



SAFE BASIC TRAINING CURRICULUM INCLUSION ANNEX

TOWARDS INCLUSIVE SAFETY TRAININGS

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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-to-day work uncovering injustices, reporting on corruption, and holding authorities accountable.

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.

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.

How to use the Inclusion Annex

The purpose of this annex to the SAFE Basic Training Curriculum¹ 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,² 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. Based on this analysis, the annex is designed to support any journalist safety training program in becoming more inclusion-responsive, moving along the inclusion continuum illustrated below towards a transforming approach to inclusion (Fig. 1).³

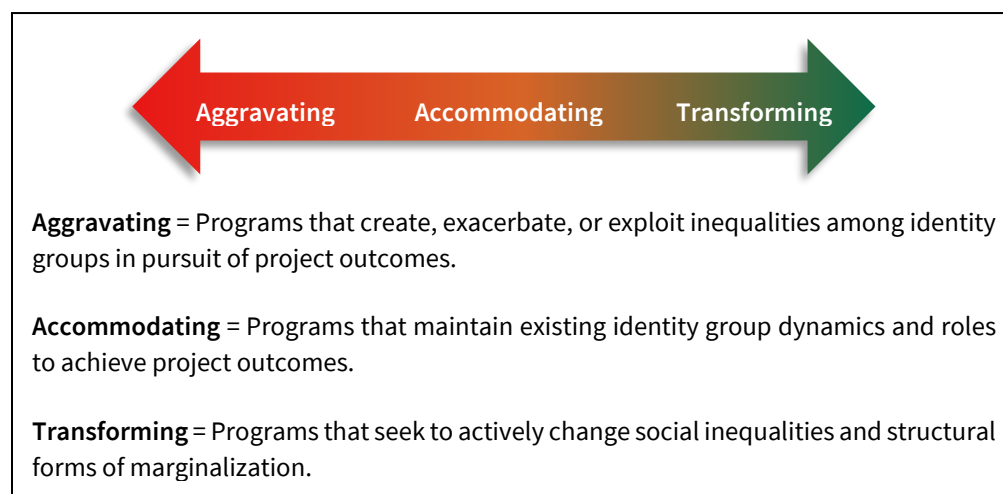


Figure 1:
The Inclusion
Continuum

¹ <https://www.irex.org/sites/default/files/node/resource/safe-basic-training-curriculum.pdf>

² IREX Safe Basic Training Curriculum, p. 6; see also pp. 10-13 and 56-59; 26-31 and 71-75.

³ The inclusion continuum is adapted from the Gender Equality Continuum Tool developed by the Interagency Gender Working Group.

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. 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 exercises or 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.

"The gender approach is fundamental. It's 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

Using the SAFE Basic Training Curriculum together with the Inclusion Annex

This Inclusion Annex guides journalist safety trainers to strive towards equal access to 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 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 definitions⁴

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](#)” below). 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.⁵

Adulthood: Behaviors and attitudes based on the assumption that adults are better than young individuals and entitled to act upon young individuals without their agreement.⁶

Ageism: Prejudiced thoughts, stereotyping, and discriminatory actions based on differences in age; usually that of younger persons against older.⁷

⁴ 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](https://www.taapinclusion.org/toolkit). When SAFE has modified the definition in this list, the source or explanation can be found in the footnotes.

⁵ stopableism.org/p/what-is-ableism.html

⁶ <https://www.pcc.edu/about/equity-inclusion/documents/diversity-definitions.pdf>

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

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.

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.

Gender-based violence: 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.⁸

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.⁹

Gender identity: The internal sense of a person of being man/woman, both, none, or another gender.

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.

⁸ Based on <https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence>.

⁹ <http://www.ohrc.on.ca/.../appendix-b-glossary-understanding-gender-identity-and-expression>

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.

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.¹⁰

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, transgender¹¹, 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.¹²

¹⁰ <http://www.taapinclusion.org/toolkit>, p. 36.

