Get Moving!

inspiring *individuals* | strengthening *organizations* | creating a VAW prevention *movement*

Facilitator's Guide

GBV PREVENTION NETWORK

Get Moving! Facilitator's Guide
2nd Edition

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Connecting with Others

Access a network of support.

As an initiative by the GBV Prevention Network, *Get Moving!* is being used by organisations across the Horn, East and Southern Africa. Please contact us to ask questions directly or to connect with other organisations who are currently conducting (or have already conducted) the *Get Moving!* process. The Network also coordinates *Get Moving!* support networks for organisations implementing the process—including technical support, face-to-face meetings, online networking space, linkages with others using *Get Moving!* and additional tools for movement building. If interested, please contact us to inquire about available spaces.

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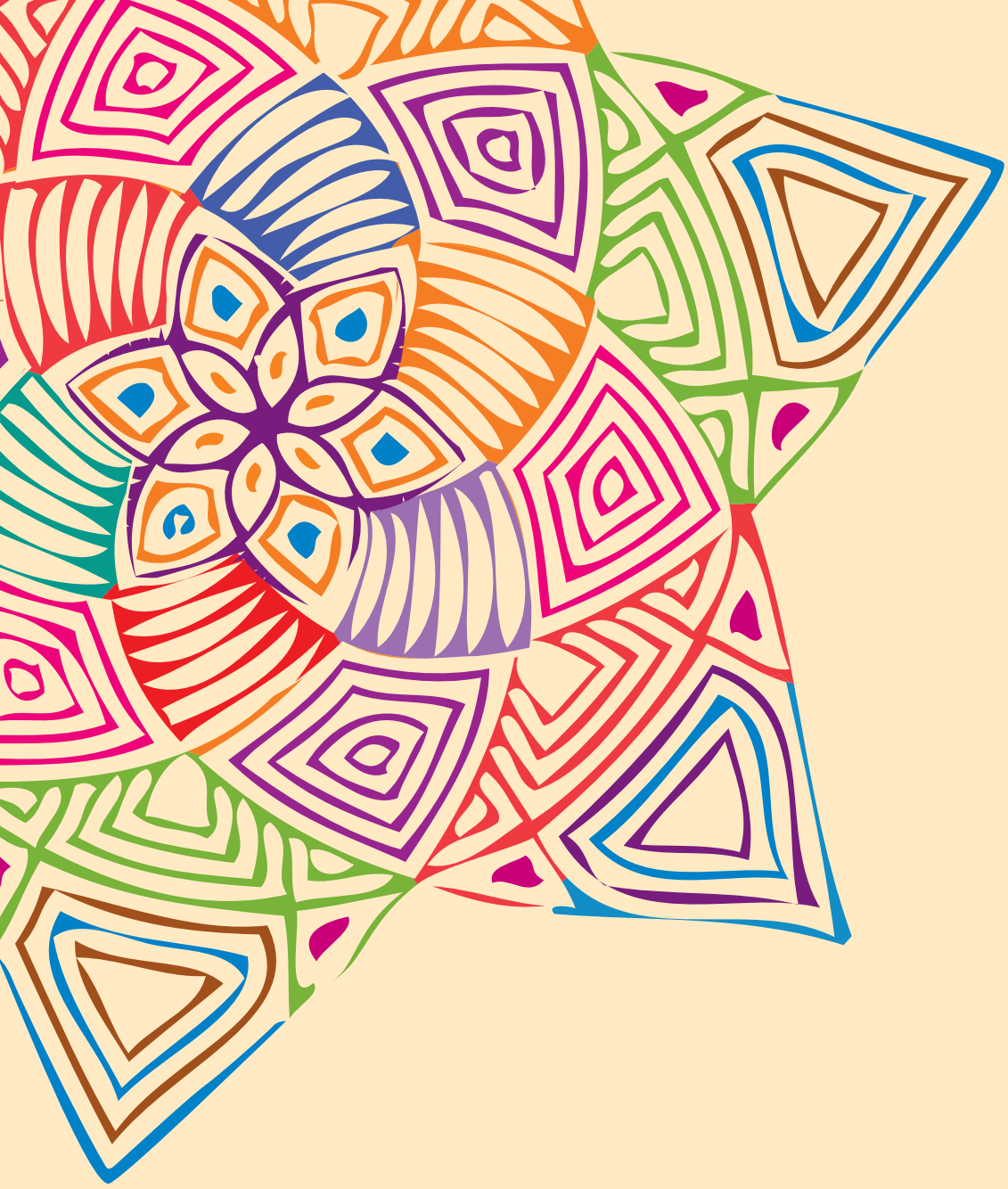


Overview

The What, Why and Who of *Get Moving!*

What is *Get Moving!*?

Get Moving! is a powerful internal process that strengthens organisations working in VAW prevention. Covering ten provocative topics, it reveals insights into violence against women that are key to achieving a higher quality of work. Opportunities for intensive self-reflection and self-discovery can lead staff to feeling more passionate about and committed to their work. Activities and discussions help to build a positive organisational culture by exploring not just ***what*** the organisation does but more so ***how*** it does it. As more organisations complete the *Get Moving!* process, the quality of VAW prevention across the region will improve, touching more women's lives in more lasting ways. ***This*** is movement building.

Get Moving! is your call to action.

Why *Get Moving!*?

It is a gift to have work that enables us to leave a positive mark on the world. *Get Moving!* brings that gift to life. Its exploration of VAW work enhances and strengthens not only who we are on the job, but also who we are at home, in the community, and in our spirit. *Get Moving!* starts with the individual to increase the effectiveness of the organisation. As a regional movement, it then fosters solidarity to multiply our impact.

Our impact directly affects the wellbeing of women and their families. How we conduct our work can be as harmful as it can be transformative, and it is our responsibility to ensure it is the latter. Like others affecting personal wellbeing—doctors, counsellors, clergy—we need to hold each other to a standard of integrity and effectiveness that reflects the power of our work. We can do so by uniting around the foundations of VAW prevention: equality, women's rights and the positive uses of power. *Get Moving!* connects us with all of this.

Who participates?

All members of an organisation participate in *Get Moving!*—from junior support staff through to program supervisors and directors. A respected staff member is chosen to facilitate the process or to co-facilitate it with the director, using the *Get Moving!* Facilitator's Guide. The director engages as an equal participant in the process.

What are the *Get Moving!* objectives?

1. To inspire us as **individuals**—by critically examining our personal values and identities, including how we can be true to ourselves in all areas of our lives.
2. To strengthen us as **organisations**—by identifying the opportunities for enhancing organisational culture and integrity by living the values of VAW prevention within and beyond the workplace.
3. To connect us as a **movement**—by deepening our understanding of the ideas that unite us and of the positive power that comes from working together in solidarity.

The Ten *Get Moving!* Topics

No.	Topic	Description
1.	**What Is *Get Moving!*?**	In this topic, we gain an overall understanding of *Get Moving!* We have an opportunity to practice the journaling that will be a large part of the private reflections and have a chance to share our hopes and expectations for the process. Ultimately, we decide how to make *Get Moving!* a "safer space," one that invites everyone to share openly throughout the process.
2.	**The Journey to Here**	In this topic, we reflect on the personal experiences that have led to our current involvement in VAW work. We share stories about the moments that deepened our understanding of injustice and, in turn, our passion to create change. These stories are a source of strength in our work and thus a foundation to the *Get Moving!* process. Specifically, we look at the concept of becoming "politicised" and what that means for ourselves, our relationships and the journey ahead.
3.	**Knowing Ourselves**	In this topic, we become aware of our individual identities and personal values and explore the power that comes with such awareness. We reflect on how our values shape our identities and how both guide our choices and actions. Ultimately, we determine what it means to live our personal values and to be true to our identities across our personal and professional lives.
4.	**Learning from Our Own Relationships**	In this topic, we use our own experiences and relationships to explore the imbalance of power between women and men, and how this imbalance leads to VAW. We look at different types of power, the power in our own intimate relationships, and how we can balance power in our lives and through our actions. We finish by considering the workplace and how as colleagues we can nurture each other's power within.
5.	**Acknowledging Power Imbalances**	In this topic, we examine how the imbalance of power between women and men is part of the widespread oppression of women and is the driver of violence against women. We also look at why talking about power publically is a key part of changing social norms and consider tips for how we can do that. Lastly, by reviewing how power, both positive and negative, is linked to human rights, we are inspired to consider what that means for our programs and how we can use a rights-based approach in our work.

6.	**Leading with Values**	In this topic, we look at the values we have as organisations and what it means to have organisational integrity. We then look more closely at how our organisational values become a tool in how we each act as leaders within our jobs. Lastly, we examine scenarios showing opportunities for values-driven leadership as a way of building this skill within ourselves.
7.	**Exploring Activism**	In this topic, we explore the concept of activism, including what it looks like, what it means to be an activist, and what it means to be an activist organisation. We examine and analyse practical examples and scenarios to truly assess how activism can come to life in our day-to-day lives and work. Finally, we rate our organisation according to key characteristics and determine what it would take to become more of an activist organisation.
8.	**Championing Women's Strength**	In this topic, we explore how championing women's rights and strength is core to our VAW work, and how this relates to the feminist movement. We look specifically at how the stereotypes of feminism cause others to negatively judge our work, yet how the facts of feminism align with what we are doing. We consider the possibilities and our hopes for African feminism, and what we feel we could do as an organisation to advance our understanding of feminist concepts and identity.
9.	**Building Movements in Solidarity**	In this topic, we explore the meaning of solidarity and its role in movement building. We consider specifically what solidarity looks like and what it means to act in solidarity with others. Ultimately, we look at the VAW prevention movement and the vision, actions and connections that we can contribute for building that movement—making specific commitments as an organisation. We revisit our organisational values to choose other values-aligned movements to connect with in solidarity.
10.	**Moving Beyond *Get Moving!***	In this topic, we review all that we have experienced in the *Get Moving!* process and what that means for the path ahead. We discuss key *Get Moving!* ideas to live by going forward, and we document key actions we need to take as an organisation. We reflect on what we have gained personally, and we celebrate what we have achieved collectively.

The *Get Moving!* Three-Part Format

Each *Get Moving!* topic is addressed using the same format, creating a predictable process that helps put participants at ease. A careful balance of learning, reflection and action ensures that an organisation pursues only thoughtful and informed change.

Part 1 | Introductory Activity (2 hrs)

The "introductory activity" explores the topic broadly. This participatory exercise connects participants to the topic in an interactive and memorable way, while building shared knowledge and group cohesion.

