

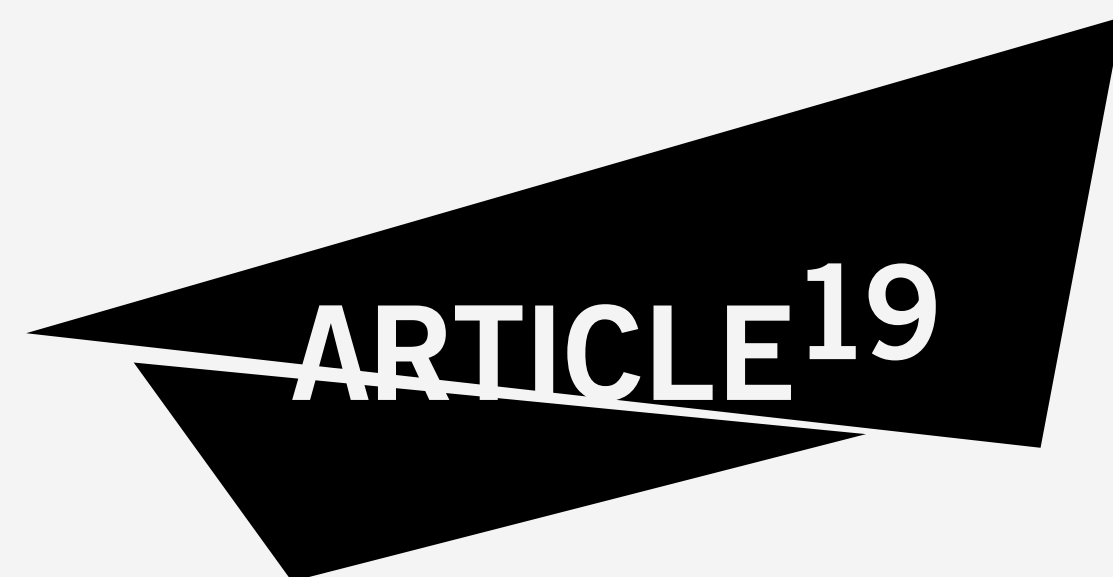
Making the

invisible

visible

Guideline 3.

An intersectional gender guide
to protection training



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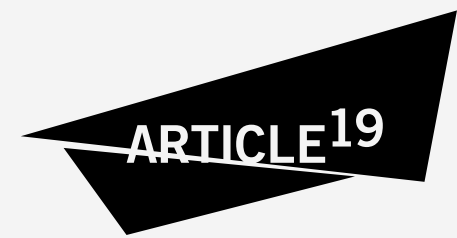
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About these guidelines

This document is the third of a set of three practical guidelines that provide recommendations for considering an intersectional gender approach when:

- **monitoring and documenting attacks against journalists and social communicators¹ ([Guideline 1](#));**
- **advocating on emblematic cases for advocacy ([Guideline 2](#)); and**
- **organising protection training (this Guideline).**

These three guidelines are designed so that they can be read together or as standalone documents. They are intended to address a wide range of needs: from a beginner who is just starting in this kind of practice to a more experienced person who wants to further refine their knowledge and expertise. These guidelines were written to strengthen ARTICLE 19’s practices, but we are making them public as we think they might be useful for other organisations.

ARTICLE 19 staff should read these guidelines in conjunction with, and as complementary to, the following two ARTICLE 19 documents, which are available on the internal Wiki:

1. Guidelines for Researching Cases, Incidents and Issues
2. Draft Guidelines: Using Emblematic Cases in Campaigns.

What is an intersectional gender approach?

This guide begins with **gender** at its centre, analysing the systemic oppression resulting from the social construction of what it means to be ‘feminine’ and ‘masculine’.