¹¹ 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 https://www.conapred.org.mx/documentos_cedoc/Glosario_TDSyG_WEB.pdf, in Spanish only). In other contexts, the terms transsexual and transvestite are outdated and/or offensive.

¹² <https://www.state.gov/wp-content/uploads/2020/01/DRL-Indicator-Reference-Sheets.pdf>

Microaggressions: Microaggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target person based on their marginalized group membership.¹³ They represent an expression of power, often based on internalized assumptions about social hierarchies, which the trainer is in a position to redress.¹⁴

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.¹⁵

Persons with disabilities (PWD): Individuals who have long-term physical, mental, intellectual, or sensory impairments and may be hindered from achieving full, equal, and effective participation in society.

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 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).¹⁶

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

¹³ Diversity in the classroom, USC Diversity & Faculty Development, 2014. Available at https://academicaffairs.ucsc.edu/.../Microaggressions_Examples_Arial_2014_11_12.pdf.

¹⁴ 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](#)”.

¹⁵ For further reference, see this resource by Harvard University: <http://sitn.hms.harvard.edu/flash/2016/gender-lines-science-transgender-identity/>

¹⁶ <https://www.pcc.edu/about/equity-inclusion/documents/diversity-definitions.pdf>

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.¹⁷

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.

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.¹⁸ 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.¹⁹

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

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.²⁰

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

¹⁷ https://eca.state.gov/files/bureau/sogi_terminology.pdf

¹⁸ United Nations Glossary on Sexual Exploitation and Abuse, <https://hr.un.org/sites/hr.un.org/...>

¹⁹ https://www.wan-ifra.org/sites/.../Sexual_Harassment_Handbook.pdf, p.9.

²⁰ <http://www.ohrc.on.ca/.../appendix-b-glossary-understanding-gender-identity-and-expression>

professionals, as well as from the media and immediate family members and other acquaintances.²¹ 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.²²

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

Reclaiming derogatory terms and stigmatizing labels²³

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.

²¹ https://crcvc.ca/docs/victim_blaming.pdf

²² <https://orgs.law.harvard.edu/halt/how-to-avoid-victim-blaming/>

²³ 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. In this context, the program strives to do no more harm. Below are a few strategies to consider to do no more harm to participants:

“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.

- 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.

For more information and guidance see the [IREX guide](#) on conducting a Do No (More) Harm training. 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. For reference, see the [IREX Do No \(More\) Harm Risk Matrix](#), which includes some of the identity-based risks participants may face when participating in a training.

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 face many kinds of barriers daily. These can be “physical, attitudinal or systemic.”²⁴ Disabilities may or not be visible or disclosed to others. Globally, 15% of the population is estimated to live with a disability.²⁵

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 from 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.

SAFE must acknowledge the above when a person with a disability—visible or not visible—participates in a training and must 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, qualified sign language interpreters, and other reasonable accommodations.
- 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 (for example, PwD may need assistance in some areas but not in all).
- Proactively solicit disability-related information from all participants in advance and wherever it is possible, using the **needs assessment checklist** 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, and space of training facilities. Venues and vendors must be pre-qualified according to their accessibility.
- Reduce any accessibility barriers (physical, visual, auditory, etc.) in lesson format and methodology: make sure the 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** 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 assistant²⁶ or interpreter) when in doubt of what they prefer, recommend, need in terms of logistics, language, if providing help, etc.
- Have zero tolerance for discrimination or intolerance by other trainees against PwD. Seek to improve awareness, respect, and empathy.

²⁴ <http://www.stopableism.org/p/what-is-ableism.html>

²⁵ https://www.who.int/disabilities/world_report/2011/report/en/

²⁶ http://enil.eu/wp-content/uploads/2016/06/FAQ_Personal_Assistance.pdf

A person is shown from the chest up, holding a camera. They are wearing a dark shirt with a yellow 'PRESS' sign on the right side. The background is blurred.

Before the training: Needs assessment and planning

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, ensure that, in addition to subject area expertise, they also 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.