Part 2 | Private Reflection (1 hr)

The "private reflection" applies the topic to the self. This reflection includes a reading and writing exercises that participants complete in private—ideally at home or during a dedicated time at work or in session using the Participant's Workbook.

Part 3 | Concluding Activity (2 hrs)

The "concluding activity" applies the topic to the organisation and VAW prevention practice. This structured discussion ensures that the group activity and reflection impact organisational development and violence prevention practice in tangible and sustained ways.

With this three-part approach, *Get Moving!* enhances individual perspectives through to organisational programming—for a lasting, positive effect.

The Participant's Workbook

A "workbook" is a reader and a notebook in one.

In the *Get Moving!* process, each participant receives a Participant's Workbook—designed specifically to increase participants' engagement in and ownership of the process. Above all, it is where participants complete Part 2 of each topic: the private reflection.

What's Inside?

The Participant's Workbook is a safe and private workspace that includes the following:

1. Overviews:

- *Get Moving!* two-page summary
- The Personal Journey in *Get Moving!*
- What Is a Workbook?

2. For Each Topic:

- Key ideas from the introductory activity
- Two-page reading
- Three pages of writing exercises
- Inspirational quotes
- Ideas for "Going Further"

3. Additional Notetaking Pages

To order more Participant's Workbooks:

Contact the GBV Prevention Network at info@preventgbvafrica.org. NOTE: If you are unable to provide participants with their own workbooks, the private reflection reader and instructions within each topic of this Facilitator's Guide are designed for photocopying and distribution in these circumstances.

What other resources are required for *Get Moving!*?

Basic office supplies and a photocopier are helpful but not essential. A typical *Get Moving!* activity uses flipchart paper, tape, markers and sometimes handouts—as well as a room large enough for a circle of chairs.

Sample Timeframes for *Get Moving!*

There are three options for how you can conduct the *Get Moving!* process. Choose the option that best suits your organisation's schedule and needs.

As a Culture of Continual Improvement

- Implement one topic every two weeks. **Recommended**
- Private reflections conducted on one's own time.
- Complete the process in five months.
- **BENEFITS:** This approach allows for maximum integration and application of the ideas and builds the foundation for a culture of self-reflection and continual improvement.

For example

January
Topics 1 & 2

February
Topics 3 & 4

March
Topics 5 & 6

April
Topics 7 & 8

May
Topics 9 & 10

As a Short-Term, Intense Initiative

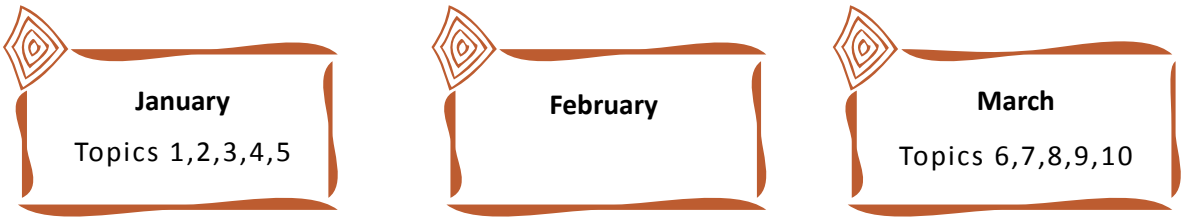
- Complete one topic per week, by dedicating two separate half-days each week to the process (e.g., Tuesday and Thursday).
- Private reflection completed at home in between.
- Complete the process in 10 weeks.
- **BENEFITS:** Useful if you have three months to dedicate considerable organisational energy during work hours to this process.

For example

As Two Intensive Retreats

- Organise two five-day retreats within three months, covering one topic per day.
- Private reflections completed in-session.
- Complete the process in 10 workdays.
- **BENEFITS:** Conduct a highly condensed process if work routines do not allow for a more gradual, integrated schedule. This approach requires generating a clear list of action items to ensure follow-through in the workplace.

For example



Getting Started

Step 1: Choose a Facilitator

After reviewing both the Facilitator's Guide and Participant's Workbook, the director chooses a staff member to facilitate the process or to co-facilitate it with them. The staff facilitator should be someone who is respected by the team and leads with an inviting and equitable style.

Here are some options:

Senior Staff Facilitator + Director as Equal Participant

Senior Staff Facilitator + Director as Secondary Facilitator (often as equal participant)

Senior Staff Member and Director Share Facilitation (taking turns as equal participants)

Step 2: Conduct the First Director-Facilitator Meeting

After reviewing both the Facilitator's Guide and Participant's Workbook, the staff facilitator meets with the director to discuss both content and logistics, discussing questions such as the following:

Content

- Why do we each feel committed to the *Get Moving!* process?
- What do we each hope to get out of the process personally and organisationally?
- What are some of the anxieties we each feel about doing *Get Moving!*?
- How can we both feel supported while leading this process?
- Who will respond to issues that arise **outside** of *Get Moving!* activities? How will these issues be addressed?

Logistics

- What will be the timeframe for the process? And which of us will create a written schedule?
- How will supplies be acquired?
- Where will the process be conducted?
- Who will manage general communications with staff (what, when, where)?
- What will be the dates/times for the director-facilitator meetings before and after each topic?

Step 3: Hold a Staff Meeting to Introduce *Get Moving!*

- The director introduces *Get Moving!* to the staff as an exciting *and* mandatory opportunity.
- The director explains how the facilitation will be done for *Get Moving!*
- The staff facilitator provides a brief overview of *Get Moving!* without creating too much redundancy with Topic 1 activities (i.e., a verbal summary of "What is *Get Moving!*" and "Why *Get Moving!*" as seen in the two-page handout at the end of Topic 1).
- The staff facilitator gives each participant a schedule of all meeting times, created and photocopied in advance.
- The director and staff facilitator respond to questions.

  NOTE: This is a great opportunity for the director to show trust in the staff facilitator by giving them the authority to answer most or all questions.

A Letter to Directors

In your hands is an invaluable opportunity to elevate the quality of your organisation's violence against women work. You have the power to seize that opportunity—to join the courageous directors from across the region redefining the way we work individually and collectively.

Get Moving! **is an unforgettable internal process** that looks at the fundamentals shaping our organisations from within—the individuals, the values and the integrity that ultimately define our success on the ground. *Get Moving!* asks us to look deep inside ourselves and beyond the familiar to achieve personal, professional and organisational improvement. Everyone in your organisation takes part—and their success begins with you.

Get Moving! **requires dependable, positive leadership.** It needs a director who prioritises organisational time for the process, ensuring the experience is not undermined by daily activities. It needs a director whose openness and acceptance encourages staff to propose new perspectives and ideas. It needs a director who participates as much as possible as an equal participant; who demonstrates trust in the staff facilitator, and who role models speaking honestly, listening respectfully, and exploring confidently areas for personal and organisational growth. This director can be you. The fact that you are reading this letter proves you have the vision and ambition for being a trailblazer—for working with your organisation to show what's possible when VAW work comes from a place of passion and integrity.

Get Moving! **will challenge you, but in those rare and special ways that reward and inspire.** The process takes time and energy. It takes commitment. And it takes courage from you above all others. In return, you, your team and everyone whose lives you touch will be all the more committed to and inspired by your organisation's work.

The process calls on all staff to look critically at your organisational culture to determine how to build upon its strengths and improve upon its weaknesses. As a director you may feel you should be perfect—that any critique of the organisation is a critique of your professional achievements. This is false. True leadership is recognising your unique worth, while encouraging everyone to grow the organisation together. It is about enabling your team to recognise that change can be unsettling but that it eventually gets us to a better and stronger place.

This is leadership. This is Get Moving!

As you lead the way forward, you are not alone. The GBV Prevention Network is here to provide support. Directors across the Horn, East and Southern Africa are taking up this challenge. The GBV Prevention Network can connect you with these directors and can answer questions directly as needed. We look forward to talking with you and hearing about your experience!

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A Letter to Facilitators

You have been chosen for a challenging and rewarding role. By being chosen for this role, your organisation has shown that they value your skills and trust you to lead this process.

Get Moving! **engages all voices in an organisation,** and this depends on a strong and committed facilitator. Through collective brainstorming, group dialogue and more, *Get Moving!* explores the ideas and values that drive VAW work. It does so with the level of depth and intensity needed to spark personal and organisational change. There will be surprising revelations, challenging discussions and emotional personal sharing. Through it all, the facilitator is the source of strength that holds the process together.

Facilitation is a skill that grows with practice. It is a professional asset that will carry you far. Even if you have never facilitated before, the qualities for which you were chosen make you right for this work:

- a clear communicator who speaks directly and respectfully
- a good listener whose genuine interest encourages others to speak
- a sensitive individual who can respond appropriately to emotion
- a keen observer who instinctively summarises and consolidates ideas
- an organised individual who can manage structures and timekeeping
- a violence against women professional with broad VAW knowledge

Facilitating *Get Moving!* will use your strengths and make them stronger. You will learn to engage all voices without bias or judgment, to invite a style of participation that creates a safer space for all, and to manage discussions that maintain engagement and momentum. You will also deepen your understanding of VAW issues by deeply reflecting on each topic before calling on others to do the same. The benefits of this professional journey will be felt in all areas of your life. Your success as a facilitator will be felt by all others.

Get Moving! is a journey, and you are the guide.

On this journey, you are not alone. The GBV Prevention Network is here to provide support. Others across the Horn, East and Southern Africa are also taking up this challenge as facilitators. The GBV Prevention Network can connect you with these colleagues and can answer questions directly as needed. We look forward to talking with you and hearing about your experience!

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Facilitator's Orientation

Facilitating the Three-Part Format

1. The Introductory Activity

The introductory activity connects participants to the heart of each topic. Some participants may be uncomfortable at first, and your confidence and preparedness will help put them at ease. As a facilitator, you are striving to create a comfortable space that, by the end of the activity, has engaged the energy of all participants.

2. The Private Reflection

The private reflection is an unfacilitated activity, yet your comments before and after will greatly influence the experience. The tone and language you use to introduce the private reflection (during the introductory activity) will help convey the importance of this work. Subsequently, when participants share thoughts about the private reflection (during the concluding activity) your ability to listen non-judgmentally will increase participants' comfort and courage.

3. The Concluding Activity

This activity applies the topic to organisational culture. This is when participants will explore how their awareness of this topic can enhance their work and their interactions with one another. Being well-prepared and speaking with the director in advance will greatly increase the success of your facilitation.

