

## **B2** Safe Space Policy

Organization: CDN

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### Motion text

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### 29 **List of abbreviations (by order of appearance)**

30 **CDN** - Cooperation and Development Network Eastern Europe

31 **EC** - Executive Committee (of CDN)

32 **EE** - Eastern Europe

33 **SSP** - Safe Space Person

34 **PT** - Preparatory Team/Prep Team

35 **WG** - Working Group

36 **HEG** - Home Evaluation Group

37 **MO** - Member Organization (of CDN)

38 **PGP** - Preferred Gender Pronoun

### 39 **Introduction**

40 Cooperation and Development Network Eastern Europe is a capacity-building  
41 network comprised of different youth and green-minded organisations from Eastern  
42 and Central Europe. Fighting for a Green movement is our common goal but at the  
43 same time we acknowledge that we differ a lot based on the diverse cultural  
44 environments we come from. In addition, patriarchy/sexism/ nationalistic  
45 discourses are highly embedded in our societies, therefore the creation of a  
46 safe space is a crucial component for CDN activities in helping to dismantle  
47 existing power structures and challenge oppressive mechanisms. This way we  
48 ensure the creation of a welcoming environment where participation is equalised  
49 for all despite the ethnicity /religion/ sexual orientation/gender identity/  
50 class background and different abilities of all (participants, Executive  
51 Committee, Prep Teams and Office).

52 In general, Safe space policies are the rules by which a community agrees to  
53 behave. They help in guaranteeing that everyone feels free to express  
54 themselves, and help prevent some of the problems common in our societies (such  
55 as racism, sexism, transphobia, etc.) from becoming part of the community.

56 This document provides an overview of what safe spaces are, definition of  
57 inappropriate behaviour, and what key principles/mechanisms should be followed  
58 when establishing such spaces in CDN's activities and structures (CDN Executive  
59 Committee and Office, Prep Teams and Working Groups). This document is developed  
60 by a Working team comprised of some of the members of CDN Executive Committee/  
61 Secretariat/ Gender Working Group, and adopted by General Assembly as an  
62 internal document of CDN in 2021. CDN aims to create a respectful, understanding  
63 and open space, and we encourage everyone, from organisers to participants, to  
64 be pro-active in creating an atmosphere where the safety of everyone is  
65 validated.

66 This document is a result of consecutive meetings of the Working team throughout  
67 the period between November 2020 - February 2021. The document refers to  
68 experiences documented by previous CDN EC members and Secretariat, who have  
69 recorded cases where safe space was breached at CDN activities. Guidance has  
70 also been taken from other similar youth-oriented organisations, which have

71 documents in establishing safe spaces, and we are grateful towards all the  
72 organisations who shared with us their resources (see more on page 12).

73 This document is just a set of mechanism/ techniques for constructing a safe  
74 space environment, but is not a definitive document. We welcome you all to give  
75 us feedback and further suggestions for ensuring safe space on the following  
76 email address: [office@cdnee.org](mailto:office@cdnee.org).

## 77 **Types of unacceptable behavior**

78 In this chapter we will explain the types of behaviors that violate the safe  
79 space as a whole and which we aim to prevent. In case of recognizing some of  
80 these behaviors, please report to Safe Space Persons (SSP). We are aware safe  
81 space is an individual perception, and this list contains general behaviors,  
82 whilst other violations are not excluded. Any other situations that are not  
83 mentioned here but would lead to someone feeling uncomfortable, unsafe or  
84 excluded will be assessed as a violation of safe space and that people are  
85 welcomed to voice them out.

86 *Disclaimer: This chapter contains examples of unacceptable types of behavior*  
87 *which some readers might find triggering. Examples are listed for the purpose of*  
88 *better understanding of these types of behavior. The following behaviours can*  
89 *vary from moderate to severe violations of safe space, and the measures are*  
90 *taken accordingly (elaborated further on the last chapter).*

## 91 **Physical :**

### 92 **Breaking personal boundaries**

93 Indicating personal boundaries, whether physical or emotional should be a basis  
94 prior to interaction and should be respected at all times. The boundaries are  
95 often defined internally and presented with body language and verbal statements.  
96 These need to be observed, recognized (or verbalized) and respected.