Yet, for ARTICLE 19, a gender approach is intrinsically an intersectional one. Gender is part of the various systems of social oppression under the umbrella of **intersectionality** (see [Figure 1](#)), which consider people who identify as women, men, and non-binary.²

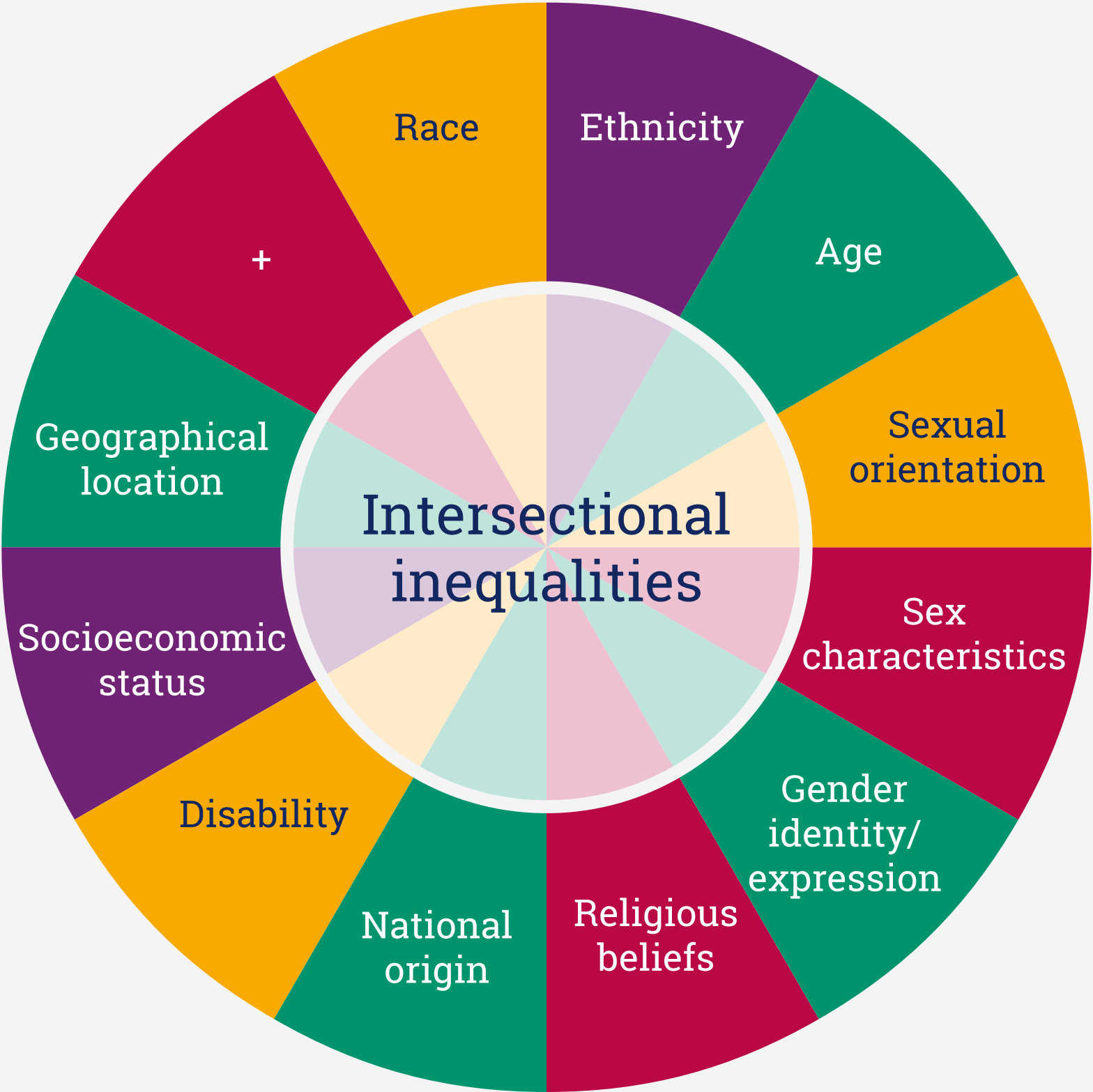


Figure 1: Intersectional inequalities

¹ ARTICLE 19 uses a functional definition of journalists and communicators, as per the UN Human Rights Committee General Comment 34: ‘Journalism is a function shared by a wide range of actors, including professional full-time reporters and analysts, as well as bloggers and others who engage in forms of self-publication in print, on the internet or elsewhere’.

² ARTICLE 19 uses ‘women’ and ‘men’ to refer to all those individuals who identify themselves as such.