Preparing for Each Topic

When facilitating, you need your concentration for eliciting contributions, pacing the discussion, and ensuring you complete the activity/debrief in a reasonable timeframe. Good preparations make this possible:

- Read instructions/materials for the entire topic.
- Complete the private reflection yourself (including the two-page reader and all journaling exercises).
- Meet with the director to discuss potential sensitivities or support needed.
- Develop brief facilitation notes (e.g., highlight sentences in the guide, make notes in the margins on the page, create cards with talking points, etc.).

- Using your notes, run through the session two times in your mind.
- Prepare any needed materials at least one day in advance.

- Collect the following key supplies for all activities: tape, markers and extra flipchart paper.
- Arrive 30 minutes early to all activities.

Understanding Instructions

All instructions in this Facilitator's Guide have been written in a consistent way to ease facilitation. Here are some things to keep in mind:

- **Number of participants:** All instructions assume a group of 10 to 20 participants. If you have more or less than this, just adjust supplies and groups as necessary.
- **Room set-up:** All activities assume you are using a quiet room with a circle of chairs (one for each participant)—with tables/desks pushed to the side unless otherwise indicated.
- **Scripted text:** All *italicised text* is written as it could be spoken during facilitation. You can read it directly, or use it as a guide for finding the appropriate tone and emphasis.
- **Bolded text:** All **bolded** text indicates the key learnings/ concepts you are working toward throughout each exercise.
- **Timeframes:** If a step in the instructions has no time marking, then it is meant to take less than five minutes. All other times are recommended maximums for keeping the activity on schedule. If your group is very talkative, consider scheduling activities for an additional 30 minutes.

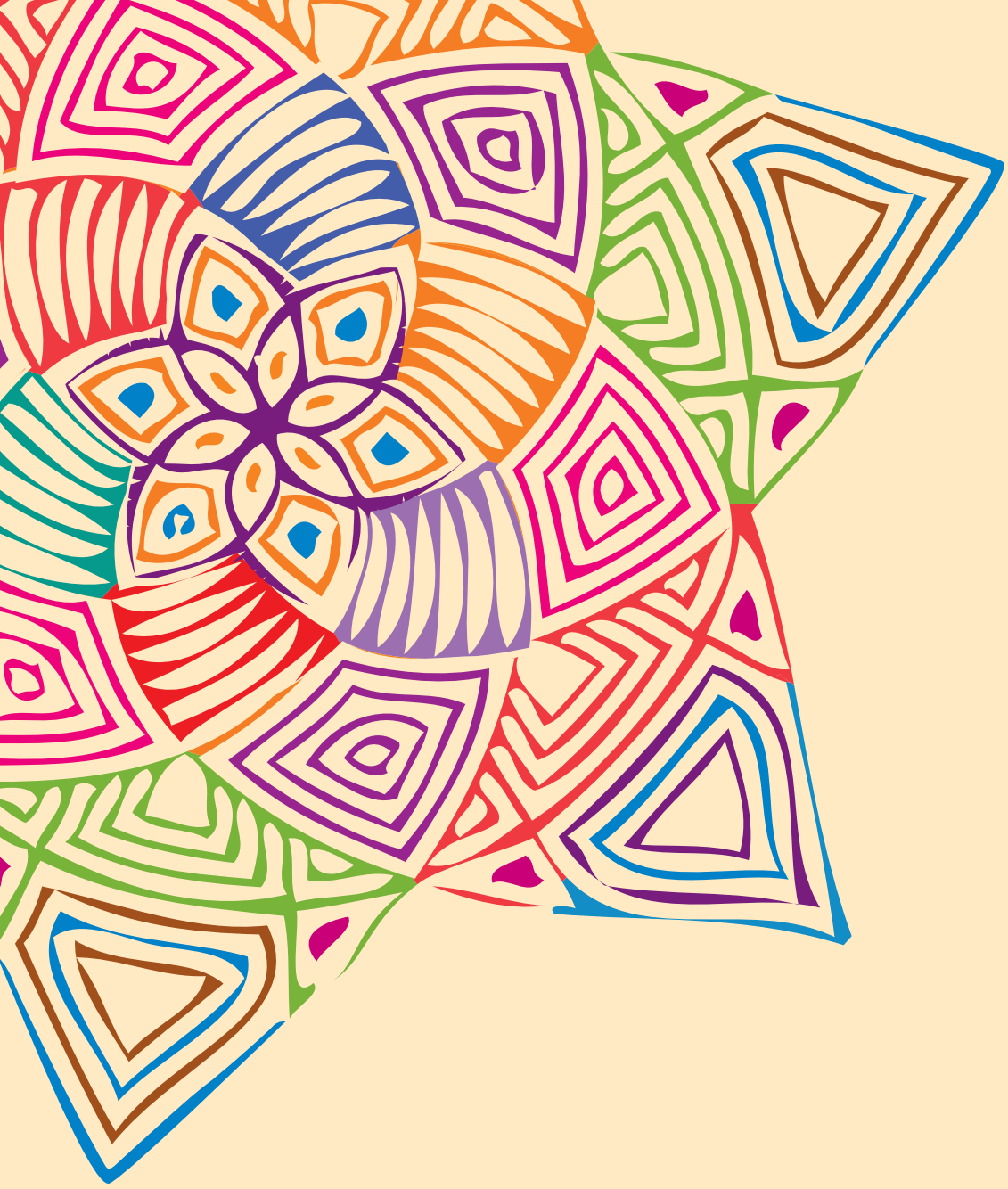
- **Turning to a Neighbour:** You will often ask participants to turn to a neighbour to share some ideas. Since participants will be sitting in a circle, this is an easy way to create partners using minimal time and with little risk of people feeling left out. If one person is left with no one to speak with, ask them to join one of the pairs on either side of them.
- **Paper and Pen/Pencil:** The instructions assume that participants will either be reminded to bring their own notebook and pen/pencil, or that such supplies will be provided at each activity. Participants also have the option of writing at the back of their Participant's Workbook; however, due to its personal contents, some may prefer to leave this at home.
- **Right and Wrong Answers:** If questions asked to the group have right/wrong/preferred answers, then "possible responses" are usually provided in the instructions. Whenever possible, avoid critiquing participants' responses directly and instead use your facilitation skills to welcome all contributions and then direct the conversation in the appropriate way. Be sure to never judge or critique contributions that are personal opinions or reflections, so that participants feel more and more confident contributing to the process.
- **Physical Ability:** The language in all instructions refers to individuals who do not use any special equipment or walking aids. However, all exercises can and should be easily adapted to meet the needs of all abilities.

Expanding and Focusing Discussions

Your greatest task will be managing the evolution of each activity. This is the art of facilitation. If you allow discussions to go off topic, participants can become frustrated. At the same time, there will be unique situations when a group must dig deeper into a particular issue before being able to continue meaningfully with the process.

Here are some suggestions:

- **Write it down for later.**
  When issues are raised beyond the scope of the activity, write them on a flipchart at the front of the room. At the end of the activity, revisit this sheet and identify who needs to discuss each issue and when.
- **Acknowledge value first.**
  Always acknowledge the value of someone's contribution before deferring the discussion of it to another time.
- **Take five more minutes.**
  If you feel unsure of whether to end discussions that are going off topic, stop the group momentarily to acknowledge what is happening, and explain that you will let the discussion proceed for five minutes before determining how and when it should be brought to an appropriate conclusion.
- **Stop, summarise and thank.**
  If a participant is dominating the conversation, gently interrupt to summarise what you have understood, thank the participant for their ideas, and politely ask them to hold onto further ideas while you draw in perspectives from others in the group.
- **Follow up after the activity.**
  If you suspect someone has taken offense to having their contribution cut short, be sure to follow up with them one-on-one after the activity to explain your good intentions and to give them an opportunity to share their feelings.
- **Reflect on your progress.**
  At the end of each activity, reflect on what you learned as a facilitator, what you would do differently and, above all, where you were most successful in engaging the group. Share your reflections in a debrief with the director.



Let's Begin . . .

What Is *Get Moving!*?

Topic 1

Description

In this topic, we gain an overall understanding of *Get Moving!* We have an opportunity to practice the journaling that will be a large part of the private reflections and have a chance to share our hopes and expectations for the process. Ultimately, we decide how to make *Get Moving!* a "safer space," one that invites everyone to share openly throughout the process.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**About the *Get Moving!* Process** Objective: To understand the *Get Moving!* process and all it entails.
PRIVATE REFLECTION **1 hr**	**Creating Safer Spaces** Objective: To explore what behaviours create a safer space in which we feel comfortable sharing our personal selves.
CONCLUDING ACTIVITY **2 hrs**	**Our Group's Commitment to Safer Spaces** Objective: To determine how we will work together to make *Get Moving!* a safer space.

Considerations and Tips

- This is the time to be upbeat, positive and welcoming. In this first topic, participants will be looking to you to understand the spirit of *Get Moving!* and how they should be feeling about it. Your body language, tone and energy level will greatly affect participants' first impressions.
- As you get ready to facilitate this first topic, review "Preparing for Each Topic" in the "Facilitator's Orientation" page 13. Remember to do the private reflection in advance, by reading the two-page reader and completing the journaling exercises that follow.
- Starting now, establish the routine of having director-facilitator meetings before and after each topic: *beforehand* to discuss expectations and facilitation, *afterward* to debrief and learn from the experience.

Introductory Activity

About the *Get Moving!* Process (2 hrs)

Objective

To understand the *Get Moving!* process and all it entails.

Preparations

Part 1

1. Copy and cut "The Ten *Get Moving!* Topics" from the Overview in this Facilitator's Guide, so that topic names and descriptions can be separated and distributed to participants.
2. Copy and cut the two-page handout at the end of these instructions for distribution as follows:
   - Group 1: "What is *Get Moving?*" and "Why *Get Moving!*?"
   - Group 2: "What are the *Get Moving!* objectives?"
   - Group 3: "How is each topic addressed?" and "Who participates?"
3. Write the following definition on a sheet of flipchart:
   - Journaling: Writing your thoughts as they come to mind for your eyes only, knowing there are no right or wrong answers and without concern for grammar or handwriting.

Part 2

1. Write the following journaling prompt on a sheet of flipchart:
   - *When I first accepted my job, I had different feelings about doing VAW work, for example . . .*
2. Tape five flipcharts horizontally along the wall to create a long banner.

