

The IFJ two-day Gender Equity & Safety Course

Aim

The aim of this course is to introduce participants to the issue of gender equity and safety at work.

Participants consider the broad range of issues encompassed by gender equity, to think about priority gender equity issues in their workplace, union and country and also to outline strategies for dealing with safety issues and planning to work safely.

The course also aims to equip participants with skills and knowledge to increase their personal safety and security at the workplace and on duty.

Who is the course for?

The course is primarily designed for women working in the media and those active in journalists' unions but is also important to have the participation of men in decision-making roles in media and unions.

How the course works

The course is designed to be conducted over two days with approximately 20-25 participants. These Trainers Notes are a step-by-step guide for how to conduct the course.

The Course Outline identifies each session, and refers the trainer to these Training Notes, Overheads and Handouts. The Course Outline should be reprinted for participants without the italicised directions to the trainer.

The two day course covers the following topics:

1. Gender equity: prioritising the issues
2. Accepting Difference, Dealing with Discrimination
3. Journalists' Rights and Gender Safety
4. Combating sexual harassment at the workplace
5. Gender mainstreaming: Making your own gender analysis

6. Recap
7. Safety in the Field: Gendering Standard Operating Procedures
8. Safety in the Field: Practical Tips
9. Guest Speaker (Optional)
10. Campaigning for Gender Equity & Safety

Each session is stand alone, so trainers can design a course of shorter duration if time is restricted.

Session 1: Trainer's Notes Introductions, Expectations and Icebreaker

Duration: 30 minutes

Aim and objectives

To introduce participants to each other, find out a bit about each other's experience in the media, understand expectations and introduce the concepts of the course.

Supplies

- Blank white paper
- Clip board and clips
- Marker pens

Trainer's note

Successful icebreakers are very useful to break down a formal atmosphere as well as people's normal shyness about meeting strangers. At this point the workshop trainer may introduce him or herself and briefly outline any administrative details such as:

- Workshop duration
- Breaks
- Toilets
- Phones switched off
- Lunch break

Session activity

Introduce yourself, and ask participants to introduce themselves. Use an icebreaker to relax participants. An example is to ask participants to speak to the person next to them for five minutes and find out:

- Their name;
- Their workplace and the type of work they do;
- Why they came to this training;
- An action word that begins with the same letter as their first name (eg My name is Dina and I like to Dance, I'm Sayeeda and I like Skipping).

Each member gets a turn to announce their name and a corresponding action. The action must begin with the same alphabetic letter as the first letter of each name. E.g. my name is "Sayeeda and I like skipping". Ask each person to write their name and descriptor on the coloured cardboard in front of them if that is available. Then each person must introduce themselves (only about 30 seconds per introduction).

Then ask participants to write down their expectations for the course and give them a few minutes to do this. When finished, write the expectations on white paper and paste around the room. Ask the group to identify expectations that are likely to be met and those that won't be met. Give a brief introduction to the IFJ and the IFJ's work on gender equity.

Give a brief outline of the course aims and agenda.

At the end of day 1 and at the end of day 2, the group can check to see if their expectations are going to be met.

Handout – Day 1: Session 1 - Program

Powerpoint - Slides: Title Slide

Session 2: Trainer's Notes

Gender Equity: Prioritising the issues

Duration: 90 minutes

Aim

To assist participants understand and prioritize gender equity issues most affecting them.

This session will explore participants understanding of gender equity and its scope; ask to what extent gender equity is synonymous with 'women's issues'; and prioritize the issues most relevant to the participants.

Supplies

- White board and markers
- Powerpoint
- Day 1: Session 2 – IFJ Work on Gender

Trainers note

This **snowball** exercise aims to build understanding of gender equity and establish an understanding of gender balance in workplaces and how it impacts on them.

It aims to cover some of the big issues early in the workshop. Trainers need to be careful that, as much as possible, with the use of questions, dialogue group and individual work, they allow participants to arrive at their own conclusions.

Session activity #1

Explain

Brief introduction to the IFJ and its gender work.

Now we're going to talk about what we understand Gender Equity is about.

But first I'd like you to all take a piece of paper and write down three issues that you think are gender issues. You have a couple of minutes to do this.

Trainers note

After two minutes, ask each participant to read out their three points. Many of the points will focus around mainstream gender equity issues – write these on the board:

- Equality Of Gender
- Equal Pay
- Sexual Harassment
- Access To jobs and promotion
- Childcare
- Maternity leave
- Work/life balance
- Physical Safety
- Equal Opportunity To Employment
- Representation In Decision-Making
- Getting Credit For Work Undertaken
- Representation In Unions

Write up each topic on the board. When a topic is mentioned more than once, give it a tick each time it is mentioned.