As ARTICLE 19's experience and practice have shown, individuals also face multiple, overlapping discriminations on the basis of race, ethnicity, age, sexual orientation, sex characteristics, gender identity/expression, and religious beliefs, among others. An intersectional analysis should therefore be adopted to understand how other social categories influence, and thus exacerbate, violations of journalists' and social communicators' right to freedom of expression.

To reflect this, these guidelines will refer to an **intersectional gender approach**. An intersectional gender approach starts with the fact that differences between the roles of women and men – in terms of their relative position in society and the distribution of resources, opportunities, constraints, and power in a given context – cannot be analysed in a separate silo. Instead, such differences must be placed within a systemic framework of intersectional inequalities (see [Figure 1](#)), overlapping gender discrimination with other forms of discrimination.

How we created these guidelines

The authors of these guidelines conducted qualitative research, based on interviews with ARTICLE 19 staff worldwide and outside gender experts, using a semi-open-ended questionnaire. They also conducted a review of specialised literature and ARTICLE 19 documentation. They mapped, systematised, and analysed this information, identifying practices, experiences, and gaps (or doubts) within ARTICLE 19 offices around the world. All of this informed the development of these guidelines.

Scope of these guidelines

These guidelines are about the safety and protection of journalists and social communicators, which can be addressed by monitoring and documenting the attacks they face, building their capacity to protect themselves, and raising awareness nationally and internationally on the issue. While many of the recommendations in these guidelines could also apply to human rights defenders (HRDs), they were built from the experience and expertise of ARTICLE 19 staff concerning journalists and social communicators. Caution is therefore required before automatically applying them to any case of HRDs.

A living document

These guidelines, and the recommendations they offer, do not aim to be prescriptive, nor do they pretend to respond to all contextual aspects. We invite those who use them to adapt them to their own needs and realities. They aim to provide recommendations for how to mainstream an intersectional gender approach into an organisation's existing work; they do not define specific methodologies for how to document, advocate for, or train journalists.



To deepen our understanding of risks that journalists and social communicators, in all

To make naturalised aggressions visible, especially those that affect the freedom of expression of journalists and social communicators, in

To highlight how freedom of expression is connected to other rights of groups subjected to intersecting oppressions, and to

To avoid replicating the oppressive relationships that, for many years, have been reproduced – even

Figure 2: Why is an intersectional gender approach important?

Why is mainstreaming an intersectional gender approach important in protection training for journalists and social communicators?

Why is mainstreaming an intersectional gender approach important in protection training for journalists and social communicators?

In the context of strengthening the intersectional gender approach (see [Figure 3](#)), training is fundamental for at least four reasons:

- It respects and advances an organisation's commitment to diversity, equity, and inclusion;
- It provides tailored training for all women and other groups affected by intersectional inequalities, according to their risk-assessment and learning needs;
- It serves as a space for reflection, learning, support-network building, trust-building, and strengthening protection capacity for journalists and social communicators who have experienced violence; and
- It is an opportunity to actively seek out cases of aggressions to monitor and document, by allowing participants to share information that would otherwise

Defending and promoting the right to freedom of expression of journalists and social communicators, in all their diversity, so they can exercise it freely without interferences – including those imposed by gender norms and discrimination – is a core commitment of ARTICLE 19.

To achieve this, it is essential to mainstream an intersectional gender approach in three areas:

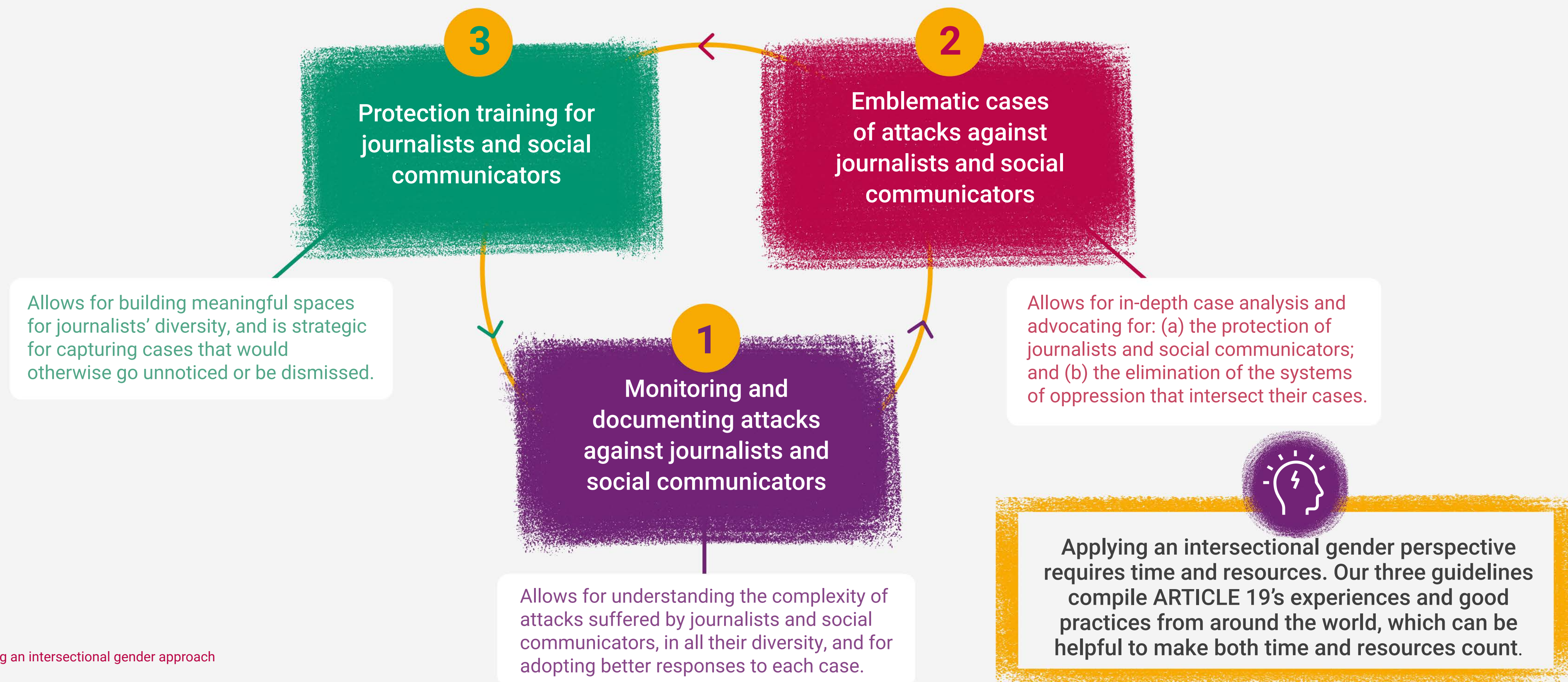


Figure 3: Mainstreaming an intersectional gender approach

What is an intersectional gender approach to protection training?

The stages of developing an intersectional gender approach to protection training are represented in Figure 4. The following sections will guide the reader through each of these stages in turn.



Figure 4: An intersectional gender guide to protection training

1. Planning

Planning is probably the most critical stage of developing an intersectional gender approach to training. It can be divided into three steps:

1.1 Strategic and learning-needs assessment

This assessment, which may have different aims, establishes why a training is needed. In general, there are two ways to do this:

- Conduct a risk assessment of journalists and social communicators, including an intersectional gender perspective, in a given context. For example, following a risk assessment, a need for the individual to improve their digital security may be established.
- Make a strategic assessment before organising a training to clearly identify the workshop's aims and the most appropriate target (e.g., strengthening protection skills, establishing advocacy strategies). For example, if the strategic assessment finds that protection training lacks representation of certain groups, action can then be taken to rectify that (e.g., organising a workshop for racialised women journalists and social communicators to enable them to talk about their experiences of violence when exercising their professional or journalistic activities).

1.2 Organisation

1.2.1 Positive-discrimination policy

The value of diversity can be concretised through a positive-discrimination policy to avoid the over-representation of dominant groups, which is crucial. In doing so, one commits to assessing gender and other intersectional inequalities with the aim of encouraging less privileged attendees to attend training. This policy will depend significantly on the cultural context, and may require different strategies and several rounds of improvement.