Steps

Part 1: Overview of the Process (1 hr)

1. Warmly welcome all participants to the *Get Moving!* process. Explain: ***We are about to begin what will be an unforgettable journey for our organisation—a journey that will make us stronger individually and together in our VAW work. This journey is about looking at the heart of VAW work and bringing those ideas and values into our personal and professional lives. Although I will be a guide in this process, it is your participation that will move us forward. Each one of us in this room brings a wealth of lived experience to this process. Each person's contributions will make this experience richer and more meaningful. We begin today together, and with everyone's contributions we will grow together through to the end.***
2. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)

3. Explain: *Today we start Topic 1 of Get Moving! Topic 1 provides an overview of the Get Moving! process. You will learn about the objectives of Get Moving!, the topics covered, the types of activities you will participate in, and how Get Moving! can become a space for open and honest sharing.*

4. Explain: *Get Moving! strengthens organisations doing VAW work by looking at ten provocative topics. Since* ***the Get Moving! process is a collective effort****, we will start by collectively exploring these ten topics in detail.*

5. Explain the exercise as follows:

   a. *Each topic has a name and a description. I will give each participant a piece of paper with either the name or description of a topic. Your task will be to move around the room looking at each others' papers trying to find the match for your own.*

      NOTE: For groups smaller than 20, explain that some people may get two topic descriptions or two topic names to match up.

   b. *Once you find a match, tape it to the wall. Work as a group to review each others' matches and to order the topics from one to ten. If there are too many people at the wall, take turns or return to your seat in the circle.*

6. Distribute the topics names and descriptions, and ask participants to begin. After all matches are taped to the wall, review them with the group and make any corrections. (15 min)

7. Explain: ***The Get Moving! process requires energy and enthusiasm****, and you will use both in the next exercise. We will divide into three groups. Each group will receive some information about the Get Moving! process. Your task will be to present this information to the whole group using song and dance that cannot last more than 5 minutes. You will have 10 minutes to prepare.*

8. Give each group some information about *Get Moving!* from the two-page handout (see "Preparations"), and ask participants to begin. After 10 minutes ask each group to present their song and dance, encouraging applause after each. (20 min)

9. Explain: ***As much as Get Moving! is a collective effort that requires positive energy from all, it is also a personal journey.*** *As you've learned, each topic includes a private reflection. The private reflection includes a reader and some writing exercises. These writing exercises are different from academic writing exercises and for this reason we call them "journaling." Some of you may have experience journaling, while the idea may be new to others. How do you understand "journaling?"* Take two or three contributions.

10. Post the flipchart with the definition of journaling and read it aloud: *Journaling is writing your thoughts as they come to mind for your eyes only, knowing there are no right or wrong answers and without concern for grammar or handwriting.*

11. Ensure all participants have a paper and pen/pencil, and explain: ***Journaling can be challenging at first, especially when we are only used to academic or professional writing.*** *So today we will practice for just three minutes. In a moment, I will write the beginning of the first sentence, and you can write whatever else comes to mind.*

12. Explain: *I know this kind of writing can feel overwhelming for many of us.* ***Here are some journaling tips:***

    a. ***Pretend you are letting your thoughts wander and that your hand just happens to be writing those thoughts on the page.***

    b. ***Try <u>not to stop writing</u>, even if that means writing down the sentence, "I don't know what to write next."***

    c. ***Since this is for your eyes only, try taking some risks by being more honest in what you write than you would be talking to a friend.***

13. Post the flipchart with the journaling prompt, read it aloud and ask participants to begin. (5 min)
    a. *When I first accepted my job, I had different feelings about doing VAW work, for example . . .*
14. After three minutes, tell participants they can stop. Ask: *How did that feel?* (Probe: *What did you find challenging? What did you find surprising or rewarding?*) Take two or three contributions.
15. Summarise: ***Some aspects of Get Moving! may feel new and different. However, the more you bring of yourself and the more risks you take, the more you will gain.***

Part 2: Details and Expectations (1 hr)

1. Explain: ***Now you have received a full overview of Get Moving! The easiest way to think about Get Moving! is that it's about strengthening our VAW work by looking at who we are as individuals, who we are as an organisation, and who we are in solidarity with others.***
2. Conduct a discussion using the following questions: (20 min)
    a. *From what you've learned, what interests you most about Get Moving!?*
    b. *Is there anything that concerns you about Get Moving!?*

    NOTE: In this discussion, use your role as facilitator to respond to questions and concerns voiced by participants. When appropriate, you can also call on participants to add to your responses.
3. Explain: ***To make this process a positive experience, one thing we need to have is common language.*** *You may have noticed the use of VAW instead of GBV. Why do you think this is?* Take three or four contributions. (5 min)
4. Referring to some of the participants' contributions, summarise the following: ***We will use VAW instead of GBV because . . .***
    a. ***GBV is very challenging to translate. Using terminology that is not immediately or easily understood by others creates barriers in our work.***
    b. ***GBV uses one of the most overused and misunderstood words in the field: "gender." The word "gender" carries important meaning, but much of that is being lost in its overuse.***
    c. ***While we recognise that violence against both women and men is unacceptable, we want to be clearly focused on women and girls.***
    d. ***We want to use language that we, as professionals, relate to immediately without having to go through various training sessions to understand.***
5. Ask participants: *Is there any other language that you've heard so far in Get Moving! that feels unfamiliar or confusing?* Respond to participants' comments as required. (10 min)
6. Explain: *Now that we know more about Get Moving! it is time to think about what hopes and expectations you have for the journey ahead. On the wall there is a banner of flipcharts. Our last exercise today is to write our hopes and expectations on this banner, remembering that* ***realising our hopes and expectations for Get Moving! begins with how we each choose to participate.***

7. Start by writing your own hopes and expectations on the banner and encouraging others to follow your example. As everyone is writing their hopes and expectations, encourage participants to also read some of the other contributions and then to return to the circle. (10 min)
8. Ask participants: *When you read the hopes and expectations of others, how do you feel this process may be different than sessions you have participated in before?* Take four or five contributions. (5 min)
9. Explain: *When we think about all we have discussed today, we can see how* ***Get Moving! is a courageous process in which we will need to feel safe being open with each other.*** *The private reflection for this topic will look at how we can work together to make Get Moving! a safer space in which we all feel comfortable sharing our opinions, ideas and stories.*
10. Explain: ***To do the private reflections throughout Get Moving!, you will each receive a Participant's Workbook.*** *A workbook is a reader and a notebook in one. For each topic, the Participant's Workbook summarises what we discuss in the first activity, and then includes the two-page reader, journaling exercises and writing pages for the private reflection. For many participants, the private reflections become the heart of their Get Moving! experience.*
11. Summarise: *We have reached the end of our activity for today. Before I hand out your Participant's Workbooks, I want to thank you for the energy and ideas you brought to today's session. You now have a full understanding of the Get Moving! process, and we can begin the journey together. The journey ahead of us will be exciting, challenging at times and very rewarding. We will meet again on [provide date, time, place]. Please complete the private reflection before this time.*
12. Hand out the Participant's Workbooks. If you are not using the Participant's Workbook, distribute copies of the two-page handout "What is *Get Moving!*" at the end of these instructions, and copies of the reader and journaling exercises for Topic 1 found in this Facilitator's Guide on pages 24 -26.

Photocopy

Handout What is *Get Moving!*

inspiring *individuals* | strengthening *organisations* | creating a VAW prevention *movement*

What is *Get Moving!*?

Get Moving! is a powerful internal process that strengthens ORGANISATIONs working in VAW prevention. Covering ten provocative topics, it reveals insights into violence against women that are key to achieving a higher quality of work. Opportunities for intensive self-reflection and self-discovery can lead staff to feeling more passionate about and committed to their jobs. Activities and discussions help to build a positive organisational culture by exploring not just ***what*** the organisation does but more so ***how*** it does it. As more organisations complete the *Get Moving!* process, the quality of VAW prevention across the region will improve, touching more women's lives in more lasting ways. ***This*** is movement building.

Get Moving! is your call to action.

Why *Get Moving!*?

It is a gift to have work that enables us to leave a positive mark on the world. *Get Moving!* brings that gift to life. Its exploration of VAW work enhances and strengthens not only who we are on the job, but also who we are at home, in the community, and in our spirit. It starts with the individual to increase the effectiveness of the organisation. As a regional movement, it then fosters solidarity to multiply our impact.

Our impact directly affects the wellbeing of women and their families. How we conduct our work can be as harmful as it can be transformative, and it is our responsibility to ensure it is the latter. Like others affecting personal wellbeing—doctors, counsellors, clergy—we need to hold each other to a standard of integrity and effectiveness that reflects the power of our work. We can do so by uniting around the foundations of VAW prevention: equality, women's rights and the positive uses of power.

Get Moving! connects us with all of this.

What are the *Get Moving!* objectives?

1. To inspire us as **individuals**—by critically examining our personal values and identities, including how we can be true to ourselves in all areas of our lives.
2. To strengthen us as **organisations**—by identifying the opportunities for enhancing organisational culture and integrity by walking the talk of VAW prevention within and beyond the workplace.
3. To connect us as a **movement**—by deepening our understanding of the positive power that comes from working together in solidarity.

What are the *Get Moving!* Topics?

1. What is *Get Moving!*?
2. The Journey to Here
3. Knowing Ourselves
4. Learning from Our Own Relationships
5. Acknowledging Power Imbalances
6. Leading with Values
7. Exploring Activism
8. Championing Women's Strength
9. Building Movements in Solidarity
10. Moving Beyond *Get Moving!*

How is each topic addressed?

For each topic, three distinct steps are conducted within two weeks or less:

1. An **introductory activity** explores the topic broadly (2 hrs).
2. A **private reflection** applies the topic to the self and is usually completed at home (1 hr).
3. A **concluding activity** applies the topic to organisational culture (2 hrs).

With this three-part approach, *Get Moving!* enhances individual perspectives through to organisational programming—for a lasting, positive effect.

Who participates?

All members of an organisation participate in *Get Moving!*—from junior support staff through to program supervisors and directors. A respected staff member is chosen to facilitate the process or to co-facilitate it with the director, using the *Get Moving!* Facilitator's Guide. The director engages as an equal participant in the process.

What resources are required?

Basic office supplies and a photocopier are helpful but not essential. Ideally all participants receive their own Participant's Workbook, which includes a summary of key concepts, suggested readings, and the guidelines and space for writing exercises—greatly enhancing a participant's connection to the process.

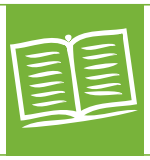
Private Reflection (1 hr)

1

Objective

To explore what behaviours create a safer space in which we feel comfortable sharing our personal selves.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 24 – 26 for participants.



Reader:

Creating Safer Spaces

Sharing our personal feelings and reflections about violence against women deepens our understanding of what is required for change. However, personal sharing with colleagues requires a sense of safety—a comfort with being honest and vulnerable in front of others.

We can never create a perfectly safe space, because no one has complete control over what others think, say, do or believe. However, we can create "safer" spaces. We can decide individually and collectively to practice behaviours that encourage each other to authentically share ourselves. Here are five qualities of a safer space.