When complete, discuss the issues on the board using the following prompts:

- Are these issues exclusively for women?
- Do men benefit from having these issues addressed?
- How does the union/workplace/society benefit if these issues are addressed?

Question: What do you see as the difference between a women's issue and a gender equity issue?

Try to draw out a discussion here on the differences.

Gender equality is the measurable equal representation of women and men. Gender equality does not imply that women and men are the same, but that they have equal value and should be accorded equal treatment.

The United Nations regards gender equality as a human right. It points out that empowering women is also an indispensable tool for advancing development and reducing poverty.

So if media are a mirror of society - as they should be - they need to reflect that gender equality is a fundamental human right. Things like equal pay, employment, promotions and maternity and paternity leave are all part of that.

In journalism, it also means fair gender portrayal in the news we produce.

So it's essential that media promote gender equality both within our organisations and in the representation of women.

Session activity # 2 **Buzz Group Question**

Ask: To better understand changing gender equity, it's important we get an understanding of how issues are affecting us where we work in order for us to advocate on them.

In groups of two, discuss to determine which are the top three issues from those we identified that are most relevant to you or your workplace right now?

Women can perhaps derive one gender equity experience from their own lives or men can describe something they have observed at work.

Give them a few minutes to do this then report back. Ask them how they came to that conclusion together. One person to report back

Write down answers on a flipchart. Cluster answers that are similar. Attempt to prioritise the issues perhaps numbering the top 4. Put these on a piece of paper and stick it on the wall, if possible.

Note: We will use these later when identifying how we can campaign and advocate.

Explain:

The media in Pakistan still has a long way to go to achieve gender balance. However due to the mushrooming of electronic media since 2001, the number of women entering media professions has increased considerably. But glass ceilings and sticky floors are a reality for women in the media in Pakistan.

UNESCO in collaboration with the International Federation of Journalists and many other partners around the world have developed a framework of indicators to gauge gender sensitivity in media operations and content.

Where trade unions and professional associations are most interested is the experience of women at work.

When we think of these indicators, the main aim is to encourage media organisations to make gender equality issues a part of the dialogue and to analyze internal policies with a view to take actions for change.

Session Activity # (45 min)

Role Play

So while we have an understanding of gender equity issues, there are obstacles women face in achieving that in practice in our work – both in the office and in the field.

Developing this theme further, ask them now to break into three groups.

Each group should choose one of the issues for a short role play.

One person from each group is taking one of the priority issues and attempting to disclose a gender issue at work eg Sexual harrasment, late night transport, lack of pay equity. These are not necessarily easy things to take up, make it as close to reality as possible. You might want to show the ramifications of an action.

Each group will be assigned a different person that they are taking the case to:

- A boss or manager
- A co-worker
- A unionist

The idea of the role play to explore some of the obstacles we might face when we try to take up a gender issue.

Report Back:

Ask: Did you hesitate to report the incident? If not, why not? If yes, why, what were your worries?

On White Board, list out barriers to speaking out/reporting.

Ask: The person how they felt?

What other kinds of barriers are there to us achieving equality in the media?

Develop this discussion to begin drawing out a list of challenges to achieving gender equity at work by asking each participant to say out loud some of the challenges they encounter.

If necessary, prompt for and write up on the board (long a list as possible).

List their answers on the board:

- Stereotypes
- Social or cultural barriers
- Family obligations
- Men are favoured over women
- Women don't get promotions
- Pay gap
- Women don't speak up for their rights
- Women are confined to certain rounds
- Confined to certain shifts
- Leave the profession out of frustration/fear etc
- Harrassment

Acknowledge that it is difficult to take up gender issues and break the silence on things like sexual harassment.

Session 3: Trainer's Notes
Accepting Difference, Dealing with Discrimination

Duration: 45 Minutes

Aim

To have the participants discuss the relationship between difference and discrimination.

Materials

Equal numbers of apples and oranges [1 piece of fruit per participant].

Trainers notes

Step 1 Tell participants that they are to identify with one of the fruits. "You will become an apple or an orange".
Distribute fruit alternately to participants: apple, orange, apple, orange...

Step 2 Working in pairs (one apple, one orange) ask participants to list the similarities between the fruits.
Write similarities on board under headings "Apples" and "Oranges".

Step 3 Working in the same pairs, ask participants to list the differences between the fruits.
Write differences on board under the headings.