A common gender-related objective is to aim for a 50/50 balance of women and men in training activities (a quantitative indicator that funders also often require); however, despite significant efforts, achieving this balance can be difficult for many reasons.



If a partner organisation organises the training, consider clearly communicating the specific profile of participants you are seeking to the person in charge.

Also, non-binary people should be included.

In many contexts, an in-depth strategy is required to secure women's attendance because of the barriers that impede their engagement. Be aware of the reality regarding these factors, and try to set a plan to improve the diversity of each workshop's participants. For example, think about providing childcare, and deliver training at times that better fit participants' needs. The ultimate goal should be to make this training accessible to as many journalists as possible, particularly those who face barriers because of their gender and other forms of intersectional inequalities (see [Figure 1](#)).

Consider having a preliminary discussion with key stakeholders (e.g., media directors, partner organisations) to raise their awareness of the value of women's active participation and ask them to support it. This can have a catalysing effect in promoting women's participation and safety.

Women-only workshops also need to be diverse, in the sense that women journalists from all walks of life should be invited and included. In addition, and depending on strategic or learning needs, other forms of intersectional inequalities (see [Figure 1](#)) may need to be considered when organising an event.

In any of the aforementioned cases, the diversity of attendees forces us to consider different aspects of the activity's organisation. Some key factors to bear in mind are as follows.

Risk assessment

Conduct a risk assessment of participants, factoring in the most relevant intersectional inequalities in a given context. Be mindful that, in specific contexts, bringing together participants from different backgrounds may put some of them at risk or trigger psychosocial stress (among other negative consequences). However, avoid making unilateral assumptions, and instead explore ways to involve journalists in risk assessments when applicable.

This risk assessment will help to determine the following factors regarding the training.

Final guest list

Based on the risk-assessment results, when inviting potential participants, maintain open communication about potential risks. This will help to raise other issues, which the organisers did not previously know, that may need to be taken into account.

Location

A workshop's geographical location is crucial to its accessibility. For example, holding training in large cities may be detrimental to participants from other areas. Or, if the event is held in another country, some attendees may experience more barriers to travel than others (e.g., visa restrictions, barriers facing people with disabilities).

It is also essential to consider whether the workshop will be online. This format is increasingly common globally due to restrictions brought in to curb COVID-19. It has many advantages (especially concerning costs, travel time, childcare, etc), but consider the following fundamental factors:

- The digital security of the platform to be used. Many attacks that invade and hijack virtual conferences (called *zoombing*) tend to affect women-only or feminist meetings.
- There may be a shortfall in participation due to different time zones among participants, moderators, panellists, and facilitators.
- Problems with participation or meaningful engagement due to participants' lack of, or poor-quality, connectivity. A good practice is to set aside a connectivity fund for participants to purchase Internet connectivity packages.
- The physical space from which participants connect is usually their home. At least two things should be kept in mind here: first, many caregiving tasks take place at home; and second, the domestic space itself is one of violence for some people. Be flexible about the situation and be aware of participants' risks, depending on the topics being discussed.

- Equipment could be intercepted by different aggressors (e.g., intimate partners, criminal organisations, State actors), which must be taken into account when conducting a risk assessment.
- Some journalists in situations of most vulnerability may be less technologically savvy. Consider this when preparing digital tools for training.
- Provide participants with Internet access, if they do not have it.

Transportation

Ease of transportation, and security en route to the venue, should be fundamental to choosing the geographical location of the training. If there is no good transportation, facilitating this should be a priority.

Try to ensure the venue is in a relatively safe space, especially if workshop attendees may be at risk for particular or structural reasons (e.g., unsafe neighbourhoods for women).


Other personal background information

In addition to considering participants' risk profile, try to collect basic information about them, such as mobility restrictions, dietary needs, caring duties (including childcare), and any other information that may be relevant. This information will inform the following factors.

Venue spaces

The location of the venue may also pose a risk to participants. Carefully review attendees' profiles and consider the following when selecting a venue:

- Amenities, such as restrooms, equipped for all bodies;



Transportation needs in a given context vary, based on gender and other forms of intersectional inequalities (see [Figure 1](#) . If you have questions, ask participants directly.

