SAFE BASIC TRAINING CURRICULUM INCLUSION ANNEX

TOWARDS INCLUSIVE SAFETY TRAININGS

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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.

[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

[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

[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.

[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.

[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

[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).

[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 more 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.

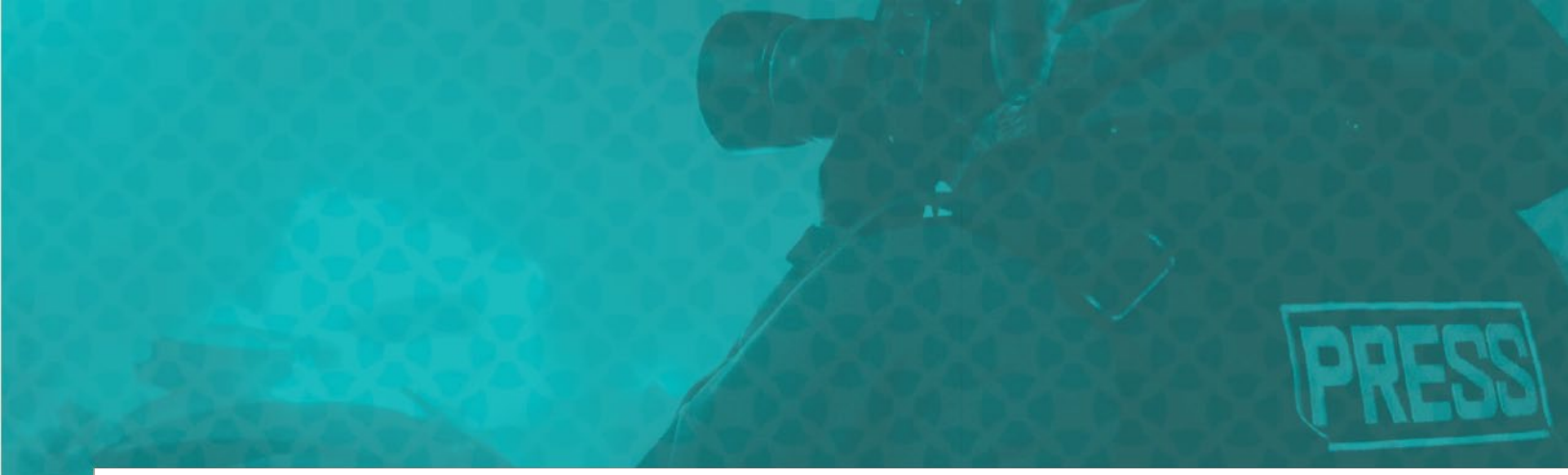
[30] http://www.stopableism.org/p/what-is-ableism.html

[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 needs assessment checklist (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 Before the training: Needs assessment and planning, 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.

[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 Brave Space (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

[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

[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:

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

Activity related services:

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

Food related services:

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

Venue related services:

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

Time related services:

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

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

Collaboration Guide for Facilitators 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.

[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.

[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

[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.

[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.

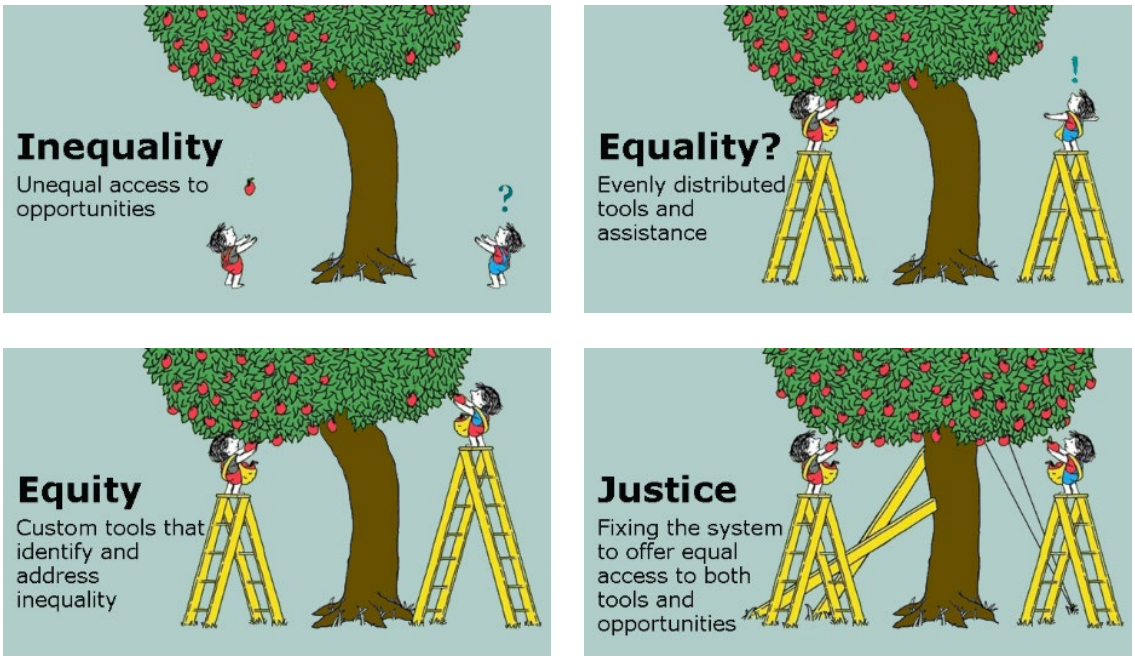


Figure 2: Inequality vs. Equality vs. Equity vs. Justice[45]

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

[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.