Say We are all fruit, but we have some similarities and some differences.

Step 4 Divide the participants into two groups - apples and oranges. Ask them to work in these groups on different sides of the room. Ask each group to list the ten most positive features of their fruit. Why is your fruit so wonderful?

Write group responses to why their fruit is so wonderful on board under the headings. Keep the apples and oranges together in their groups during the report back.

Note Almost inevitably, these last lists will include items dealing with why one group's fruit is better than the other's. This comparison becomes the focus of the next discussion

Say Can you see what is happening here? Difference turns into a competition. One fruit has to be better than the other. This type of behaviour seems to be cross-cultural. We try to be the "better" group.

Step 5 Collect up all the apples and oranges. Put them in the centre of the room. Group the apples together and the oranges together on separate sheets of butchers paper.

Explain that here we have two workplaces - an "apple" workplace and an "orange" workplace. Take one of the oranges and put it amongst the apples.

Say This orange is going to work in the apple workplace. What does the orange have to do? Does it have to change to fit in? How does it feel?

Peel some of the skin off the orange.

Say The orange has been pressured to change so as to fit in - but what has happened to the orange? It has lost some of its orange identity. What will the orange be like by 5pm this evening?

Ask Can you think of some work situations like this?

Say When we pressure people to change to fit in, or don't respect their rights to be who they are, they lose their identity and their dignity. We lose some of their special skills, abilities and qualities.

The orange should not be attacked, or (sexually) harassed by the apples.

We have to be careful to do everything we can to ensure that the workplace is not toxic for workers like the orange. We all need to be aware, and look after each other. That is what unionism is about.

Explain:

Direct discrimination occurs when women are prevented from enjoying rights and freedoms simply because they are women.

Indirect discrimination occurs when the same rules or established practices are applied to both men and women where one or other will find the conditions harder to meet. We sometimes call this institutional discrimination because it comes from a long-standing practice within a particular organisation.

In frontline areas and conflict zones, women journalists can help drive the debate beyond guns and fighting. As well as reporting the news, local women journalists can provide a better understanding of what women need to take better care of their families and safeguard themselves.

But often that comes with challenges.

Gender equity is not a women's issue. It is everybody's issue and we need men and women to make this a priority.

If we don't have women in decision-making roles, in unions and their perspectives represented the media cannot reflect its duties to society.

The aim is to start to get them thinking about how they might take up their issues and focus advocacy and campaigning.

Session 4: Trainer's Notes Journalists' rights and gender safety

Duration: 60 minutes

Aim and Objectives

To explore participants' understanding of the rights of journalists and violations of press freedom and introduce the participants to concepts of gender safety and security.

At the end of this session, participants will be able to:

- understand of the rights of journalists
- identify violations of press freedom
- drawing from their own experience to categorise the issue
- think about actions positive for women in their own experiences in their unions and workplaces

Trainers note

This exercise aims to explain the notion of journalists rights and its relationship with gender rights, safety and security at work. The session will also help participants evolve strategies for the union to tackle these issues.

Supplies

- Powerpoint (Slides 20-30)
- White paper, markers
- Day 1: Session 4: Handout 1,

Session Activity #1 (15 min)

Supplies

Flip chart and markers

Data projector

Powerpoint slides 16-18

Day 1: Session 4: Handout 2

Trainer's note

This snowball exercise aims to build understanding of journalist's rights; what constitutes a violation of these rights in a gender equality context.

Session activity # 1 (15 mins)

Question

Write the question on the whiteboard: What are your rights as journalists?

We've been talking a lot about gender equality but I'd like for us to explore how gender equality ties into our rights as journalists generally.

Individually make a list of three rights you have as a journalist – prompt if necessary (give participants two minutes to write these down).

Trainer's note

Develop a list on the board by asking each participant to say out loud one of the three rights that they read out. Go around the room, but each participant needs to add a right that hasn't already been put on the board. If they haven't written it on their list, they will need to think of another right.

If necessary, prompt for and write up on the board (long a list as possible):

Rights in journalism:

- Giving the news without fear of favour
- To seek out the truth in the public interest
- Defend freedom of information and expression
- Equal opportunity to employment
- Get facts and opinion
- Independence - reporting free of political/business influence
- Asking questions to those in power
- Equal pay and secure working conditions
- A workplace free from sexual harassment
- Non-discrimination on grounds of gender, religion, caste or ethnicity
- Seeking interviews
- To be protected as civilians
- To not be subject to arrest, detention or torture
- Freedom of assembly
- Get access to government information
- Getting both sides of the story, balance, fairness
- Transmitting information from districts
- Truth-telling
- To investigate without impediment
- Gathering information
- Informing the community
- Protection of sources
- Educate
- Inform citizens
- Respecting information given in confidence in good faith
- Investigate solutions to problems of society
- Avoid inflicting unnecessary harm
- Getting the story
- Respecting privacy, grief
- Form associations and unions

Leave the list on the board.

