a matter of assuming responsibilities and duties.

References and further reading:

Contrast and Color Accessibility checker https://webaim.org/resources/contrastchecker/

Creating Accessible Print Materials:
https://www.endabusePwD.org/.../print_materials_090517.pdf

Definitions Related to Sexual Orientation and Gender Diversity in APA Documents:
https://www.apa.org/pi/lgbt/resources/sexuality-definitions.pdf

Feminist principles of the internet: https://feministinternet.org/en/principles

IREX/Center for Applied Learning and Impact: Checklist for Overcoming Digital Barriers to Inclusion in Online Learning

IREX/Center for Applied Learning and Impact: Online Collaboration Guide for Facilitators: Resource for Using Digital Technology for Collaboration and Learning

Make your PowerPoint presentations accessible to persons with disabilities
https://support.office.com/.../make-your-powerpoint-presentations-accessible-to-people-with-disabilities

Managing the Security of Aid Workers with Diverse Profiles - EISF Research Paper
https://reliefweb.int/.../2285-EISF-2018-Managing-the-Security-of-Aid-Workers-with-Diverse-Profiles.pdf.

NASPA Policy and Practice Series - Safe Spaces and Brave Spaces:
https://www.naspa.org/.../Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf

Sexual Harassment in the Media: http://m.wan-ifra.org/reports/2018/05/29/sexual-harassment-in-the-media-a-practical-guide-for-employers-employees.

TAAP Toolkit: http://www.taapinclusion.org/toolkit/

United Nations guide to Gender Inclusive Language: https://www.un.org/en/gender-inclusive-language/

United Nations Glossary on Sexual Exploitation and Abuse: https://hr.un.org/.../English_0.pdf