97 *Example: Person X has said they do not want to be touched, and person Y teases*  
98 *them and “jokingly” touches the person X, and gets within their personal space*  
99 *without their consent.*

### 100 **Physical assault**

101 Inflicting physical harm or unwanted physical contact upon someone. Any kind of  
102 physical violence or touching without consent is completely unacceptable. Any  
103 kind of touching between people has to be consensual and thoroughly  
104 communicated. Physical assault can also be sexual harassment and is a severe  
105 violation of safe space and personal boundaries. In the physical form of sexual  
106 harassment, assault can be anything from inappropriate touching and teasing to  
107 severe sexual assault and rape (further explained in point Sexual harassment).

108 *Example: Person X punches person Y because of a disagreement of their opinions*  
109 *during an intense informal discussion about some topic .*

### 110 **Usage of hate/disrespectful symbols**

111 Carrying (jewelry, clothing, accessories) or physically presenting (writing,  
112 drawing, mimicking) disrespect and/or hate symbols connected to religious,  
113 national and extreme ideological beliefs. List of international recognized hate  
114 symbols (link: <https://www.adl.org/hate-symbols>).

115 *Example A: During an art session on a CDN activity, participant draws a swastika*  
116 *on a piece of paper and shows it to others.*

117 *Example B: participant comes to an activity wearing a T-shirt with disrespectful*  
118 *writings about muslims.*

119 Verbal

## 120 **Stereotyping and discrimination**

121 Stereotyping is acting based on assumed ideas or beliefs regarding someone based  
122 on their gender, sexual orientation, national, religious identity, physical  
123 appearance. Includes assuming facts about someone based on their identities. For  
124 example: assuming that a feminine man is gay. Discrimination is the act of  
125 making unjustified distinctions between individuals on basis of race, gender,  
126 age, ethnicity, language, sexual orientation, disability or other  
127 characteristics. It involves restricting members of one group or an individual  
128 from opportunities that are available to others. Extreme discriminatory  
129 behaviors like racism, chauvinism, nationalism, linguicism, homophobia,  
130 transphobia and similar will not be tolerated in CDN activities.

131 *Example: A group of participants in a session refuse to involve a participant*  
132 *with hearing difficulties because this person speaks in a manner the group finds*  
133 *uncomfortable.*

## 134 **Objectifying**

135 This behavior conveys the idea of treating a person as a commodity or an object.  
136 Another form, sexual objectification is the act of treating a person as a mere  
137 object of sexual desire. Everyone's individuality and autonomy are their own and  
138 objectifying behavior is destructive of these characteristics.

139 *Example: participant X is told by another participant "hey girl! You would be*  
140 *prettier if you smiled".*

## 141 **Sexual harassment**

142 Even though sexual harassment can be physical, it's verbal form is explained in  
143 this chapter. Along with objectifying and bullying, it is the root of other  
144 unacceptable behaviors that can lead to physical assault. Sexual harassment  
145 involves the use of explicit or implicit sexual overtones, non-verbal cues and  
146 signals, unwanted and non-consensual touch and sexual assault.

147 Sexual harassment includes a wide range of behaviors and interpretations,  
148 examples of which can be found here

149 (<https://www.un.org/womenwatch/osagi/pdf/whatish.pdf>)

## 150 **Mansplaining**

151 The explanation of something in a patronizing manner, usually by someone who is  
152 privileged because of their gender. This behavior is often present in group  
153 discussions, when the privileged person or a group of people are not allowing  
154 others to present, speak and behave in authentic way. Mansplaining severely  
155 disturbs dynamics and create a sense of hierarchy and domination of a privileged  
156 person or group.

157 *Example: A cis-gender white man dominates discussion about gender equality and*  
158 *argues with the points of wage gap and denies the existence of inequality.*

## 159 **Invisibilising / belittling**

160 The act of not giving chance to speak, speaking over someone, ignoring opinions  
161 etc.

162 Excluding someone from the conversation on purpose by either not giving them a  
 163 chance to speak, speaking over them or ignoring what they are saying. To  
 164 marginalize someone and to erase or ignore their presence or contribution.