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. 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 equal gender representation. 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 surveys, interviews, or group discussions. However, only relevant questions should be included and 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 trust in the training providers. Always consider these parameters in your specific training context.

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.

Choosing a location

The venue and accommodation 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.²⁷ 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.

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.

²⁷ 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.

Preparing training agenda and materials

The training agenda and materials are crucial in ensuring accessible and inclusive trainings. A wide range of culturally appropriate methodologies/exercises may be used based on the needs of the participants, but the following are some general recommendations:

“This is the first time since long that I feel like a human being, just because you allowed me to bring my young son with me”

SAFE Participant

- 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 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.²⁸
- The agenda and all written material should be presented in context-appropriate gender-inclusive language.²⁹ 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.³⁰
- 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.

²⁸ “Creating Accessible Print Materials” endabusepwd.org/wp-content/.../print_materials_090517.pdf; Accessibility Color Wheel <https://gmazzocato.altervista.org/en/colorwheel/wheel.php>; Make your PowerPoint presentations accessible to persons with disabilities <https://support.office.com/.../make-your-powerpoint-presentations-accessible-to-people-with-disabilities>.

²⁹ <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>

³⁰ 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.

- 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 breaks during the training and, in some contexts, women may not be allowed to travel after sunset or to stay overnight at the training venue.

Meeting the needs of persons with disabilities

To ensure that the needs of participants are accommodated at the training and that the environment is inclusive, ask participants about their needs before the training and consider these needs in planning the training (see “[Conducting a needs assessment](#)”, above). It is also important to explain to the participants ahead of time what they can expect from the training. For example, 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”. Include all the information that might be of relevance to participants and remember that not all participants will feel comfortable disclosing a disability.

The following checklist may be provided to participants as part of the needs assessment:

Needs Assessment Checklist

In order to allow us to consider your best interests, please provide any practices, conditions, needs, or disabilities you consider may affect your participation in the training, for example:

1. Mobility related issues, please specify (chronic chest pain, need for assistive devices such as wheelchair or walker, etc.)
2. Vision related issues, please specify (visual impairments, blindness, need for braille or audio learning, color blindness etc.)
3. Audial related issues, please specify (audial/hearing impairment, deafness, need for sign language interpretation, etc.)
4. Food related issues of practice, please specify (allergies, vegan, gluten/lactose/other intolerance, religion, etc.)
5. Time related issues (needs related to length of training day or time between sessions due to religious practices, health needs, or commute-related safety concerns)
6. Any other issues

Meeting needs related to stress, trauma, and burnout

Factors like stress, trauma, and burnout can also affect the participants’ cognitive abilities. The training team can learn about some of these from the written needs assessments. To ensure accommodation of these needs, consider the following general advice, and adjust training materials, presentation style and session timing accordingly:

- Warn participants prior to the session about possible triggers and normalize reactions through a trauma informed approach.³¹
- If possible, avoid general triggers through adjusting visual materials and language/words.
- 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.
- 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.
- Give personal time off to participants for self-care or addressing immediate needs.

In addition, adapt the training to participants affected by trauma by avoiding using trauma-triggering images, exercises, or topics. In any group, always give trigger warnings when talking about sensitive topics (physical violence, harassment, rape, etc.). 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.

³¹ https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm



During the Training

Training Environment³²

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** 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.³³ To achieve this conducive learning environment, consider drawing up ground rules at the beginning of the training. You may use the **Brave Space** exercise for this purpose. In fragile environments and where inequality and exclusion are particularly sensitive or divisive, encouraging a “brave space”³⁴ 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 (for more ideas, refer to the **Brave Space** 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.
- 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 equal space to express their opinions. For example, in some contexts and groups, male

³² Also SAFE Basic Training Curriculum, p. 7.

³³ SAFE Basic Training Curriculum, 5-7.

³⁴ https://www.naspa.org/.../Policy_and_Practice_No_2_Safe_Brave_Spaces.pdf

participants may monopolize the discussion by speaking more than women, interrupting them, or rephrasing what women already said. If needed, explain the concept of mansplaining³⁵.