1. Confidentiality

Confidentiality means keeping things secret or private. In rich professional discussions, people may share personal experiences or stories to help relay a lesson, illustrate an idea, create a personal connection or explain a need for support. When working in a safer space, there is a common understanding that private aspects of what is shared—people's names, revealing details, sensitive topics—are never again repeated beyond the space and company in which they were first expressed. Key themes and ideas can be referred to openly, but no one ever has to fear that people will expose their private sharing to others.

2. Non-Judgmental Behaviour

In a non-judgmental learning space people are supported, rather than looked down upon, as they work through moments of personal growth. For example, VAW work is about equality and acceptance, but each of us has prejudices. As we engage in group discussions, we may say things that even surprise ourselves. The belief that some groups (men, certain ethnic groups, rich people, etc.) are better than others is so entrenched in our society that it can influence our perspectives despite our best intentions. Part of becoming more self-aware includes discovering these biases within ourselves. In a safer space, we can discover these biases, take responsibility for them and change them, all amid support and encouragement from colleagues.

3. Direct Communication

Part of creating a safer space is about speaking openly when we feel hurt by something someone said or did. In this way, no one is ever left wondering if others are holding negative feelings toward them. One way to do this is by using "I" statements: "When you said _____ I felt _____ because . . ." Using statements such as this may be challenging at first, but ultimately allows us to create the safer space we desire.

4. Time for Self-Care

A safer space encourages people to take care of themselves. While it allows us to discuss deeply personal stories and even provocative memories, this can at times be emotionally difficult. In a safer space, we make time for our emotional needs and others'. We can excuse ourselves for a moment of reflection. We can ask for support and comfort from colleagues. We can seek professional support when needed—and can encourage others to do the same. This is healthy, professional and essential behaviour for doing effective violence against women work.

5. Commitment

Creating safer spaces requires a long-term commitment to all of the above, so that these behaviours become a culture that everyone can expect and rely on. This commitment means making safer spaces a priority, so that people feel comfortable sharing their most honest emotions and thoughts. It is only with such honesty and openness that we can break down our old ways of thinking, and support each other in walking the talk of VAW prevention. In VAW work at its best, creating safer spaces is a professional responsibility that everyone takes seriously.

Journaling Exercises

1. Think about the five qualities of safer spaces described in the reading: (1) confidentiality, (2) non-judgmental behaviour, (3) direct communication, (4) time for self-care and (5) commitment. Consider how you feel about each. Which do you find easy? Which do you find difficult? Which do you feel are most important? etc. Using these thoughts, respond to the prompts below.

   a. *The qualities of a safer space that are most important to me are . . .*
   These are most important to me because . . .

   b. *The qualities of a safer space that are most challenging for me to follow are . . .*
   I can try to manage these challenges in Get Moving! by . . .

   c. *The qualities of a safer space that I think will be challenging for our group during Get Moving! are . . .*
   Some ideas for how we can overcome some of these challenges include . . .

2. Think about a time when you felt really safe sharing personal information with an individual or group. Think about what made you feel so safe, and respond to the prompts below.

   a. *A time when I felt really safe sharing personal information was when . . .*

   b. *If I really think about it, what made me feel so safe was . . .*

NOTE: If you are not using a Participant's Workbook, remember to keep all of your journaling exercises for Get Moving! until the process is complete. You will need them for the private reflection in Topic 10.

Going Further

You have now completed the private reflection for Topic 1. If you want to take this reflection further, consider doing the following:

1. For one week, write down moments when you feel judgmental toward others. At the end of the week, look for patterns and common triggers to help you develop strategies for becoming more accepting.

2. Talk with a close colleague about the steps you will take to expand your positive presence in Get Moving! discussions and activities. Check in with this person periodically to ask, "Am I living up to my commitments? How could I continue to grow?"

3. Every morning for a week, journal for 10 minutes about **whatever comes to mind,** starting with the following phrase: "To create safer spaces in different areas of my life, I will . . ."

Concluding Activity

Our Group's Commitment to Safer Spaces (2 hrs)

Objective

To determine how we will work together to make *Get Moving!* a safer space.

Preparations

1. Write the following on a sheet of flipchart:
    - Qualities of a Safer Space: Confidentiality, Non-Judgmental Behaviour, Direct Communication, Time for Self-Care, Commitment
2. Write the following questions on a sheet of flipchart:
    - Why is this important?
    - What makes this challenging to do?
    - What are ways to overcome those challenges individually and as a group?
3. Post two blank sheets of flipchart at the front of the room, with the first entitled "How We Will Create a Safer Space."

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 1, exploring the process ahead and how we can make Get Moving! a safer space.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)
    a. *The reader was about the qualities of a safer space. What did you find most interesting? Did the reader lead you to any new reflections about what behaviours make you or others feel safe?*
    b. *The journaling exercises encouraged us to reflect on our personal feelings and experiences related to creating safer spaces. Are there any personal reflections from those exercises that you would like to share?*
4. Explain: ***In this first topic of Get Moving!, the private reflection has direct links to our concluding activity. Today, we are going to decide how, as a group, we can make Get Moving! a safer space for open sharing and discussions.***
5. Post the flipchart about the qualities of a safer space. Remind participants that this list comes from the reader in the private reflection. Read the list aloud, summarising the meaning of each quality in a few words. Explain that the group needs to look critically and carefully at each of these ideas to decide what we can collectively commit to in *Get Moving!*

6. Explain that you will divide participants into five groups (for small groups this may mean working in pairs). Each group will be given one quality of a safer space and will have 10 minutes to discuss the following questions for that quality. Post the flipchart of questions and read aloud:
   a. *Why is this important?*
   b. *What makes this challenging to do?*
   c. *What are practical ways to overcome those challenges individually and as a group?*
7. Divide participants, give each group a quality and ask participants to begin. After 10 minutes, ask each group to summarise their discussion in about two minutes. (30 min)

8. After all presentations, ask the group the following questions: (40 min)
   a. *Would anyone like to add further ideas about these qualities or others?*
   b. *For the Get Moving! process, what can we specifically commit to for each quality?*
   Guide the discussion through one quality at a time. Write ideas on the blank sheets of flipchart entitled *"How we will Create a Safer Space"*.
9. Ask participants: *Are we honestly able to commit to these ideas?* Refine the list of ideas based on the responses, until the group has reached consensus. (10 min)
10. Summarise: *We have reached the end of our activity for today. Thank you for your contributions today and to Topic 1.* ***Although we don't have complete control over what people think, say, do or believe, we all can and must contribute to making this space as safe as possible. The safer the space, the more powerful and rewarding will be the Get Moving! process.*** *We will meet next on [provide date, time, place] for Topic 2 of Get Moving!*

    CLEAN-UP: When cleaning up, be sure to save the flipchart of the group's commitment to safer spaces, to hang on the wall as a reminder during all activities.

Topic 2 The Journey to Here

Description

In this topic, we reflect on the personal experiences that have led to our current involvement in VAW work. We share stories about the moments that deepened our understanding of injustice and, in turn, our passion to create change. These stories are a source of strength in our work and thus a foundation to the *Get Moving!* process. Specifically, we look at the concept of becoming "politicised" and what that means for ourselves, our relationships and the journey ahead.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**Finding Our Passion for VAW Prevention** Objective: To explore and share the experiences that have deepened our understanding of injustice and, in turn, our passion to create change.
PRIVATE REFLECTION **1 hr**	**Confronting Injustice in Daily Life** Objective: To reflect on how our passion to confront injustice shapes our daily lives and the relationships we build with others.
CONCLUDING ACTIVITY **2 hrs**	**Guiding the Journey Forward** Objective: To examine why being politicised is essential to VAW work and to discuss simple ideas for growing such passion and awareness in the workplace.

Considerations and Tips

- This topic may lead some participants to reflecting on personal experiences of discrimination, injustice or violence. Such reflection can be very powerful and can trigger strong emotional responses. Be prepared to hear personal and touching stories. Honour all experiences shared, and take additional time if needed so that all participants who would like to share their experiences have the opportunity to do so.
- Offer to be available to participants beyond the session for support. Be prepared with referrals for additional or professional support, should they be requested.
- The concept of being "politicised" is similar to that of building "critical consciousness." If the idea of critical consciousness is familiar to your group, feel welcome to use this language within the session to make the ideas easier to understand.

Introductory Activity

Finding Our Passion for VAW Prevention (2 hrs)

Objective

To explore and share the experiences that have deepened our understanding of injustice and, in turn, our passion to create change.

Preparations

Part 1

1. Write each of the following definitions on different sheets of flipchart:
   - Injustice: When someone is denied the opportunity to enjoy their human rights.
   - Political: When something is not limited to an individual incident, but rather is one example of the systemic oppression of a specific group.
   - Politicised: When we recognise injustice in otherwise common events and feel passionate about creating change.
2. Write both of the following reflection topics on a single sheet of flipchart:
   - Events or experiences from before you accepted your job that made you more aware of injustice.
   - Events or experiences since you accepted your job that have further increased your understanding of injustice.

Part 2

1. Copy and cut the activity page "Becoming Politicised Case Studies" found at the end of these instructions.

Steps

Part 1: Reflecting on Past Experiences (1 hr)

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today we start Topic 2 of Get Moving! Topic 2 explores the personal experiences that have led us each to our current involvement in violence against women work. In particular, we will discuss the experiences that have deepened our understanding of injustice and our passion to create change.*
3. Ask participants how they understand the word "injustice." Write their ideas on a flipchart. (5 min)
4. Referring to similar suggestions from participants, explain: ***Injustice is when someone is denied the opportunity to enjoy their human rights.*** Post the flipchart with the definition of "injustice."
5. Explain: ***Many people feel that some injustices—including many against women—are either harmless or a fact of life. However, for each of us, various personal and professional experiences have helped us realise that this is not true.***

6. Read the following very slowly, taking pauses as indicated: (5 min)

We are going to do what's called "guided imagery," which means I will read something while you envision what I am reading. Please get comfortable in your chairs, relax and close your eyes. (Pause 5 seconds.)

Prepare to listen to what I am about to say. As I read, I will take many pauses. This is time for you to reflect on what I have said or asked. When I am done, I will tell you that it is time to open your eyes. Until then, please listen, relax and reflect. (Pause 5 seconds.)

Think back to your childhood. In many childhoods, boys and girls are not treated equally. Sometimes boys are allowed to go to school, while their sisters are not. Sometimes they are given more freedom to explore, while their sisters must stay at home. Did you witness or experience these types of incidents during your childhood? What are your memories? (Pause 10 seconds.)