It's a long list isn't it!

Handout

Handout 3: Journalists' Rights

Session activity # 2 (15 minutes)

Buzz group question

Developing this theme, ask them to now discuss in groups and come up with three specific things you think constitute general rights violations that apply to all journalists.

Trainers note

After the five minutes, ask each participant to read out their three points.

The general list could include:

- Journalists and media personnel subject to threats, harassment or surveillance
- Physical attacks, detainment or murder
- Shutting down of media organisations because of their reporting or the threat of closure
- Impunity and non-prosecution of perpetrators
- Health and safety is not considered or managed
- Legal action
- Censorship

Write up each point on the white board. When a point is mentioned more than once, give it a tick each time it is mentioned. Write down points relating to gender-based discrimination on one side of the board.

Now get the same groups to come up with one or two rights violation connected to gender:

- Some might be acts of sexual harassment.
- Others will relate to safety in the field.
- Some might relate to *discrimination* rather than safety

When complete, discuss the difference between the issues.

You have five minutes to do this. Choose one person to report back.

Most will fall under the categories:

- Intimidation, threats and abuse
- Physical violence
- Sexual violence or harassment

Distinguish between them. Just because someone is attacked it might not be because they are a woman, it might be who they work for. How do we distinguish and determine the issues?

Explain:

Working conditions and safety and security of journalists has seen a downward slide, and the state of women journalists is even more precarious.

At a Gender Roundtable in July 2013 organised under the banner of the IFJ-South Asia Media Solidarity Network (SAMSAN), the need to tackle sexual harassment at the workplace and the dire need for training of women journalists on safety and security came up.

More here on safety revealed out of IFJ work

However, harassment, intimidation and violence are not inevitable or unpreventable.

Powerpoint

Handout

Day 1: Session 4: Handout 3

Day 1: Session 4: Handout 4

Session 6: Trainer's Notes Sexual harassment at the workplace

Duration: 45 minutes

Aim

To assist participants understand the notion of sexual harassment at the workplace, as distinct from gender-based discrimination, based on their own experiences as women journalists, and help them evolve strategies to tackle sexual harassment.

Supplies

- White paper, markers
- White board, markers
- Powerpoint (slides 30-37)

This leads to: **Breaking the Silence About Violence**

Powerpoint

Slides: 25-30

Day 1: Session 6: Handout 1, 2

If Internet access available, and time permits, screen Lara Logan's interview on breaking the silence: <http://www.cbsnews.com/news/lara-logan-breaks-silence-on-cairo-assault/> [13 mins]

Trainers note

This is a sensitive topic, and needs a cautious approach in order to get participants to speak. The same reasons that contribute to silence around sexual violence and under-reporting, might also be operating in the training context.

Question

What is sexual harassment at the workplace?

What is its impact?

[Run through slides]

New York-based Swedish correspondent Jenny Nordberg was in Pakistan in October 2007 to cover the return of Benazir Bhutto. During a chaotic procession in Karachi, she was separated from her colleagues and surrounded by a crowd of men who sexually assaulted her. She was freed only after people in a passing truck pulled her to safety. It took her four years to speak about what happened to her.

"I did not tell the editors for fear of losing assignments," she said in 2011. "That was definitely part of it."

But its not just women who are vulnerable. Pakistani journalist Umar Cheema, a prominent writer for The News, was abducted, tortured and sexually assaulted in an Islamabad suburb

in September 2010. He said speaking up made him stronger and his enemies more cowardly. Their efforts to intimidate him backfired. He blamed ISI for the abduction.

When complete, discuss the issues on the board using the following prompts:

- Do all these issues constitute sexual harassment? (explain how gender based discrimination is NOT sexual harassment)
- Do women “ask for” sexual harassment? Explain that lack of consent is a crucial factor determining sexual harassment.

Question:

What do you see as the difference between sexual harassment and gender based discrimination?

Then, using Overheads “What is sexual harassment” (OH 14-16) reiterate the notion of sexual harassment at the workplace. Try and draw out more issues specific to the participants’ circumstances. Discuss each issue in relation to the above questions.