- 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 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.
- Introduce a rule of no discrimination based on: gender identity, race (see glossary), preferred pronouns, sexual orientation, religion, political views, ethnicity, skin color, spoken language/accent, outfit, 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.
- Be aware that silence can also be a form of protection and resistance and should be respected.

Challenging 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 challenge 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.

³⁵ <https://feminisminindia.com/2019/09/02/infographic-subtle-signs-mansplained/>

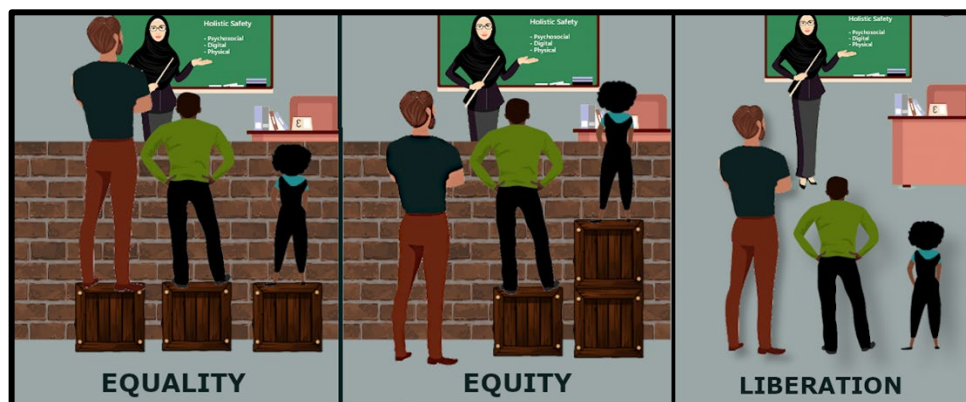


Figure 2:
Equality vs. Equity
vs. Liberation

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 is giving everyone what they need to succeed. Consider the upper left quadrant in the illustration above (Fig. 2), where the wall (social barriers) prevents some training participants from taking part in the training. If the taller participant gives one of the boxes (privilege) to the shorter participants, each of them will be able to see the trainer. However, breaking down the wall (removing harmful norms and stereotypes) would be an additional, long-term approach.³⁶ In the context of SAFE trainings, the objective is 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. Because the society we work in is marked by a number of social inequities and marginalizing factors, this may require giving persons who belong to marginalized groups more space in the discussion, while ensuring that other voices are also being heard.^{37, 38}

To take steps towards challenging common but harmful norms and stereotypes in the journalism profession, consider applying these approaches during the training:

- Demonstrate an inclusive and respectful atmosphere, including using appropriate and respectful language for all social groups, not just those represented in the training space;
- Explain the training group’s approach to Gender Equality and Social Inclusion to trainees, including the motivations behind 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;

³⁶ We are indebted to Paul Kuttner for some of the ideas behind this graphic. For more information see <http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

³⁷ <https://www.publichealthnotes.com/equity-vs-equality/>

³⁸ <https://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/>

- 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;
- 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.



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 and identity. 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


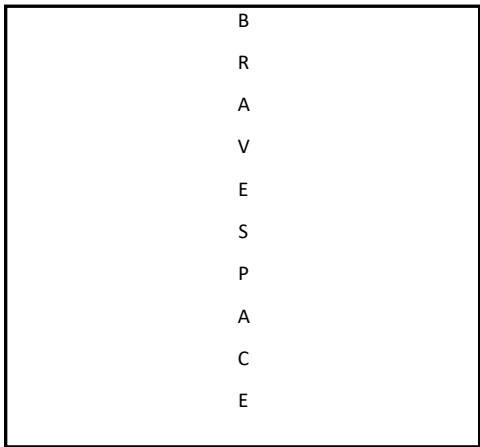
- Raise awareness within the team of specific and unique risks (threats and vulnerabilities) faced by marginalized populations and how intersecting identities (see [Key words and definitions](#)) interact in ways that can intensify them.
- Ensure that participants feel included and seen through MEL tools by providing relevant options on written surveys.
- Evaluate learning and behavioral changes in relation to expected outcomes, considering marginalized contexts and identities.
- 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