Think back to when you became an adolescent. As girls mature, many experience challenges. Men in the street may sexually harass them. Male teachers may touch them or ask sexual favours for good grades. Boys sometimes comment on girls' bodies or tease them using sexual language. Do you remember witnessing or experiencing these types of incidents in your youth? What are your memories? (Pause 10 seconds.)

Think back to the entire time you have lived with your parents. While living with parents or guardians, many of us witness difficult relationships between adults. Some of us may have seen our father being violent toward our mother. Sometimes this includes overt physical or sexual violence. Sometimes it is more subtle, such as economic or emotional violence. Did you witness this type of violence at home and within your family? What are your memories? (Pause 10 seconds.)

Think about growing into an adult and becoming more independent. In adulthood, we often see and hear how women and men are treated and thought of differently. We may hear our peers make sexist jokes about women. We may hear them insult women's intelligence and dignity. We may hear them make assumptions that women will and should do the cleaning and caring for children. Do you remember discussions such as this? What are your memories? (Pause 10 seconds.)

Every day people experience and witness injustice, and accept it as commonplace. Think about all these memories. Think about which ones you considered acceptable and commonplace at the time you experienced or witnessed them. (Pause 10 seconds.)

Although many people accept injustice as commonplace, sometimes an experience or an idea moves us. It makes us feel and think differently. It makes us realise that injustice is harmful in any form and that it cannot be accepted as a fact of life. Think about all your memories. Were there moments that made you see injustice when others did not? Were there moments that made you question what was acceptable to others? (Pause 10 seconds.)

These moments that move us, they help us understand that injustice comes from individual actions and choices—and thus can be prevented through individual actions and choices. Do you remember having this realisation? How did it make you feel? (Pause 10 seconds.)

These memories and moments can spark a belief deep within us that injustice is intolerable and that change is possible. This belief then grows. Has your VAW work grown such a belief within you—a belief that injustice is intolerable and that change is possible? How? (Pause 10 seconds.)

Of all our memories, some experiences often stand out from the rest. Keeping your eyes closed, think of any experiences from before you accepted your job that made you more aware of injustice. (Pause for 15 seconds.)

Think of any experiences since you accepted your job that have further increased your understanding of injustice. (Pause for 15 seconds.)

We are now finished with this guided imagery. When you are ready, please open your eyes.

7. Post the flipchart with the two reflection topics:
    a. Events or experiences <u>from before you accepted your job</u> that made you more aware of injustice.
    b. Events or experiences <u>since you accepted your job</u> that have further increased your understanding of injustice.

8. Ensure all participants have a paper and pen/pencil. Give participants 10 minutes to write down some of their memories for each reflection topic. (10 min)
9. After 10 minutes, explain that sometimes it is easier to reflect on our own experiences by also hearing about the experiences of others. For this reason, we will divide into three groups and each group will receive a case study. Ask participants to take 10 minutes to read their case study and discuss which aspects of it they feel are common or can relate to.
10. Divide participants. Give each group a case study from the activity page "Becoming Politicised Case Studies" at the end of these instructions, and conduct the exercise. Visit each group to answer any questions that may arise. (10 min)
11. After 10 minutes, invite participants back to the circle. Ask each group to read their case study aloud and to summarise their discussion. Invite additional comments from the group. (15 min)

    NOTE: Remind participants that to summarise their group discussion, they do not need to reveal personal information shared by group members.

Part 2: Sharing Past Experiences (1 hr)

1. Explain: ***One thing that sometimes happens as a result of our experiences is that we begin to see how injustice is "political." In this case, the word "political" is not referring to political parties and elections. It means that something is not limited to an individual incident, but rather is one example of the systemic oppression of a specific group.*** Post the flipchart with the definition of "political."
2. Explain: ***When we realise that injustice is political, we often begin to recognise injustice in otherwise common events and to feel passionate about creating change. This is called being "politicised." Specific experiences, like those we've been discussing, lead to our politicisation.*** Post the flipchart with the definition of "politicised."

3. Explain: ***We each have our own stories of how we have become politicised and grown our critical consciousness. Often these stories include painful memories of injustice we witnessed, experienced, or perhaps committed before becoming more aware. Our power to create change begins in these stories and the emotions they provoke. These stories give us strength the more we share them. These stories will always be at the heart of our VAW work, and thus are at the heart of the Get Moving! process.*** *Today is, above all, about taking time to share your stories with the group, if you feel ready. This takes courage, which is why we spent time discussing how together we can make this a safer space. To begin, I will share some of my own story.* (5 min)
4. After sharing some of your own story, invite participants to share their own experiences of becoming politicised. Welcome each participant's contribution with openness and encouragement. (50 min)
5. Summarise: *We have reached the end of our activity for today. Thank you for the energy and ideas you brought to today's session. Talking about how injustice is political and thus preventable, may at times anger us, but the more we connect with this reality, the more it can also inspire hope and action for change*. *Connecting with our personal stories may also bring up powerful emotions. Any emotions you feel now are acceptable and part of a positive process. Your experiences, awareness and emotions create the passion needed to work for VAW prevention.*
6. Introduce the private reflection: *We will meet again on [provide date, time, place]. Before we meet again, please complete the private reflection. The private reflection will look at how our daily lives and relationships change when we feel passionate about confronting injustice.*

   NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbook, distribute copies of the reader and journaling exercises for Topic 2 found in this Facilitator's Guide on pages 35 - 37.

   CLEAN-UP: When cleaning up, be sure to save the flipchart definition of "politicised" for use in the concluding activity.

Photocopy

Activity Page Becoming Politicised Case Studies

Case Study 1

Immaculate grew up in a large family. Her father provided money to the family and always made sure they had food to eat. Everyone thought of him as a loving father and husband. However, at home, her father was cold and distant to the children and aggressive toward Immaculate's mother. Her mother was afraid to speak openly in front of her father. She avoided eye contact with him, he would become angry at her at the slightest mistake. While Immaculate never saw her father hitting her mother, she watched her father shout at her, belittle her and give her the silent treatment for days at a time. To everyone else, her father was a wonderful family man; they didn't see what went on behind closed doors. Immaculate didn't have the words for what she saw but she knew it wasn't right. She knew her father's behaviour was insulting the dignity of her mother. She promised herself that she would not end up in a similar relationship when she grew up.

Case Study 2

Gladness was 17 years old. On school holidays she would help her mother who worked at the market. She would ride the bus to the market after preparing breakfast for her younger siblings. She used to love the freedom from school and being able to move around on her own in the community. However, this holiday was different; she dreaded boarding the bus alone. It seemed these days wherever she turned, men were taking notice of her. On the bus, the tout would make comments about her breasts. Once when the bus was crowded, a man stood close to her, pressing himself against her. She felt so uncomfortable she got off two stops before her own. Even at the market, there was a group of men always hanging around a shoeshine vendor and when she passed they would whistle and hoot at her, telling her she looked so good. Gladness started wearing loose clothes, walking longer distances to avoid men and tried not to go out alone when she could. Talking with her friends one day, Gladness shared her experiences. Unfortunately, some friends said that she should feel complimented and enjoy it, others just laughed. But Gladness knew it wasn't right, that it made her feel unsafe. She felt angry that the freedom she wanted to enjoy in her own community was being taken from her.

Case Study 3

Fred has been working in a bank in town but was newly hired by a prominent humanitarian ORGANISATION. At the bank, he saw his female colleagues being overlooked and treated poorly by the management who was mostly male. He felt hopeful that in an NGO environment things would be different. Fred were particularly excited to work with his senior manager who seemed to be very smart and connected. During his first weeks, he noticed similarities between the office environment at the bank and the NGO. Colleagues would take tea and leave a mess. The female staff would usually clean it up. If the woman making tea was not around, his male colleagues would tell the female staff to make it. After the weekly group meeting, the women put away all the supplies, chairs and flipcharts as the men either hung out or went back to their offices. One day Fred was taking his lunch dishes to the kitchen and his senior manager saw him and started laughing at him, telling him he should wear a dress tomorrow. Fred felt increasingly uncomfortable. He started acting the same as the men but felt bad about it. The good relationships he had started forming with his female colleagues were becoming cold. He wondered why no matter where he went, these issues were arising.

Private Reflection (1 hr) 2

Objective

To reflect on how our passion to confront injustice shapes our daily lives and the relationships we build with others.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 35 – 37 for participants.

Reader:

Confronting Injustice in Daily Life

When we become politicised, the way we participate in life changes. We recognise injustice in common events, when others may not. We can no longer tolerate these injustices, while others may. We passionately believe change is possible, when others feel it is beyond reach. We feel compelled to confront injustice, because it is the right thing to do. These new perspectives and emotions can be overwhelming at times. They can leave us wondering how to behave in everyday moments so that we honour our inner commitment to creating change. Here are some ideas.

When Doing Daily Activities

In our daily activities we can treat everyone with respect and kindness—no matter how different they are from us. By watching for and catching our biases and prejudices, we can stop these from influencing our behaviours. In this way, we will model the justice and equality that we believe in.

When Spending Time with Friends

Issues of equality often arise in the experiences we have and stories we discuss with our friends. In these discussions, we must always make our perspectives known—never fearing a healthy debate. At the same time, if we suspect that a friend is facing difficulties, we need only offer our support gently, as an invitation: *"I am sorry this is happening for you. I believe that women have the right to live free of violence. I am here to provide support if you ever want it."*

When Telling Others about Our Work

Others may feel hesitant about the nature of our work, but that doesn't mean we need to be hesitant ourselves. By openly sharing our passion and enthusiasm for our jobs, we will encourage the curiosity of others. Some people will express interest in our perspectives, finding the courage through our example. Others will question us, and we will need to be ready to explain our ideas.

When Witnessing Injustice

It is essential that we speak out when we witness injustice—no matter how subtle, and even among people who are close to us. If we witness injustice among friends or family, we must find the courage to name it in a direct and respectful way. We may provoke resentment or anger from others. However, our actions will ultimately earn us respect and will make our support known to those who need it most.

When Meeting New Allies

The more we behave according to our politicised perspectives, the more we will attract like-minded allies into our lives. These people become a source of strength, reminding us that we are not alone, and that others share our passion to create justice and equality. Some of these allies will become trusted others—acting as mentors and coaches throughout our life journey.

Tips for Finding Trusted Others

A trusted other is someone who shares our analysis of the world, who we can trust with our true selves and who supports our journey forward. Sometimes trusted others emerge naturally in our lives. Sometimes we need to develop these relationships intentionally. As a politicised person, trusted others remind us of our power and potential—when we need the reminder most.