Distribute Handout “What is sexual harassment”. Draw attention to the “impact of sexual harassment” and focus on the fact that sexual harassment can no longer be trivialised, and is now considered a form of violence against women. Also point out the section on “Difficulties in complaining about sexual harassment” to trigger off a discussion on why women hesitate to complain: victim blaming, stigma, lack of support etc.

Explain the need for solidarity among women to overcome this problem.

Handout

Day 1: Session 6: Handout 3: Impact of sexual harassment at the workplace

Day 1: Session 6: Handout 4: Tips to combat SH at the workplace

Day 1: Session 6: Handout 5: Women working in War Zones

Campaign

- What are the possible ways to tackle sexual harassment?
- How to implement the law?
- Getting unions and associations involved.

Session 7: Trainers Notes

Gender mainstreaming: Making your own gender analysis

Duration: 90 Minutes

Aim

To get groups to begin to think about how they can gather and draw together information on gender equity issues.

Materials

Paper

Markers

Post-It notes

Trainers notes

We begin to build an understanding that gender safety is linked to the workplace culture and policies that are put in place to tackle gender equity issues.

Explain

While women are more present in journalism and unions than ever before, still too few have accessed leading roles.

Tie this in with extra job precariousness, an unyielding gender pay gap, a struggle to reconcile work and private life and issues like harassment and bullying – then women, the media and unions have some work ahead.

Powerpoint

IFJ research

Handout : Day 1: Session 7: Handout 1

Session activity #1

Explain

So how do we determine the problem or issue? What are some of the ways we might be able to ascertain gender equality issues and build support to campaign?

I'd like you to all take a piece of paper and write down three issues that you think are ways to work this out. You have a couple of minutes to do this. List the responses on the whiteboard.

The list can include:

- Map the workplace
- Pay audits
- Health and safety assessments
- Flexible work conditions
- Facilities
- Understand needs of women
- Late-night shift conditions/transport
- Work policies
- Sexual harassment committees
- Training
- Coverage
- Gender-sensitive code of ethics and guidelines for reporting on women
- Women in decision-making roles

Buzz Groups #2

Taking on gender issues and women's safety can be a challenge when we know the gender balance in news rooms and that men predominately make up the majority of decision-making roles.

Form pairs and discuss some of the personal issues that might affect people taking on an issue? Answers might include:

- Feel like no-one will listen
- Fear of recrimination
- Lack of knowledge
- No leadership
- Nothing will change
- Cultural issues entrenched
- I'm too busy
- Lack of support

Handout:

Day 1: Session 7: Handout 2

Group Work #3

Now it is time to begin to develop a plan for tackling some of these issues.

But before we do that we need to think about how we get the information we need and how we might begin to overcome some of the obstacles to getting that information.

Tomorrow we will use this plan to form the basis of a campaign.

Break the group can break into smaller groups of 4-6. This could be along medium / union / workplace lines. Allow time for discussion. Then small presentations using visual aids.

I'd like each group to choose an issue.

Handout

Analysis

In your exercise you need to determine the following: (Handout)

- What are the key issues?
- What is the environment like?
- How do you get the information you need?
- How do you determine the critical issue that most people will engage with?
- Who do you engage?
- How do you overcome the barriers to people taking part and those opposing you?

Exercise focus areas could include:

Family friendly work
Low pay
Career advancement
Maternity issues
Equal opportunities
Sexual harassment
Safety

Explain:

The first part of your presentations you need to map out your issue and how you gather the information.

The second part is identifying your target audience – your active allies, neutral parties and active opponents. These are important for both information gathering and we will use these later to help you map out your campaigns tomorrow.

Exercise:

Which Tactics will work best with Target Audience and Intended Constituency?

1. Draw a half-circle and divide it into five wedges.

2. Label the far left and far right wedges:

Far left: "Active allies" - those who most support your campaign.

Far right: "Active opponents" - those who oppose you.