[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.

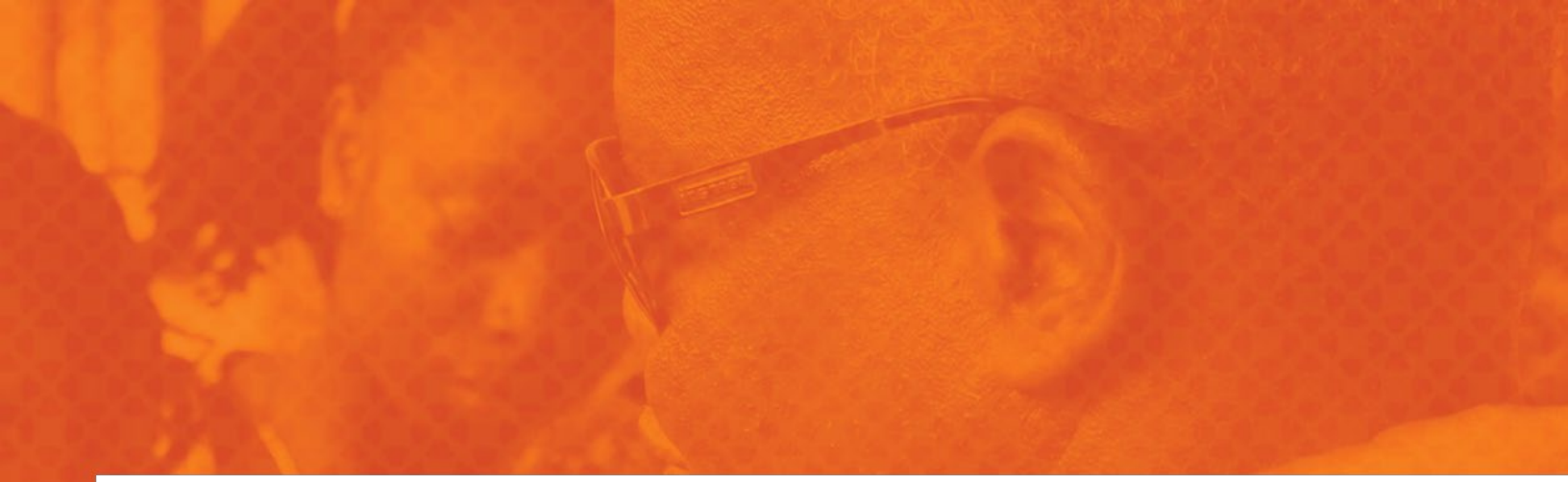
All surveys and other data collection tools should also be accessible, inclusive, bio-secure, and environmentally friendly, as well as not present any visual, reading, or language barriers. Steps you should take for the various data collection tools include:

- **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.

[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.

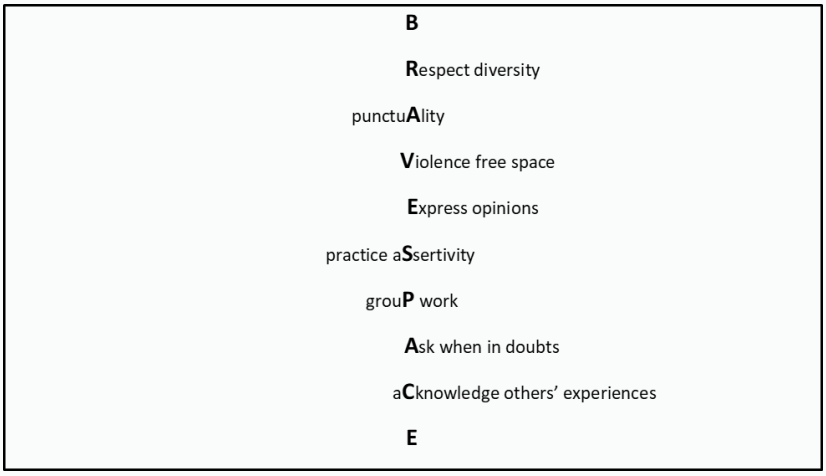
Teaching method

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.