- Only collect data that staff will use for assessment, evaluation, and learning. Avoid collection of disaggregated data only for the purposes of external communication, as this kind of data does not benefit the participants;
- Include a “prefer not to answer”/ “prefer not to say” option, when appropriate;
- Guarantee anonymity by using anonymous participant IDs, rather than participant names when implementing surveys;
- Explain to participants the chain of secure data collection and data management;


- Provide inclusive options for surveys and tools that do not present visual, reading, or language barriers;
- Enable self-identification in participants' own terms through drop-down menus with open-ended spaces to answer questions on, for example, gender identity and ethnicity.

Sample icebreakers and warm-ups to set the stage³⁹


LESSON TITLE	BRAVE SPACE  20 MINUTES
LEARNING OBJECTIVES	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Flipchart with phrase “Brave Space” written vertically – Markers 
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

³⁹ Also SAFE Basic Training Curriculum, p. 9.

	<p>Creating a brave space, above. Suggest that participants construct their sentences in a positive way (for instance: “be punctual” instead of “don’t be late”).</p> <p>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.</p> <div data-bbox="479 480 1286 947"> <p style="text-align: center;">B Respect diversity</p> <p style="text-align: center;">punctuAlity</p> <p style="text-align: center;">Violence free space</p> <p style="text-align: center;">Express opinions</p> <p style="text-align: center;">practice aSsertivity</p> <p style="text-align: center;">grouP work</p> <p style="text-align: center;">Ask when in doubts</p> <p style="text-align: center;">aCknowledge others' experiences</p> <p style="text-align: center;">E</p> </div> <p>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.</p> <p>If needed, the trainer might ask a participant to explain what they mean with their proposed responsibility or rule.</p> <p>The trainer may also offer suggestions.</p>
DEBRIEF QUESTIONS	<p>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).</p>
OTHER NOTES	<p>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.”</p> <p>Depending on the energy level of the group, the trainer might use music or other dynamics to make participation more active and fun.</p> <p>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>


LESSON TITLE	THE TREE OF LIFE  50 MINUTES
LEARNING OBJECTIVES	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Coloring pens – Pencils – Flip chart papers or large papers
TEACHING METHOD	Discussion
DESCRIPTION OF ACTIVITY	<ul style="list-style-type: none"> – 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.
DEBRIEF QUESTIONS	<p>After all participants have presented, the trainer asks the following questions:</p> <ul style="list-style-type: none"> – 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 that blocks its access

	<p>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).</p> <p>For participants with limited vision, consider making this an oral exercise, where each participant describes their tree.</p>
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LESSON TITLE	I AM WHO I AM!  40 MINUTES
LEARNING OBJECTIVES	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Coloring pens – Pencils – Flip chart papers or large papers
TEACHING METHOD	Discussion
DESCRIPTION OF ACTIVITY	<p>Participants are asked to draw the word “ME” in the middle of a piece of paper and put a circle around it.</p> <p>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.</p> <p>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.</p> <p>After finishing their drawing, every participant is asked to present it to the group.</p>

DEBRIEF QUESTIONS	<p>After all participants have presented their drawings, the trainer asks the following questions:</p> <ul style="list-style-type: none"> – 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	<p>For participants with limited vision, consider making this an oral exercise, where each participant describes their “ME” circle.</p>


Sample lesson plans and lesson plan add-ons⁴⁰

LESSON TITLE	GESI RISK ASSESSMENT: AN ADD-ON TO RISK ASSESSMENT AND MANAGEMENT ⁴¹	 +15-20 MINUTES ⁴²
LEARNING OBJECTIVES	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Markers, pens, and flip chart – PowerPoint presentation – Semi-circle seating arrangement with participants 	
TEACHING METHOD	<p>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.</p> <ul style="list-style-type: none"> – Utilize the personal experiences of the participants in an ethical manner by observing the Do No (More) Harm principle. Facilitate situational awareness without compromising participants privacy or emotional well-being. 	