3. Label the middle wedges.

Active allies - supportive and motivated to achieve your goals

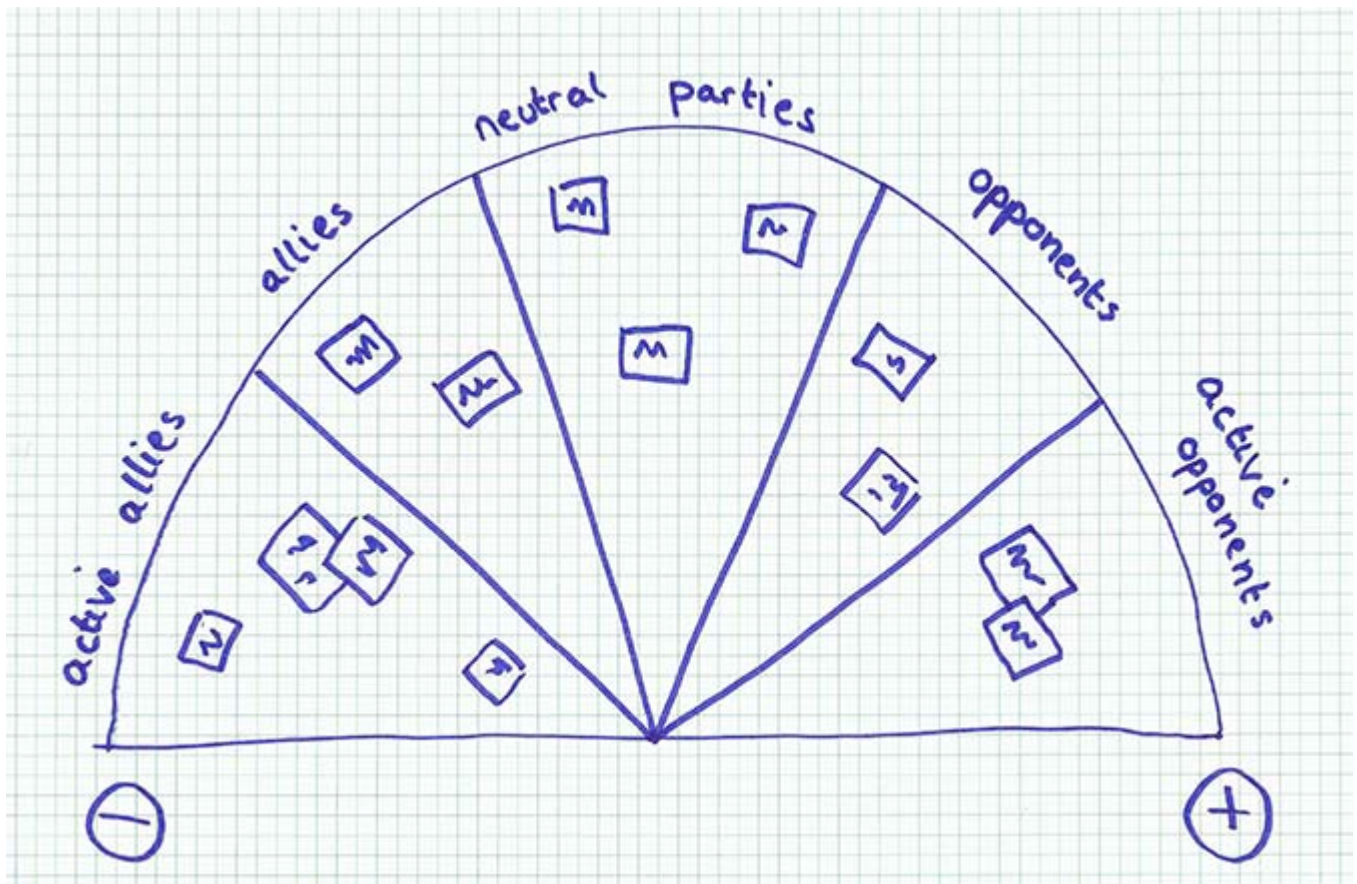
Allies - may benefit from your success

Neutral parties - currently may not be involved or affected

Opponents - may suffer from your success

Active opponents - actively interfere with your activities

A five-wedge diagram would look like this:



4. Write the names of your stakeholders on different sticky papers.

5. Place each sticky paper in a wedge according to level of support for your cause.

You now have a spectrum of stakeholders. Use this diagram to help decide which tactics to use, where. Different tactics may be needed for different stakeholders, depending where they are on the spectrum.

For example:

Supportive: use mobilisation tactics

Neutral: use educational, visual tactics

Opposing: use disruption, interference tactics

(Adapted from New Tactics in Human Rights' Spectrum of Allies exercise.)

ADDITIONAL RESOURCES:

[Mapping Stakeholders and their Relationships](#), from Tactical Tech's '10 tactics for turning information into action'.

[Tactical Mapping](#), by New Tactics in Human Rights.

Source material created by Namita Singh and A. Ravi in collaboration with Tactical Tech.

Explain:

Some information is very easy to get like maternity provisions, gender equity policies. Mapping is also reasonably straight forward.

Is gender equity a priority in your newsrooms? If it's not how do we make it a priority?