165 *Example: During an event, participants are divided into small groups and working*  
 166 *on some presentation. Within one group, one participant is missing because has*  
 167 *gone to the bathroom, Meanwhile the rest continue with the work and take some*  
 168 *important decision without the presence of this participant.*

### 169 **Shaming and blaming**

170 Shaming is the act of bringing negative attention to an individual or a group  
 171 because of their opinions; actions; physical, racial, ethnic, religious or  
 172 cultural characteristic or activities. Blaming an individual or a group is a way  
 173 of shaming them based on actions and development of a situation. Unexpected or  
 174 undesirable results are not a responsibility of the action doer, and no one  
 175 should be blamed or feel guilty.

176 *For example: participant X is approached by another participant and asked: "What*  
 177 *is wrong with you? Why do you behave like this?" or "The situation that happened*  
 178 *is your fault and you should face consequences"*

### 179 **Ridiculing/bullying**

180 Using dismissive language or behavior towards someone. Especially problematic  
 181 when done based on someone's gender identity, sexual orientation, language,  
 182 national or religious identity. Bullying can be verbal, but also physical and  
 183 then is seen as physical assault.

184 *Example: Participant X calls participant Y offensive names and laughs at them.*

### 185 **Criticism without constructive feedback**

186 Criticism, if presented in a constructive way, is a tool for growth and  
 187 development, however it is often misunderstood. If offered without constructive  
 188 feedback, criticism can be connected to insulting, ridiculing and similar  
 189 behaviors. However, everyone must be aware of different levels of knowledge,  
 190 language, experience, and different opinions, and give feedback accordingly.  
 191 *(maybe to add: and be more understanding that not everyone has the same command*  
 192 *of English, therefore it takes time to make their points clear).*

193 *For example: While discussing over a topic participant X responds to participant*  
 194 *Y in the following way: "This is stupid, you should stop talking".*

### 195 **Threatening and blackmailing**

196 Threatening behavior includes physical or verbal actions that don't involve  
 197 actual contact/injury (moving closer aggressively), general verbal or written  
 198 threats to people. Blackmailing is a manipulative behavior that includes the act  
 199 of demanding personal and material belongings, or degrading and non-consensual  
 200 activities with threat of revealing personal information or compromising  
 201 autonomy.

202 *Example: Person X found out person Y is queer, and forces person Y to give them*  
 203 *money or they will "out" them on social media.*

### 204 **Ideological claims**

205 (Extremist) Ideological claims are strict beliefs about a certain groups,  
 206 geographical locations, religious beliefs, cultures and similar identifications  
 207 that lead to conflict or violent thoughts and actions.

208 *For example: As it is stated in CDN Political Platform, we should strive to*  
209 *acknowledge and reject the politics of division and politics that seek to use*  
210 *nationalistic or any other exclusionary rhetoric at the expense of minorities*  
211 *and vulnerable groups.*

## 212 **Tools and mechanisms**

213 This chapter enlists some practical tools and practices that can help making and  
214 obtaining a safe space environment. These tips are mostly associated with  
215 activity planning and executing, but most of them are suitable for an  
216 organizational level as well.

## 217 **Before an activity**

218

### 219 • **Inclusivity**

220 One of the first steps in creation of an inclusive environment is enabling  
221 participation of people of different backgrounds. When selecting participants,  
222 CDN Secretariat, EC member(s) and Prep Teams (PT) are paying special attention  
223 to underrepresented groups and ensuring their participation. Depending on the  
224 topic of the activity, CDN will spread its calls for participants to various  
225 channels, putting efforts into reaching out to these marginalized groups even  
226 outside of the Green family. Both regional and gender balance (a minimum of 50%  
227 of participants are young people that self-identify as woman, trans or  
228 genderqueer) are taken into consideration.

### 229 • **Ability**

230 Addressing needs of everyone prior to the activity with a simple questionnaire  
231 (e.g. question box within an application form) will help organizers (CDN) to be  
232 aware of everyone's needs and assist accordingly, if needed. Local PT (hosting  
233 the activity) will secure that the venue/hotel is accessible for all  
234 differently-abled people.

### 235 • **Accessibility**

236 When checking potential venues for the activity, Local PT should take into  
237 account a provisional number of participants and search for working areas that  
238 can host this number of people comfortably (and in different arrangements - e.g.  
239 sitting in circle). It is recommended to choose well-lit venues and ensure  
240 accessibility to all different venues/toilets/rooms of use to participants/Prep  
241 Teams/EC Office members, as toilet rooms.