- Spaces for childcare (this is especially important as childcare, or lack thereof, is critical to women declining these invitations);
- Good acoustics and lighting so participants can understand what is being said and shown; and
- Spaces to accommodate religious, ethical, and moral practices and beliefs.

Dietary needs

Be aware of attendees' dietary restrictions. For example, consider at least one vegetarian option, and be aware that religions and ethnicities may dictate a particular diet. Take these needs into


1.2.2 Curriculum design

Planning a training includes designing the curriculum. In this process, keep the following in mind.

Selection of trainers/facilitators

A trainer or facilitator is critical to the success of an intersectional gender-responsive activity. Best practice in this area includes the following:

- In the workshop's terms of reference, include a requirement for the facilitator to incorporate, in both the design and implementation of the workshop, an intersectional gender perspective.



To learn about attendees' needs, send them a survey that asks critical questions, or contact them personally. Store the information securely, and remember to establish a brief, easy-to-understand privacy policy for participants to review and consent to, explaining the purpose of data collection and how data will be handled.

- Check the trainer's background (e.g., by asking for recommendations from organisations that have worked with the trainer before) concerning previous allegations of inappropriate or unacceptable conduct, such as sexual harassment. Anti-harassment policies, where they exist, should be shared with the trainers.
- For a women-only workshop, make sure the trainer is a woman, and do not forget to consider other forms of intersectional inequalities (see [Figure 1](#)) when selecting the trainer. For mixed-gender workshops, make every effort to include men, women, and non-binary people – rather than just men – on the facilitation team.
- Discuss the importance of integrating an intersectional gender approach with the facilitators or trainers.
- Make sure the trainer has experience in managing diverse spaces and ensuring respectful dynamics.

Curriculum and material

It is essential to create meaningful learning spaces for participants, in all their diversity, so be sure to design the curriculum and session material with creativity.

- Design a workshop curriculum that includes intersectional gender discussions, including the specific needs of women and other groups in situations of most vulnerability, as well as self-care issues. For example, suppose legal protection is part of the workshop topic. In that case, it is essential to discuss legislation specifically hostile to women and people affected by other forms of intersectional inequalities (see [Figure 1](#)). When discussing the security risks women journalists face, take a broad perspective – these risks are present when women are reporting a piece, in newsrooms, and in digital spaces – and consider how sexism or gender stereotypes impact on women journalists' work.
- Assess whether participants who are women, or who are affected by other intersectional inequalities (see [Figure 1](#)), have knowledge or capacity gaps. If so, provide them with additional support before the workshop so that they can actively participate.

- Use materials (e.g., photos, graphics) to highlight the role, contributions, and problems of women – in all their diversity – and others in situations of most vulnerability. Check beforehand that any material used does not perpetuate gender biases and discrimination.
- Prepare activities or exercises that address the potential situations identified in participants' risk assessment. For example, if the risk assessment showed that bringing together people from many different backgrounds may trigger psychosocial stress, it would be advisable to include tools and exercises in the workshop to ease tension and deal with highly emotional situations.



Organising meetings with target groups (e.g., transgender women; racialised women) before a workshop can be a good way to identify knowledge/capacity gaps and to build trust.

Post-workshop assessment design

Like workshop-design planning, workshop evaluation focuses on measuring the extent to which the workshop's objectives were achieved, and how effective the workshop was. It is also an excellent opportunity to assess participants' perceptions of the workshop content and usefulness, and the extent to which an intersectional gender approach was integrated. Lessons learned will enable the design of more intersectional gender-responsive workshops in the future.

In the post-workshop evaluation questionnaire, include questions that enable:

- evaluation of the behaviour of organisers and trainers/facilitators;
- assessment of whether issues relevant to gender and other intersectional inequalities (see [Figure 1](#)) were integrated into the content;
- evaluation of whether the space was welcoming and safe; and
- requests for suggestions to improve the workshop (organisation, planning, implementation, etc).



1.2.3 Code of conduct

Codes of conduct serve several purposes. They help to establish the ground rules of a workshop (e.g., being respectful) and to make sure the event is accessible to everyone. They let participants know there is a process to follow, and there will be support from the organisers, should someone violate the code. They are a way to look out for participants' wellbeing and to show an organisational commitment to making the workshop a welcoming, safe space.