Discuss the importance of the following:

- Build voice
- Have facts
- Organising on an issue that matters
- Improve participation
- Barriers to participation

Between now and tomorrow, it's also important to begin to think how will it play out and what you might hope to achieve from your campaign in a more specific way:

- Gender equality agenda
- Monitoring and reporting
- Quotas and proportional representation
- Gender or equality councils
- Union strategies to recruit women and encourage participation
- Mentoring programs
- Training
- Survey women – their issues
- Policies and committees

Session 8: Trainer's Notes

Wrap up: recap expectations, agenda for tomorrow and close

Duration: 15 minutes

Aim

The aim of this session is for participants to check where they are up to midway through the course.

Trainers note

Use this session to recap what has been discussed, to check expectations (by referring to the notes pasted on the wall from Session 1), to explain the agenda for Day 2 and to wrap up the day's work.

Session 9: Trainer's Notes

Recap, check expectations, agenda for Day 2

Duration: 30 minutes

Aim

The aim of this session is for participants to check where they are up to midway through the course.

Trainers note

Use this session to recap what has been discussed, to check expectations (by referring to the notes pasted on the wall from Session 1), to explain the agenda for Day 2 and to wrap up the day's work.

Explain

Yesterday we had a mix of lectures, discussions, plenty of information sharing and group work. Today, building on that information, we will be actively planning campaigns in order to change the situation.

But first, an Exercise

Icebreaker

Stranded – the team building version

Learning styles and preferences:

- Suitable for all

Purpose

Encouraging team building and communication with this fun ice breaker

Group size

3 upward

Timing

15 minutes team work and 5 minutes de-briefing

Materials

- Flip chart paper
- Coloured pens
- Handout – Day 1: Session – Icebreaker activity

Instructions

Having split participants into equal groups of at least 3 the next step is to set the scene. Explain that:

'After your aircraft crashes, your group is stranded on a forested mountain in appalling winter weather, and over 300 miles from civilisation. You are unaware of your exact whereabouts as radio contact was lost 1 hour before you crashed, which means that the search operation has no idea of your whereabouts either. The plane is about to burst into flames and you have a few moments to gather some items. No mobile phones are working. Your aim is to survive as a group until rescued.

From this list, choose 10 items that you would take, after which it and everything inside is destroyed by fire. Items cannot be split.'

The participants are to spend 5 minutes deciding what would be on their individual lists without conferring. The rest of the time will be spent in groups deciding on which items make it onto the group list. Explain there is no 'right' answer. When each group presents their list, generate discussion around the benefits of communication and teamwork.

Handout

Handout 12: List of items for Stranded – the team building version

Session 10: Trainer's Notes

Safety in the Field: Gendering Standard Operating Procedures

Duration: 60 minutes

Aim

To introduce women journalists to concepts and practices that can help build their understanding of the safety and security issues they face. Through practical exercises and experience sharing, journalists can evaluate the environment, preparedness and response to threats and hazards.

This is a lecture heavy session, encourage buzz group discussions.

Trainers note

Safety and security are issues not only on war zones or conflict areas, but in everyday situations in the line of duty.

Although there is plenty of material relating to safety and security, there is little that is directly related to women journalists' experience.

Explain

This session aims to tap on participants' knowledge and experience order to evolve practical campaigns.

Exercise

Use the Powerpoint slides 38-55 to generate discussion on how gender increases vulnerabilities in each of the risky situations.

How can solutions too be gendered? Discuss in buzz groups

Handouts

Handout 12: Dealing with death threats

Day 2: Session 2: INSI Safety Code

Session 12: Trainer's Notes
Guest speaker (this is an optional session)

Duration: 45 minutes

Aim

The aim of this session is for participants to hear from a well-respected/senior woman journalist or editor on safety and security issues.

Trainers note

When planning this seminar, invite a well-respected /senior woman journalist or editor on safety and security issues. They should share their experiences, highlighting the positive, their resourcefulness, actions of solidarity and networking. Allow a 30 minute lecture from the speaker, and 30 minutes for questions and discussion.

Session 11: Trainer's Notes Safety in the Field: Practical Tips¹

Duration: 165 minutes

Aim

The aim of this session is to assist participants in applying theoretical and experiential knowledge and practices to devise practical strategies to improve safety and security.

Trainers note

This is one of the longest sessions during the two-day workshop, but since the participants are up and about, physically active and acting out practical tips and situational awareness, talking your way enacting role plays etc, it will not seem too long.

Explain

All of us use some strategies when we sense risk – talk ourselves out of danger, basic self-defence, avoidance and deterrence techniques. In this session, we will share these strategies with the group, and also systematize the best practices.