### 242 • **Information**

243 Prior to activity, Local PT should assemble an Infosheet with all the essential  
244 information (local transport & hotel), including a brief cultural and political  
245 background, as to make participants more comfortable with their traveling. CDN  
246 will provide all the other key information about the event itself, along with  
247 the schedule (agenda) and this policy, to familiarize new participants with the  
248 Safe Space.

## 249 **During an activity**

250

### 251 • **Introduction**

252 At the beginning of each activity, CDN organizes an introduction session, going  
253 through agenda, background of the project and CDN. During the Introduction  
254 session PT will go through moderation rules and introduce diverse communication  
255 tools that will be used throughout the activity. During an introduction session  
256 or shortly after, CDN will propose a round where participants will express their  
257 needs on obtaining a safe space throughout the activity.

258 • **Spatial organisation**

259 How CDN arranges participants and chairs in the room depends on a session itself  
260 - whether there's a movement involved, small groups division, etc. However, it  
261 is recommended arranging participants in a circle/horizontal arrangement, rather  
262 than having a classroom arrangement, for having a more inclusive environment.  
263 Moreover, working room/venue should be noise sensitive.

264 • **Language**

265 Facilitators (CDN) will take steps to equalize participation, ensuring all  
266 participants are heard and diverse gender identities are respected - at the  
267 beginning of an activity, all participants will be asked to share their pronouns  
268 and have them along with their name attached visibly.

269 Facilitators will make sure to speak slowly, clearly, avoiding jargon and  
270 excessive academic language. Acknowledging that the activity is held in English,  
271 participants will be encouraged to use the language sign 'L' when a  
272 word/phrase is unclear. Moreover, participants should be encouraged to speak in  
273 English also outside of sessions, not to exclude participants - when someone is  
274 using their native language, anyone can raise it with 'Bora Bora' rule. This  
275 will be a gentle reminder for everyone to speak in English. Nonetheless, if  
276 someone does not speak English well, this should not be a basis for excluding  
277 person from activity and that CDN will strive to have at least one more person  
278 speaking some other language that person understands and help with translation.

279 • **HEGs and Morning circles**

280 HEGs are designated groups of smaller number of participants, organised almost  
281 every day of the activity after a full-day programme and moderated by one of the  
282 PT members. This is a space where participants can reflect and share how they  
283 felt throughout the day in a more intimate environment.

284 Morning circles are organized every day, before the actual programme begins and  
285 are moderated by one of the PT members. During this circle with all of the  
286 participants, PT will go through any changes/announcements/technical reminders  
287 for the day in question. This is also a space for PT to remind everyone of safe  
288 space and raise a point if anything had happened against safe space guidelines.

289 • **Safe Space Persons**

290 *Elaborated in the fourth chapter.*

291 • **Question/Feedback box**

292 During the event there shall be a box where participants can leave written notes  
293 to facilitators and the PT members with feedback and questions. Some people  
294 might prefer this way of flagging something up, asking a specific question, or  
295 asking for support or a need to be met. The question/feedback box should be  
296 placed in a visible place where everyone can access it, and its purpose should  
297 be explained at the beginning of the activity.

## 298 **After an activity**

299

### 300 • **Evaluation**

301 Participants share how they felt during the event and tell if there were any  
302 situations that made them feel uncomfortable. Safe space persons can also be  
303 contacted online after the activity for the purpose of improving CDN safe space  
304 regulations.

### 305 • **Privacy**

306 No pictures shall be posted on public sites or social networks without the  
307 explicit consent of the individuals who can be identified in them. In the  
308 participants list, every participant will sign a separated column regarding the  
309 consent to be photographed and the consent to disseminate these pictures.

### 310 • **Data storage**

311 CDN stores personal data (collected through application forms) of the  
312 participants/Prep-team members and ensures the safety of data. Data erasure can  
313 be done on demand of the participant.

314 *Finally, the best and most basic preventive measure is to **educate ourselves**,*  
315 *acknowledge privileges we have and build understanding and solidarity for one*  
316 *another.*

## 317 **Reporting and measures**

318 The aim of this chapter is to create a sustainable system to prevent, identify  
319 and react to different types of unacceptable behavior (outlined at chapter 2),  
320 which is not in compliance with the rules for the provision of safe space  
321 environment in CDN activities (online and offline). These guidelines are written  
322 from the perspective of an international umbrella youth organization.