The code of conduct does not have to be lengthy, and it should be simple to understand. Existing codes of conduct can serve as examples. Whatever is decided, keep the following in mind:

- Agree with the organising team and trainers/facilitators on the message to convey, during the opening remarks, to ensure the workshop is a welcoming and safe environment for all.
- Define the behaviours to be encouraged, discouraged, and not tolerated. Include clear processes and means of communication, including ensuring anonymity where requested; the reporting mechanism and how incidents will be handled (e.g., reporting channel, how the decision will be made); the consequences of infringing the code; and the mechanisms for everyone to help promote a safe and welcoming environment (e.g., provide a step-by-step example of how people can deal with a situation they are uncomfortable with).
- Let participants know about the code before the workshop, and include it in the opening announcements of the training. Depending on the context, a poster version of the code could be printed out and hung in the venue.



When deciding whether to allow people who violate the code of conduct to stay or return, two aspects can be assessed: (1) whether there is reasonable cause to believe the person will continue to violate the code; and (2) how other participants will feel if the person stays or returns.

- On the consequences of violating the code, establish how long the decision will be upheld (e.g., only for that workshop or for future activities). Consider developing a privacy and data-protection policy around these types of cases to regulate what information should be kept, for how long, and who has access to it.
- After a workshop, assess how effective the code has been and whether it

1.3 Budgeting

Budget is critical when organising intersectional gender-responsive training.

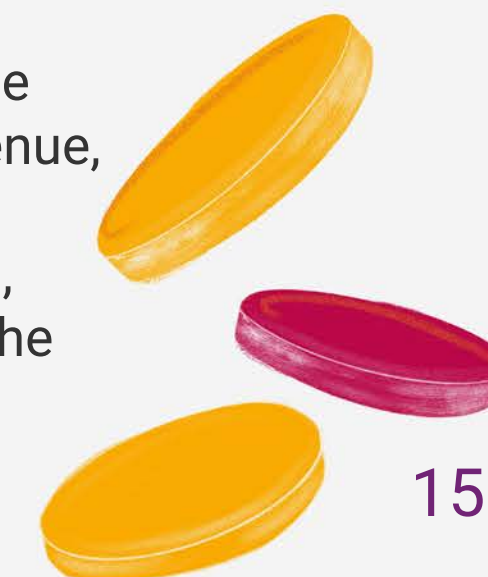
Gender budgeting is a strategic action and process that aims to equally serve all people, with a specific gender lens. It can also be adapted to other forms of intersectional inequalities (see [Figure 1](#)).

There is no denying that there is a structural funding problem in producing an intersectional gender-responsive budget. Some donors are willing to accept a budget that responds to the needs of people in all their diversity, and others are not. It is crucial to identify what intersectional gender gaps and challenges exist, so as to explain how the budget is an essential part of responding to participants' diverse needs.

When budgeting, allocate funding according to the needs identified in the planning phase. This will allow consideration of the most appropriate venue, the best-evaluated transportation, the most secure platform, and so on. Be sure to also allocate budget to critical aspects such as dietary needs, translation services, Internet connectivity packages, and/or spaces for the



The more often an intersectional gender lens is applied when organising workshops, the easier the gender-budgeting process will become, and the better your arguments to convince donors of the importance of allocating funds for diverse needs.



2. Implementation

Two stages must be considered when conducting intersectional gender-responsive training.

2.1 At the beginning of the workshop

Thinking about the accessibility of the workshop venue is fundamental to creating a welcoming and safe training space. The following practical questions can help to better plan these spaces:

- Is this space (online or offline) comfortable for the participants?
- What needs do participants have?
- Is support provided to guide participants through the space?
- How might the venue layout (e.g., seating arrangements) affect interactions (if this is an in-person event)?

At the beginning of the workshop, it is vital to have a well-planned introductory section that sets the tone for the rest of the session. This is the time to introduce the framework in which the interactions will take place.