Powerpoint

Reinforce the notion that keeping safe is not rocket science, but something all women have done at some point in their lives.

Role plays (30 min)

Divide the participants into four or five groups and ask them to choose scenarios of potential risk.

For example:

- (i) A reporter is about to set out on a dangerous story that someone somewhere doesn't want to be told. What information will she share with the family to make sure they stay safe, and her own safety is not compromised.
- (ii) A reporter is promised an interview with a member of a banned religious extremist group. What precautions will she take before she leaves for the assignment?
- (iii) Working late in the office, a suspicious object is delivered to the report.
- (iv) A reporter is assigned a high-profile story and has to travel in secrecy with an all-male crew, whom she does not know.
- (v) A reporter is covering a sudden communal riot in the city. What precautions can she take?
- (vi) A desk sub-editor is offered an exciting story, but she is not trained to gather data. Should she do it?

¹ Two-Day Training Manual for Pakistani Media on Journalists' Security, Safety and Rights Monitoring, Produced by **Intermedia Pakistan** and **Civic Action Resources**. Authored by **Aurangzaib Khan**

Encourage the group to work out each scenario in details as role plays

Conclude with the UN Plan of Action for Journalists' Safety, attempting to draw links from individual experiences and strategies, to the larger picture.

Discuss how the union can play a role in lobbying for the PoA to be implemented.

Handouts

Day 2: Session 3: Handout 1: Sexual Assault Preparedness

Day 2: Session 3: Handout 2: Increasing Safety in the Field

Day 2: Session 3: Handout 3: Saying No, Setting Boundaries

Day 2: Session 3: Handout 4: Taking the Right Equipment

Session 13: Trainer's Notes Campaigning for gender equity and safety

Duration: 90 minutes

Aim

To encourage participants to chalk out workable campaigns, and mobilize for change.

Supplies

- White paper, white board, markers
- Marker pens

Trainers note

Use this session as an opportunity to draw out participants' experience of campaigning. Use a visual aid to support the key points.

Explain

We've talked about recruitment, work assignments, working conditions and safety at work.

We know that women are getting into journalism more than ever before. So what is our role in addressing the gender issues that have come from this shift? What are the critical issues for unions and for workplaces? How can we get different groups to work together to achieve a common goal. This is where campaigning comes into play.

Draw out examples of successful campaigns that have achieved tangible outcomes.

Powerpoint

Explain

Discuss with participants and draw out the following points:

What is a campaign?

- A planned, organized, and sustained action to meet a certain objective.
- An expression of leadership.

A campaign may be one or a combination of any of the following types:

1. Political – eg government policies or laws
2. Economic – eg insurance or safety cover
3. Educational – eg harassment
4. Organisational – eg establishing a new forum/network.

Why have campaigns?

- To get economic and political concessions
- To influence policy making
- To oppose attacks and schemes that work against women
- To expose injustice
- To motivate others by raising the level of their capacity to fight and strengthen the cause
- To influence change
- To strengthen unity with other unions, community groups and NGOs

Use Power point to go through the following issues:

- Possible campaign activities
- How to plan a campaign
- A planning process
- What are the stages of a campaign?

Powerpoint

So how do you take our gender equity agendas forward from here?

Remember: If media are a mirror of society - as they should be - they need to reflect that gender equality is a fundamental human right. It's essential that media promote gender equality both within our organisations and in the representation of women.

But any campaign is only as strong as those vested in it. To succeed it needs to hit the issues closest to them. Unions can take a leading role in this, but it is the members who need to build the bridge to achieve it.

Session Activity #1

Group Work

Break into our groups again and this time we are going to pick up the mapping, information and strategy we worked on yesterday to develop a plan for action in our media more broadly / our union / our workplace.

Ask the smaller groups sit together identify a specific campaign around the gender equity issues. The SAMSN Charter for Gender Equity can be a prototype of a Gender Policy from which to draw campaigns.

Things to discuss:

- **Objectives**
- **Target groups**
- **Demands and slogans**
- **Tasks and activities**
- **Organisation and resources**
- **Timing and time frame**

Handout

Day 2: Session 4: SAMSN Charter for Gender Equity

Session 14: Trainer's Notes
Wrap up, evaluation and close

Duration: 30 minutes

Aim

The aim of this session is for participants to check their expectations with the outcome of the course.

Trainers note

Use this session to recap what has been discussed, to check expectations (by referring to the notes pasted on the wall from Session 1).

Hand out evaluation forms and ensure they are filled while in the room.