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

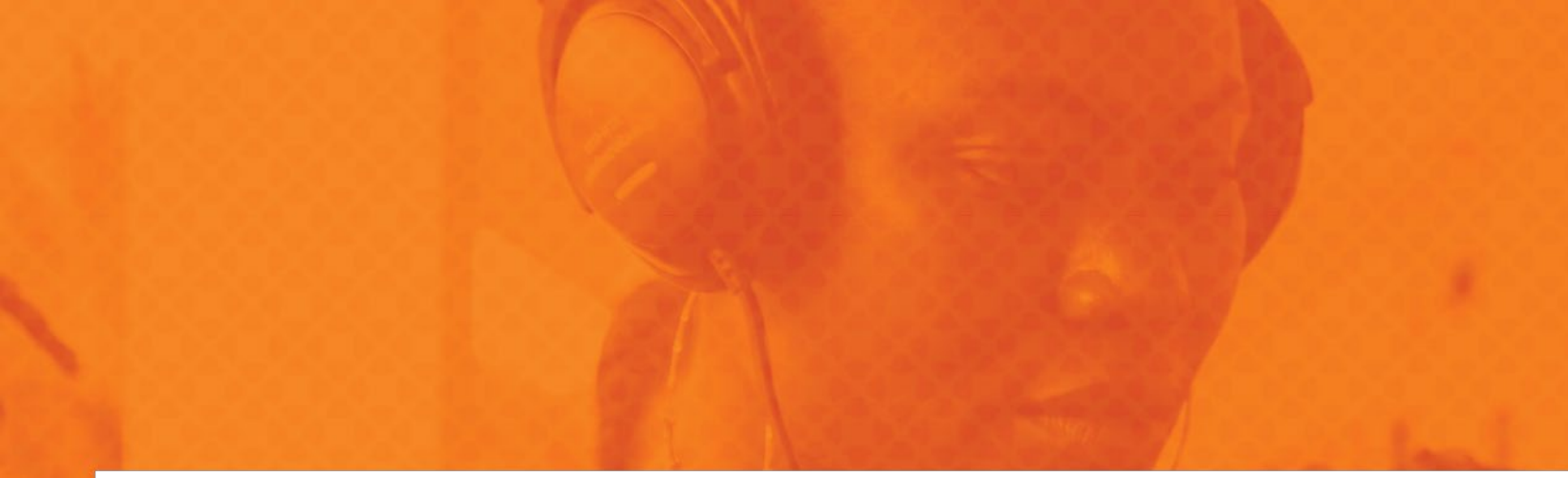
After all participants have presented their drawings, the trainer asks the following questions:

- 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

[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.

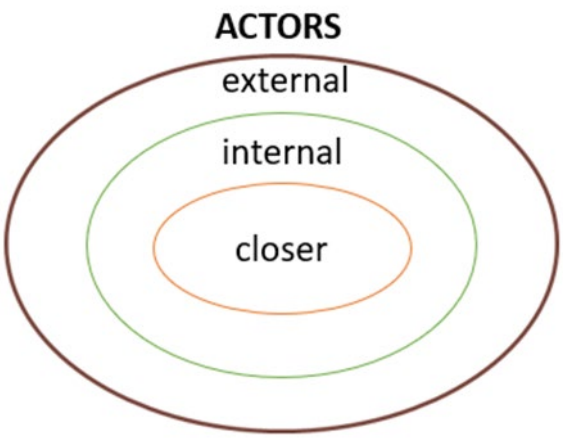
Work-based identity: Media professionals, social communicators, and human rights defenders face risks because of their work promoting freedom of expression and human rights as they challenge powerful actors. Among the risks they face are censorship, surveillance, detention, loss of employment, frozen 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 Identity based violence 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. 10-13), 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.



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

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.

[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.

[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

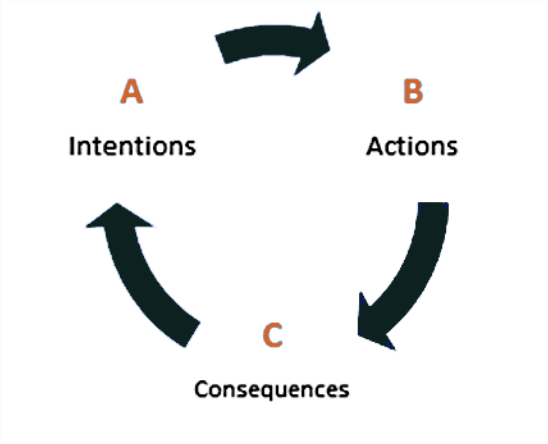
Description of activity

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.

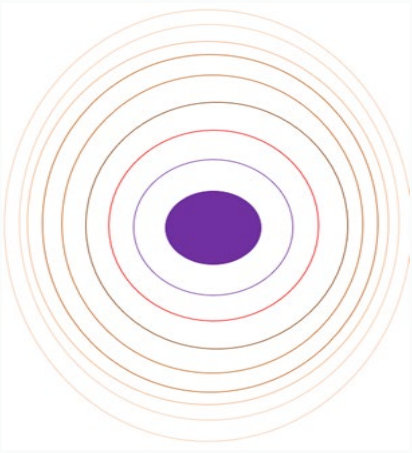
Utilize personal experiences of the participants in an ethical manner by observing the Do No (More) Harm (p. 15) principle to facilitate learning without compromising participants' or the group members' emotional well-being.

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