1. **Choose one or two individuals who match the following description:**
    - They inspire you with their experience and strength.
    - They support your politicised work and life.
    - They make you feel comfortable when you share your most honest emotions and thoughts.

2. **Ask each individual if they would be willing to meet regularly to do the following:**
    - Listen to you without judgment, creating a safe space to explore new ideas.
    - Lend you encouragement and support during rough times.
    - Tell you the truth when no one else will.
    - Provide you advice and wisdom from their personal experiences.
    - Ask you difficult questions when an important truth lies in the answer.
    - Remind you what you are good at, where you want to go, and who you strive to be.
    - With hope and positivity, inspire you to realise your best self.

3. **Promise your trusted other that you will do the following in return:**
    - Speak honestly.
    - Listen openly, always remembering the individual's good intentions.
    - Respect the individual's available time.
    - Be available as a trusted other in return.

Journaling Exercises

1. Can you remember one of the first times you chose to speak out against injustice? Follow the prompts below to write about your experience.
   a. *The first time I spoke out against injustice, the situation that triggered me was this . . .*
   b. *I spoke out by saying . . .*
   c. *This is what happened . . .*
   d. *At the time I felt . . .*
   e. *Looking back I feel . . .*

2. Think about all the new people you have met or become closer with as a result of doing VAW work. Choose three and follow the prompts below to write about your experience.
   a. *Three people I am grateful to know or be closer to as a result of my VAW work include . . .*
   b. *I am grateful for these relationships/friendships because . . .*

3. Look back at the reading, and reread the "Tips for Finding Trusted Others." Choose one individual you would like to formalise as a trusted other, and follow the prompts below to write about how you will do this.
   a. *The person I hope to have as a trusted other is . . .*
   b. *I think the best time to approach this person will be . . .*
   c. *To explain my wish to have them as a trusted other, I will say . . .*
   d. *As I think about having this conversation, I feel . . .*

You have now completed the private reflection for Topic 2. If you want to take this reflection further, consider doing the following:

1. For one week, ask close colleagues and trusted others to recommend articles, poems, books or essays that helped them deepen their understanding of a type of oppression (e.g., racism, sexism, homophobia, classism, etc.). Commit to reading at least two of these.

2. Ask someone you respect to tell you their experience of becoming politicised.

3. Every morning for a week, journal for 10 minutes about **whatever comes to mind**, starting with the following phrase: "Deepening my commitment to confronting injustice could include . . . "

Concluding Activity

Guiding the Journey Forward (2 hrs)

Objective

To examine why being politicised is essential to VAW work and to discuss simple ideas for growing such passion and awareness in the workplace.

Preparations

1. From the introductory activity, post the flipchart definition of "politicised."
2. Write the following instructions on a sheet of flipchart:
   - Think of two ideas for how being politicised helps us in our work, and thus by many is considered essential to VAW work.
3. Cut A5 size sheets of paper, two for each participant.

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 2, exploring the personal experiences that led us to this point of doing violence against women work. So far we have explored the journey of becoming passionate about confronting injustice. In the personal reflection, we looked specifically at what confronting injustice means for our everyday lives and relationships.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)
   a. *The reader was about the ways we can confront injustice each day and about the trusted others we can bring into our lives. What did you find most interesting? Did the reader lead you to any new reflections about what it means to live a life of confronting injustice?*
   b. *The journaling exercises encouraged us to reflect on our own experiences speaking out against injustice and on the relationships that can support us in doing so. Are there any personal reflections from those exercises that you would like to share?*
4. Remind participants that being more aware of injustice and feeling passionate about creating change is also called being "politicised," and how in the introductory activity we discussed the experiences that led to their own politicisation.
5. Explain: ***Some of us become politicised before accepting our jobs. Some of us become politicised through our jobs. So now let's look at how being "politicised" helps us in our work, and thus by many is considered essential to violence against women work.***
6. Post the flipchart with the instructions. Explain that everyone has 10 minutes to think of two ideas for how being politicised helps us in our work and to write each idea on a piece of paper provided. Explain that all ideas will later be taped to the wall for all to see. (10 min)

NOTE: If participants need further guidance provide the following examples:

- We gain the commitment and passion needed to overcome the challenges of VAW work.
- We can help build other's understanding of VAW as an injustice.
- We can personally connect with women experiencing violence.
- We can relate our work to the oppression of other groups.

7. Ask all participants to read their ideas aloud. After each person reads their ideas, tape them to the wall. As you continue taping more ideas to the wall, do so in a manner that groups similar ideas together. Talk through the categories that you see emerging and when unclear, get participants input on where an idea should be placed. (15 min)
8. Once the ideas are all on the wall and organised by similarity, ask participants to return to their seats and to comment on the ideas they find most compelling. (20 min)
9. Explain: ***Part of building our organisational culture is coming to a shared understanding of what's important to our work. If being politicised is important to our work, then we need to always be thinking of simple ways to deepen our politicisation in the workplace. In other words, what simple actions can we take as an organisation to deepen our awareness of injustice and our passion to create change?*** Write participants' contributions on a sheet of flipchart. (30 min)

   NOTE: If participants need further guidance, provide the following examples:

   - Creating more opportunities in the workplace to share personal and professional experiences with injustice.
   - Sharing readings that explore the meaning of injustice.
   - Connecting with other NGOs to compare our experiences confronting injustice.

10. *After all ideas are shared, decide on at least three that collectively, you commit to doing within the next two months. (10 mins)*
11. Summarise: We have reached the end of our activity for today. Thank you for your contributions today and to Topic 2. Taking time to reflect on our journey to here is the first step in guiding the journey forward. Deepening our awareness of injustice and growing our passion to create change is the foundation for improving our violence against women work. We will meet next on [provide date, time, place] for Topic 3 of *Get Moving!*

Topic 3 Knowing Ourselves

Description

In this topic, we become aware of our individual identities and personal values and explore the power that comes with such awareness. We reflect on how our values shape our identities and how both guide our choices and actions. Ultimately, we determine what it means to live our personal values and to be true to our identities across our personal and professional lives.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**Our Identities and Values** Objective: To explore the characteristics and beliefs that make us who we are and that guide our choices and actions.
PRIVATE REFLECTION **1 hr**	**The Power of Living Our Values** Objective: To reflect on how well we are living our personal values and the power that comes from doing so.
CONCLUDING ACTIVITY **2 hrs**	**Bringing Our True Self to the Workplace** Objective: To examine the consequences of hiding parts of our identities in the workplace and the benefits of being our whole selves in all areas of our lives.

Considerations and Tips

- Some participants may feel uncomfortable or unsafe sharing parts of their identity. Set a tone of safety, while also encouraging participants to take risks only when and if they feel ready.
- Some of the language around identity (e.g., qualities, characteristics, personality, roles, etc.) can become confusing. If you get off track or if participants raise other issues, gently guide the process back and help people relate to the bigger picture. Avoid getting stuck in the details of terminology.
- This topic covers many ideas. When reviewing all the instructions in advance, pay special attention to the key ideas used to focus the discussions.
- Both the introductory activity and concluding activity for this topic are very full. If possible, allow for extra time.

Introductory Activity

Our Identity and Values (2 hrs)

Objective

To explore the characteristics and beliefs that make us who we are and that guide our choices and actions.

Preparations

Part 1

1. Write the following definition on a sheet of flipchart:
    - Identity: The characteristics and roles that connect us to specific groups in society and that make us uniquely who we are.
2. Write each of the following lists on its own sheet of flipchart:
    - Examples of Characteristics: sex, age, socio-economic class, sexual orientation, ethnicity, religion, ability/disability
    - Examples of Roles: parent, partner, sibling, son/daughter, artist, athlete, student, community leader, professional, activist
3. Make five signs by writing each of the following in large letters on its own sheet of A4/standard paper:
    - sex, socio-economic class, religion, sexual orientation, ethnicity

Part 2

1. Write the following definition on a sheet of flipchart:
    - Values: The qualities that we most deeply believe in and that we can use to guide our choices and actions.
2. Entitle a flipchart "Personal Values," and write the following values in a vertical list along the left side of the paper (leaving room for other values to be added below):
    - honesty, respect, optimism, fairness
3. Create one "values card" per participant, by cutting small cards out of paper and writing one of the following words on each card (also prepare tape for each card):
    - honesty, respect, courage, compassion, fairness, optimism, openness, acceptance, creativity (It is okay to repeat values if you have more participants than the number of values here.)
4. Write the following on a single sheet of flipchart:
    - "YOU BELIEVE THAT . . ."

      Example for "Honesty": "You believe that it is wrong to alter the truth to get what you want."

Steps

Part 1: What Is Identity? (1 hr 10 min)

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *In Topic 2 we looked at the personal experiences that have led to our passion to confront injustice. That topic helped us build some important self-awareness, understanding the experiences that have influenced our choices and actions. In Topic 3 we are going to continue building that self-awareness. We are going to look at our identities and values and how these also guide our choices and actions. We will start with identity. What does the word "identity" mean to you?* Write participants' suggestions on a flipchart. (5 min)
3. Referring to participants' similar suggestions, explain: ***Identity is the characteristics and roles that connect us to specific groups in society and that make us uniquely who we are.*** Post the definition of "identity."
4. Post the examples of characteristics and explain: ***By "characteristics" we mean socio-cultural and biological characteristics such as the items seen on this list. A characteristic <u>does not</u> mean a personality trait like "being kind."***
5. Post the list of roles and explain: ***By "roles" we mean who we are in relation to others and based on our daily activities, such as the examples on this list.***
6. Explain: ***For each of us, there may be parts of our identity that are quite public and other parts we feel unsafe sharing openly with others—because we fear stigma, rejection or judgment. For this reason, the next part of this activity is private and can be done on paper/in notebooks.***
7. Ensure all participants have a paper and pen/pencil. Ask participants to write down all the characteristics and roles that define them, using these lists as inspiration. Encourage participants to notice how reflecting on different parts of their identity makes them feel. (While participants are working, post the five signs for the next exercise in different areas of the room.) (5 min)
8. Explain: ***Different parts of our identity influence our lives in different ways at different times.*** *We are now going to do an exercise that further explores our relationship with various parts of our identity.*

9. Identify the signs around the room and describe the next exercise:
    a. *I will read a series of incomplete statements. After each statement, walk <u>in silence</u> to the sign that best completes the sentence for you—given the options provided.*
    b. *The group at each sign will then have five minutes to discuss their choice. If anyone is alone, they can join another group to share what they chose and why.*
    c. *I will then read another incomplete statement, and you will repeat the process, always working in silence as you listen to the question and walk to your chosen sign.*

d. *For the purposes of this exercise, the five signs in this room only represent a select group of characteristics that make up our identities. However, the roles that make up our identities and all other characteristics could equally apply.*