⁴⁰ Also see SAFE Basic Training Curriculum, p. 9.

⁴¹ 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.

⁴² The “+” indicates that this lesson plan add-ons will add approximately 15 to 20 minutes to the overall duration of the original lesson.

	<ul style="list-style-type: none"> – 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	<p>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).</p>  <p>Talking points</p> <p>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.</p> <p><i>Work-based identity:</i> 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.</p> <p><i>Gender identity:</i> 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</p>

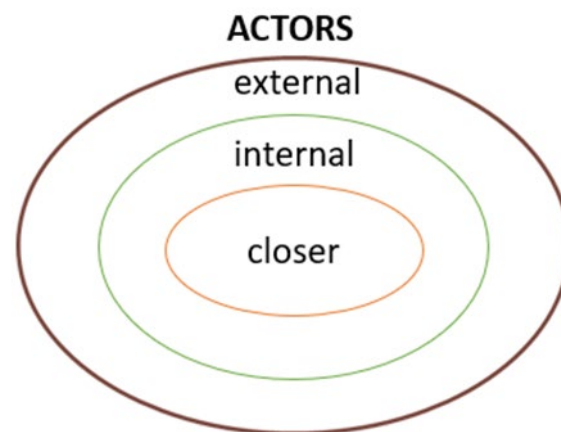
rape threat, beating, sexual harassment, among others), economic (financial coercion, salary discrimination, delegitimization of work done by women), emotional (verbal abuse), and digital (cyberstalking, doxing, trolling, etc.).

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: Actor mapping

1. 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.

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

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

	<table><tr><td>Religious leaders</td><td></td><td></td></tr><tr><td>Sources</td><td></td><td></td></tr><tr><td>Audience</td><td></td><td></td></tr></table>	Religious leaders			Sources			Audience		
Religious leaders										
Sources										
Audience										
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	<p>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?</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none">a) point out the censoring effect and its harm;b) facilitate participants to think of alternative mitigation measures; andc) positively challenge them to find mitigation measures that might not be the “easiest” ones. <p>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.</p>									


	<p>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.).</p> <p>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.</p>
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LESSON TITLE	GESI AND SOCIAL ENGINEERING: AN ADD-ON TO SOCIAL ENGINEERING  +5 MINUTES
LEARNING OBJECTIVES	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Training space with comfortable U-shaped seating – Markers, pens, and flip chart – Sticky tape or nonpermanent adhesive pads
TEACHING METHOD	<p>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</p>

⁴³ See SAFE Basic Training Curriculum, pp. 35-37.

	<p>with the digital security trainer leading the session, are present in the room to enrich the experience.</p> <p>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.</p> <p>Always incorporate at least one checkpoint to gauge participants' interest, understanding, and mood, and end the session on a calming and empowering note.</p>
DESCRIPTION OF ACTIVITY	<p>Under Description 2 of the Social Engineering lesson (SAFE Basic Training Curriculum, pp. 35-37), add the following content:</p> <p>Remind participants of the lesson GESI Risk Assessment: An Add-on to Risk Assessment and Management above, especially to the actor analysis activity (Activity 2 under the add-on) that they have already undertaken.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	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.
DEBRIEF QUESTIONS	See SAFE Basic Training Curriculum, pp. 35-37.
OTHER NOTES	<p>Notes to trainers:</p> <p>In case participants ask (even jokingly) which are the apps used for surveillance, or where to look for them, trainers should refer to the Do No (More) Harm approach and kindly refuse to give any information about them.</p> <p>Provide relevant resources like the Feminist Principles for the Internet (see References and further reading at the end of this document).</p>

LESSON TITLE	EMERGENCY CONSENT: AN ADD-ON TO FIRST AID⁴⁴  +5 MINUTES
LEARNING OBJECTIVES	<p>For Participants</p> <ul style="list-style-type: none"> – Understand the basics of first aid: <ul style="list-style-type: none"> ▪ Responsibilities of the person administering first aid; ▪ Rights of injured person/patient. – Learn the steps to apply first aid in an emergency to injuries: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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. <p>For Trainers</p> <ul style="list-style-type: none"> – Introduce first aid to participants.