323 *Disclaimer: This chapter contains hypothetical cases of unacceptable behavior*  
324 *which some readers might find triggering. Examples are listed for the purpose of*  
325 *better understanding of these types of measures taken against these behaviors.*  
326 *The following cases can vary from moderate to severe violations of safe space,*  
327 *and the measures are taken accordingly.*

## 328 **Definition of SSPs**

329 The central pillar of the Safe Space preventive measures and reporting mechanism  
330 evolve around the concept of **Safe Space Persons (SSP)**. The SSPs are elected by  
331 the organizers prior to the event, and are usually members of CDN EC /  
332 Secretariat/ Prep-teams that aim to prevent, identify and react to cases of  
333 unacceptable behavior not only during activity sessions but applicable to breaks  
334 and informal parts of events. An SSP should be a person who is internalized with



335 the Safe Space document and preferably has participated in previous CDN events.  
336 Depending on the capacities, it is recommended to elect two SSPs.

337 Safe space persons are beforehand provided with Safe space Toolkit, a document  
338 created by CDN along with Safe Space policy document, which provides knowledge  
339 and detailed procedures of creating safe space and dealing with its potential  
340 violations.

341 SSPs are present at events to help raise awareness about the topic, intervene in  
342 questionable situations where Safe space principles are breached, and provide a  
343 listening ear to participants who have felt harassed. **Nonetheless, we highly**  
344 **encourage everyone to be proactive in creating an atmosphere where the safety of**  
345 **others is validated.** In case of a safe space breach, there are three stages that  
346 a SSP goes through: 1- Prevention; 2- Identifying; 3- Reporting.

### 347 **Prevention**

348 The main aim is always to prevent unacceptable behavior from happening and safe  
349 persons should guarantee this. Before the start of an offline/online event, they  
350 can briefly present the Safe Space document and measures/mechanism entailed in  
351 the document. Prevention methods are elaborated in chapter 3.

352 Since the document will be sent to participants in advance, the safe space  
353 person should open the floor for questions from the participants, in case that  
354 there is something unclear from the document. After the presentation, the safe  
355 space person should let participants know that he/she/they are the right person  
356 to approach, in case that somebody faces unacceptable behavior, and this  
357 behavior goes unnoticed from the safe space person.

358 Along with the preventive measures from chapter 3, participants and SSP should  
359 conduct regular emotional screening and be observant.

### 360 **Identifying**

361 Safe Space persons are trained to identify unacceptable behaviors in CDN  
362 activities, and observe participants in a non-intrusive way for the sake of  
363 timely reactions. Unacceptable behaviors are not necessarily obvious and visible  
364 for bystanders and (if not verbalize) can be recognized through body-language.  
365 SSPs are trained to recognize subtle signs and react if someone feels  
366 uncomfortable. This of course depends on the specific context.

367 Key action in creating safe space, along with prevention, is identifying the  
368 breaches of safe space and boundaries in groups and on personal level. There are  
369 different ways of recognizing and identifying safe space violations:

- 370 • **Direct report to SSP;**

371 These are usually subtle cases, when the SSPs are notified or approached by  
372 participants/ or active bystanders who have noticed some kind of violation or  
373 strange situation. This can be a person directly seeking action to prevent  
374 further harassment, a complaint against other participant, seeking advice etc.  
375 If someone from bystanders notices someone else is feeling uncomfortable, they  
376 can inform SSP who will take further measures.

- 377 • **SSPs observation ;**

378 As mentioned previously, SSPs are observant and notice disturbed power dynamics,  
 379 uncomfortable situations etc. by observing body language of participants  
 380 (*Example: Person A repeatedly sits next to person B on a break, each time person*  
 381 *A moves away and appears uncomfortable. This keeps on happening and person B is*  
 382 *retreating to their room*). SSPs in these cases approach these participants and  
 383 make sure to understand if there is some underlying issue that needs to be  
 384 resolved.

#### 385 • **Feedback from the box**

386 The box represents an opportunity specifically for reporting of safe space  
 387 violations. The tips can be reported anonymously, and will be researched further  
 388 by SSP and PT members. Messages in feedback box don't necessarily have to be  
 389 reports, but also suggestions, for example to rearrange groups or be aware of  
 390 some situations happening outside the venue (for example accommodation). Box is  
 391 checked daily for feedback along with other preventive measures, but should not  
 392 stop participants of contacting SSP or other PT members on anything relevant.