- Seek a collective understanding and commitment from organisers, trainers/facilitators, and participants to create and maintain a welcoming and safe environment throughout the activity, including recreational spaces. Explain what this means. This is very important because, often, these activities involve talking about traumatic situations.
- Present the code of conduct, if there is one. Identify the person(s) who participants can report to. Try to identify more than one communication channel for reporting, and share the anonymity policy.
- Be clear about participants' pronouns – or, failing that, look for neutral forms of addressing them. Work with participants to collectively decide whether the best measure is to use ID badges throughout the activity.
- When it is necessary to document the training, request participants' consent before taking photographs or recording sessions. Participants should have the option to oppose, and organisers should provide identifiers for that purpose (e.g., labels or stickers that identify whether a participant consents to being recorded or photographed).

2.2 During the workshop

- As well as documenting journalists' experiences and contributions, be sure to document what participants share according to their demographics – not only between genders but also within them. For example, it may be identified that women are less engaged than men, but that women from rural areas intervene less than women from urban areas. Include the number of interventions made, by gender, and how their ideas are addressed (see [Appendix](#) for a helpful table for recording such information). This can help to identify whether corrective measures are needed to promote the active participation of any group of participants (e.g., racialised women from rural areas vs. middle-aged men and women from the city).
- When explaining the concepts, use examples that are accessible and relatable to participants.
- When dealing with participants who want to share traumatic experiences, try to create a safe space for this: regulate questions and comments from others, respect the person's time, and remind participants of their commitment to maintaining a welcoming and safe space.
- Let participants know that they can discuss any of their experiences or cases with the organisers in complete privacy and confidentiality.
- Allow time for participants to evaluate the workshop, and clarify that the evaluation is an opportunity for improvement.



Respect people's time, and never force them to participate – it can be re-victimising. It is better to create a trusting atmosphere.



Consider using different participatory methodologies (e.g., small breakout groups, use of Post-it notes to collect written ideas) to gain participants' trust.

- If the activity lasts more than one day, make a collective evaluation at the end of each day. Check whether people feel committed and whether the exercises allow for all groups to participate, and adjust if necessary.
- During the workshop, collect any data necessary for any intersectional gender indicators identified in the positive-discrimination policy and for any objectives developed in the planning process (if applicable).

Dealing with trauma during training

Keep in mind that many protection workshops – especially if participants share lived experiences of violence – can bring trauma to the surface. We therefore recommend the following:

- At the beginning of each workshop, it is advisable to clarify that trauma may re-surface, and to agree (among facilitators and participants) what the group should do, collectively, to intervene or manage it.
- If it occurs, make every effort to create a safe space for the person whose trauma re-surfaces. This can be done by regulating other participants' questions and comments, respecting the person's time, and reminding participants of their commitment to maintaining a welcoming and safe space. Even small details can be meaningful; for example, showing empathy (offering breathing space, water, tissues if needed, etc).





What is a welcoming and safe space?

A safe space or environment is one in which a person, or category of people, can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm because of their social categories. It is also a space where people feel they can build connections and trust among each other.

Designing a safe space does not mean threatening freedom of expression.

On the contrary: it is a way to strengthen freedom of expression by creating an environment where all people can express themselves, through clear rules of respect for diversity and encouraging constructive criticism and dialogue. The challenge is to make clear what is and is not allowed, according to the values of ARTICLE 19. In addition to the rules of debate, there must be resources to deal with potential risks.

3. Evaluation

This is the time to review the workshop, identify good practices, and explore which aspects still have room for improvement. It is also another opportunity to conduct an intersectional gender analysis of the workshop according to the context in which it took place. Such practice-based experience and constant improvement will make training workshops meaningful for the organisation, participants, and donors.

- Collect and analyse the results of any post-workshop assessment, including any potential differences in the responses of participants, in all their diversity.
- Debrief with the organising team and trainers/facilitators on the intersectional gender aspects of the workshop, including any diversity issues or gender gaps that occurred, and list ideas for improvement.
- All reports and articles related to the training should highlight its intersectional gender aspects and any notable achievements/progress.



Appendix: Intervention log table




Date of the workshop:				
Name of the workshop:				
Goal(s) of the workshop:				
Organiser(s):				
	♀	♂	♂♀	Observations
# of people attending 				
# of people who expressed their opinion 				
# of people who shared some experience of attacks 				

Table A1: Intervention log table



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