⁴⁴ See SAFE Basic Training Curriculum, pp. 26-31.

	<ul style="list-style-type: none"> – Inform participants of the consent requirement of the person receiving first aid and the exposure of their body (Do No More Harm approach). – 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	<ul style="list-style-type: none"> – Projector (if PowerPoint slides are used to highlight key concepts) – Laptop – Semi-circle seating arrangement
TEACHING METHOD	<p>Practical exercises and discussions.</p> <p>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.</p> <p>Utilize personal experiences of the participants in an ethical manner by observing the Do No (More) Harm principle to facilitate the learning of first aid without compromising participants' or the group members' emotional well-being.</p> <p>Debrief participants and assess their understanding of the lesson and how they responded to the overall lesson.</p>
DESCRIPTION OF ACTIVITY	<p>Under Description #2 and #3 of the First Aid lesson (SAFE Basic Training Curriculum, pp. 26-31), add the following content:</p> <p><i>Consent:</i> Permission or authorization, expressed by the injured person to allow someone to perform first aid on them.</p> <p><i>Actions</i></p> <p>Describe what actions should be taken when approaching an injured person in the three different scenarios:</p> <ol style="list-style-type: none"> 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).

	<ul style="list-style-type: none"> – Non-consensual disclosure of partners (trans and LGBTQI+ persons might be put in danger in some environments if their intimate life is exposed). <p>Next, the trainer should describe what steps to follow if the person does not consent to first aid.</p> <p>Legal obligations and liabilities can change according to each country's legislation.</p>
DEBRIEF QUESTIONS	See SAFE Basic Training Curriculum, pp. 26-31.
OTHER NOTES	<p>As the trainer, be sure to leave time for questions and comments related to the topic before continuing with the first aid lesson.</p> <p>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.</p>

LESSON TITLE	ONLINE TROLLING AND BULLYING  45 MINUTES
LEARNING OBJECTIVES	<ul style="list-style-type: none"> – 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 bullying. – 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	<ul style="list-style-type: none"> – Flipcharts – Markers
TEACHING METHOD	Group work, discussion

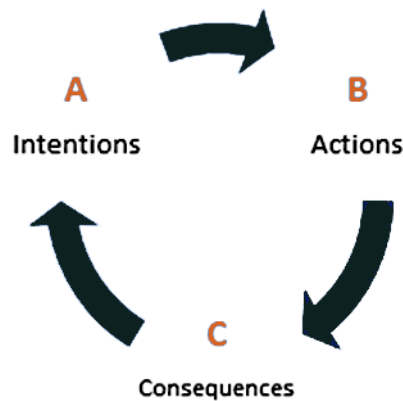
DESCRIPTION OF ACTIVITY

Participants are divided into two groups and are asked to write an important post for social media that reflects their values. Then the groups exchange posts, and are asked to add bullying, trolling, and other kinds of negative comments on the post that they receive from the other group. The trainer should carefully observe the participants while doing this. If participants show any signs of distress or seem triggered by this exercise, the trainer should intervene and either immediately end this exercise or proceed to its next step.

After the exercise, the groups are asked to share their emotions and thoughts while being trolls and bullies. Here, the groups 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 should bring both current and previous experiences and knowledge of triggers. All the named triggers and sensitive “buttons” are listed on the flipchart. The discussion helps participants to ventilate based on the triggering experience and become more self-aware of values and triggers they have.

To drive the discussion from triggers to positive experiences, the trainer asks the group to think about resources (capacities, social support, skills, etc). All the 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).