### 393 **Reporting:**

394 The SSP serves as a first line of contact and provides a type of first aid.

395 Depending on the context, there are different ways of reporting the incident:

#### 396 • **immediate reaction from the SSPs**

397 In this scenario the SSP are reacting immediately on spot to address the issue  
 398 that have disrupted the safe space. This is sometimes done in a very intrusive  
 399 way.

400 *Techniques: educating participants, collective emotion check, body awareness*  
 401 *exercise etc.*

402 *Examples: For instance, an SSP notices that only some participants are speaking*  
 403 *in a discussion, therefore the SSP suggest to leave space for others who have*  
 404 *not engaged much with the discussion.*

#### 405 • **communication with victim/perpetrator**

406 In case when there is a breach of Safe Space, SSPs try to identify the victim  
 407 and perpetrator and have a moderated conversation separately with each of the  
 408 sides involved in the dispute. Through this conversation, the SSP can understand  
 409 the reasoning behind the perpetrator's behavior and provide emotional support to  
 410 the victim.

#### 411 • **communicating with the PT;**

412 After consulting with both sides involved in the incident, SSPs sum up the case  
 413 to the PT. This way, the PT can adjust the sessions accordingly in order to  
 414 avoid similar cases for the rest of the programme, and make sure that everyone  
 415 feels included and comfortable.

### 416 **Measures**

417 Based on the scale of the misbehavior (mild-severe-extreme) there are different  
 418 measures to be taken by the SSPs and PT of the activity. We will exemplify this  
 419 by showing one hypothetical incident and different escalation of it from mild to  
 420 an extreme incident. Let's imagine that we are facing a case where a transgender  
 421 participant is being misgendered by another participant.

- 422 • **Mild case:** After the SSPs approach the “harasser”, it turns out that this  
 423 is done unintentionally due to the lack of information on the topic/  
 424 misuse of the PGP.

425 *Measures: moderated communication/ SSPs remind participants again to read the*  
 426 *Safe space document and ask if something is unclear.*

- 427 • **Severe:** After the SSPs approach the “harasser”, it turns out that this is  
 428 done intentionally due to the discrimination based belief. For instance,  
 429 person believes, that only ciswoman are categorized as women and  
 430 transwomen are men.

431 *Measures: Emotional support to the victim, explanation to the harasser why their*  
 432 *behavior is unacceptable and they are asked to apologize to the harassed person.*  
 433 *We can communicate with the problematic participant that if the behavior will be*  
 434 *repeated, then further measures will be taken. This will be taken into*  
 435 *consideration for their future participation at CDN events, follow-up from the*  
 436 *EC. If the participant is part of CDN MO, CDN EC will proceed with contacting*  
 437 *the MO contact person.*

- 438 • **Extreme:** when it involves instances of physical harassing/unwanted touch  
 439 etc.

440 *Measures: They can bring people to a safe place, away from whomever they felt*  
 441 *harassed by. Furthermore, decisions and actions regarding what happens to people*  
 442 *and an event remain with the organizers and/or CDN EC.*

#### 443 **Other measures:**

- 444 1. Group discussion can also be made during the event, where people  
 445 collectively discuss the situation, and then participants can propose  
 446 measures.
- 447 2. In case if there's an extreme situation (ex. if there is a fight, if the  
 448 safety of participants is risked), then next measure will be:

449 2.1 contact the authorities;

450 2.2 expel the participant involved in the physical incident.

#### 451 **Resources**

452 Hereby we would like to thank the following organisations for providing  
 453 materials and resources with us in the process of creating the Safe Space  
 454 Policy.

- 455 • Col·lectiu Eco-Actiu/ The Ulex project [“Anti-oppression toolkit: A](#)  
 456 [facilitator’s guide”](#)
- 457 • Association des États Généraux des Étudiants de l’Europe (AEGEE) [“Smash](#)  
 458 [guidelines: Structural measures against sexual harassment”](#)
- 459 • Federation of Young European Greens (FYEG) [“Smash Glass ceiling: Handbook](#)  
 460 [for brave feminist leaders”](#)
- 461 • Federation of Young European Greens (FYEG) [“Internal Rules of Procedure”](#)
- 462 • European Network of Equality Bodies (Equinet) [“Safe Space Policy for](#)  
 463 [Equinet Events”](#)