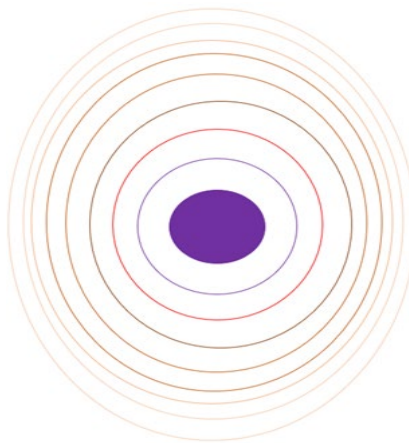
The trainer facilitates discussion of results that trolls and online bullies intend and/or achieve and makes a list on a separate flipchart paper; then the same is done for Actions (B) and Intentions (A).

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”.

	<p>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.</p> <p>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).</p> <p>Each group then presents their mitigation strategies while the trainer facilitates discussions around them.</p> <p>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 philosophy.</p> <p>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 bullying 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.).</p> <p>As for the digital aspects of trolling and bullying, 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)</p>
DEBRIEF QUESTIONS	<ul style="list-style-type: none"> – 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 bullying?

	<ul style="list-style-type: none"> – What are the main strategies to proactively avoid online trolling and bullying?
OTHER NOTES	<p>Consider that some participants may have limited digital literacy. Take time to discuss the digital aspects and strategies slowly and clearly.</p> <p>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.</p> <p>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 bullying cases.</p> <p>Considering that this lesson may bring up past traumatic and triggering experiences for participants, consider having the session led by a psychosocial trainer.</p> <p>This exercise should be used in the format above with groups who report experiencing online trolling and bullying during the needs assessment. In other cases, the stage of writing posts and trolling comments and ensuing discussion should be omitted. Only the section analyzing the model of behaviors and intentions should be included (from step 4).</p>

LESSON TITLE	SEXUAL HARASSMENT IN THE MEDIA ENVIRONMENT: PREVENTION AND RESPONSE  60 MINUTES
LEARNING OBJECTIVES	<ul style="list-style-type: none"> – 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	<ul style="list-style-type: none"> – Projector and PowerPoint presentation, video – Flipcharts/blackboard – Markers of different colors
TEACHING METHOD	Practical exercises and discussions.

	<p>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.</p> <p>Utilize personal experiences of the participants in an ethical manner by observing the Do No (More) Harm principle to facilitate learning without compromising participants' or the group members' emotional well-being.</p> <p>Debrief participants and assess their understanding of the lesson and how they responded to the overall lesson.</p>
DESCRIPTION OF ACTIVITY	<p>Introduction (optional)</p> <p>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.</p> <p>Resource: a sheet/or PowerPoint slide with a target</p>  <p>The trainer can leave the above image on a wall or table and reference it, if any comment comes out during the session.</p> <p>Talking points:</p> <p>Show each circle from the outside inwards:</p> <ul style="list-style-type: none"> – 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 3: The trainer explains the legal framework in participants' countries or regions.

Activity 4: 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 5: 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.

	<p>Furthermore, it is especially targeted against women from marginalized groups, for example marginalized ethnic groups, LGBTQI+ communities, persons with disabilities, youth, etc.</p>
DEBRIEF QUESTIONS	<p>Prevention and Response protocols in cases of Sexual Harassment.</p> <p>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:</p> <p>Group 1: Protocol of prevention and response in cases of harassment by sources.</p> <p>Group 2: Prevention and response protocol in cases internal to the environment / organization.</p> <p>Group 3: Protocol of prevention and response in cases of online sexual harassment.</p> <p>The trainer may provide some basic recommendation or examples to help participants get started.</p>
OTHER NOTES	<p>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 visible and exerting legal responsibility.</p> <p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p> <p>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.</p>
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References and further reading:

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

Sexual Harassment in the Media: https://www.wan-ifra.org/.../WAN-IFRA_Sexual_Harassment_Handbook.pdf

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

UN 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

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

Accessibility Color Wheel: <https://gmazzocato.altervista.org/en/colorwheel/wheel.php>

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

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