10. Conduct the exercise using the following statements: (40 min)
    a. *The part of my identity that I am most aware of on a daily basis is_____.*
    b. *The part of my identity that was most important in my family growing up was _____.*
    c. *The part of my identity that I would like to explore further is _____.*
    d. *The part of my identity that gains me the most privilege is _____.*
    e. *The part of my identity that I believe is the most misunderstood by others is_____.*
11. Ask participants to return to their seats, and then ask: *What did you learn from this exercise?* Take four or five contributions. (5 min)
12. Summarise: ***Identity is a large part of what makes us who we are. It influences how we see the world and how we choose to act within it. Identity is closely connected to our values, which we will discuss next.***

Part 2: What Are Values? (50 min)

1. Explain: *We will start again with a quick brainstorm. What does the word "values" mean to you?* Write participants' suggestions on a flipchart. (5 min)
2. Referring to participants' similar suggestions, explain: ***Values are the qualities that we most deeply believe in and that we can use to guide our choices and actions***. Post the flipchart with the definition of "values."
3. Post the flipchart listing four personal values and explain: *These are examples of personal values some people hold.* ***It is important for each of us to think about our personal values for the following reasons***:
    a. Values are part of what makes us who we are.
    b. Values affect everything we think, do and say, and thus how other people view us.
    c. If we can build self-awareness about our values, we can be more deliberate in using them to guide our choices and actions, and more deliberate in becoming the person we want to be.
4. Explain that the group will now do an exercise that looks at some common personal values. Describe the exercise as follows:
    a. *I will tape a card to the back of each participant. Do not look at each other's cards until the exercise begins.*
    b. *Your task is to guess what value is on your own back. Everyone is to walk around the room and give each other clues starting with, "You believe that . . ."* Post the flipchart with this phrasing, and read the example aloud.
    c. *You can make one guess after each clue provided. Once you guess your value, return to your seat in the circle.*
5. Tape on the values cards, and begin the exercise. Stop participants when most people have guessed the value on their back. At the end of the exercise, ask any remaining participants to return to their seats and remove their card. (10 min)
6. Ask participants to turn to a neighbour to discuss the value that was on their back: how they understand this value and to what extent it is important in their life. (5 min)

7. After five minutes, ask everyone to take a turn at calling out the value that was on their back. Add the values (if they are not already there) to the short list of values already posted (taping another flipchart below if needed to extend your vertical list). (5 min)

8. Explain to participants that in this exercise we are focusing on positive values. Ask participants to name a few negative values (e.g., greed, intolerance, hatred). Ask if there are any additional positive personal values that participants would like to add to the list. Return to the definition of a "value" if required to focus participants. (5 min)

9. Summarise: ***There are many values that underlie our various beliefs. However, all of us believe in some values more deeply than others. Unless we take the time to reflect, it can be difficult for us to know which values we believe in most.***

10. Ensure all participants have a paper and a pen/pencil. Ask participants to take five minutes to choose their top five personal values and to write these in their notebooks. After three minutes, further challenge the participants by asking them to choose the three values most important to them. (5 min)

    NOTE: If appropriate, invite participants to write this list in their Participant's Workbook, explaining that they may want to refer to it again during their private reflection work. Alternatively, simply remind participants to save the paper they are writing on.

11. After five minutes, ask each participant to take a turn at reading out their top three values. For each value a participant calls out, put a tick mark next to the same value on the existing list. If someone calls out a new value, add it to the list and then add a tick mark. (5 min)

12. Ask participants: *What are your reflections about values and their importance in our lives after this exercise?* (10 min)

13. Explain: ***It is important to know which values are most important to us, so that we can use them to guide our choices and actions, to become the person we want to be, and to help others know who we truly are.***

14. Summarise: *We have reached the end of our activity for today. Thank you for the energy and ideas you brought to today's session. Building awareness of what makes us who we are and what guides our choices and actions increases our ability to become the people we want to be.*

15. Introduce the private reflection: *We will meet again on [provide date, time, place]. Before we meet again, please complete the private reflection. The private reflection explores our values in more depth and what it means to truly live our values.*

    NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbook, distribute copies of the reader and journaling exercises for Topic 3 found in this Facilitator's Guide pages 45 - 47.

    CLEAN-UP: When cleaning up, be sure to save the flipchart definition of "identity" and the lists of characteristics and roles for use in the concluding activity. Also, please save the flipchart entitled "Personal Values" for use in the Topic 6 introductory activity.

Private Reflection (1 hr) 3

Objective

To reflect on how well we are living our personal values and the power that comes from doing so.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 45 – 47 for participants.

Reader:

The Power of Living Our Values

Values are the qualities that we most deeply believe in and that we can use to guide our choices and actions. They form the foundation from which we live. Our values are so much a part of us, we often don't even notice them. They influence us in every minute and in every second. The simple fact that we can feel good or bad about our own and other people's behaviours, means that we have values.

Our Changing Values

Defining our values is an ongoing process. As time passes and as we grow and experience life, our values can change and their importance can alter. We can nurture values we decide are important at any point in our lives. Reflecting on our values and how they are changing brings useful self-awareness and clarity of mind.

Turning Values into Actions

Whether or not we are aware of it, our values influence our every move. But that doesn't mean we are always acting according to our values. Sometimes our values tell us to act one way, but we still decide to act another. Sometimes we don't even realise that our actions are contradicting our values. Many things can stop us from acting according to our values: fear, pressure, distraction, stress, greed, etc. Acting according to our values requires an intentional and impassioned effort. The more we make a conscious effort to do so, the more natural it becomes.

When We Don't Live Our Values

When we don't live our values, we sometimes feel frustrated, disappointed and anxious. For example, if we value openness, but at work resist ideas that are not our own, we will feel conflicted among colleagues and distracted by our own disappointment. However, sometimes societal norms blind us from a contradiction. For example, many men who use power over women will say that they value respect, cooperation and kindness. Society has convinced them that having power over women is "normal," so much so that the contradiction with their values goes unnoticed.

When We Do Live Our Values

When we do live our values, we feel better about ourselves, more fulfilled and less stressed. Further to that, we contribute to the greater good, adding strength and positivity to our relationships and communities. Our actions inspire others to live their values, and we attract friends who share the values we are exhibiting. When we get used to reflecting on and honouring our values, they become a tool, day-to-day and in difficult moments. They become something to fall back on when making life's big decisions. They help us determine what we want out of life and how to get through each day along the way.

Tips for Living Values

1. **Slow down:** Your values are always guiding you. But sometimes life moves too quickly to notice.
2. **Regularly reflect on your values:** Make time to reflect on your values and whether your actions are aligned with them. Such reflection can be as simple as your thoughts on your way to work or while lying in bed or journaling before sleep.
3. **Use your values as a tool:** When facing a challenge, use your values to find the solution. Think about the values you believe in most and how you could handle the challenge if guided by them.
4. **Connect with others who live their own values:** Acting according to your values is a value in itself—a value called "integrity." Spending time with others who have personal integrity can inspire you to live according to your values even when it feels difficult.
5. **Have deliberate conversations with those close to you about values.** Often even in our closest relationships we haven't taken the time to talk about our values, why they are important to us and how they guide us. Begin this conversation with family, friends and colleagues.
6. **Verbalise your values:** If you fear that living your values will seem like an inappropriate action to others, verbalise your value to explain your choice (e.g. "I have made this decision, because I value . . .").

Journaling Exercises

1. For each of your top three personal values, write down (a) actions you usually take that match that value, (b) actions you sometimes take that contradict that value, and (c) the implications or consequences for your life. Be as honest as possible. This is just for your own reflection and self-awareness.

2. Think about any two personal values that you would like to make more dominant in your life. These should be values you want to show more often in the things you say and do. For each of these values, follow the prompts below to write about your thoughts.

   a. *The first value I want to make more dominant in my life is . . . Because . . . I will do so by . . .*

   b. *The second value I want to make more dominant in my life is . . . Because . . . I will do so by . . .*

3. Look back at the reading, and reread the "Tips for Living Values." Think about which of these ideas you find most interesting. Choose three and follow the prompts below to write about your choices. (Note: When deciding which tips you will try, take a minute to think about what's influencing your decision. Is it what seems easiest or what will be a positive challenge for you personally? Try to challenge yourself!)

   a. *Here are <u>three</u> things I will do to help better live my values . . .*

   b. *I will maintain and monitor my commitment to these actions by . . .*

You have now completed the private reflection for Topic 3. If you want to take this reflection further, consider doing the following:

1. For one week, write down each courageous thing you do to better align your actions with your values. At the end of the week, review your list and post it somewhere visible for inspiration.

2. Choose someone with integrity whom you admire. Meet with them to discuss their experiences and tips for living one's values.

3. Every morning for a week, journal for 10 minutes about **whatever comes to mind,** starting with the following phrase: "Reflecting on my values makes me think about . . ."

Concluding Activity

Bringing Our True Self to the Workplace (2 hrs)

Objective

To examine the consequences of hiding parts of our identity in the workplace and the benefits of being our whole selves in all areas of our lives.

Preparations

1. From the introductory activity, post the flipchart definition of "identity" and the lists of characteristics and roles.
2. Write the following questions on a single sheet of flipchart:
   - What parts of your identity are legitimised by or acceptable in your work?
   - What parts of your identity do you sometimes hide or minimise in your work?
3. Copy the handout "Tips for Revealing Hidden Parts of Your Identity" found at the end of these instructions, one for each participant.

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 3, exploring our identities and values. So far we have talked about the importance of building self-awareness, and we have each tried to name the parts of our identity and our personal values. In the private reflection, we looked specifically at what it means to truly live our values.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)
   a. *The reader was about the benefits of living our values and the tips for doing so. What did you find most interesting? Did the reader lead you to any new reflections about what it means to live your values?*
   b. *The journaling exercises encouraged us to reflect on the values we are living and those we need to live more often. Did you consider any practical steps you could take to live your values more fully?*
4. Explain: ***Just as the private reflection looked at the importance of living our values, today we will look at the importance of proudly living all parts of our identity, particularly in the workplace. Although we are born into some parts of our identity, such as our race, sex or ethnicity, our personal values guide us in what we choose for other parts of our identity, such as our professions. For example, if you value fairness in your personal life, you may be drawn to professions that protect people's rights. This is just one example of how our personal lives and professional lives are deeply connected. It is when we try to separate the two that we may encounter stress and challenges.***

5. Ask participants to reflect on a time in their lives when they felt they had to hide parts of their identity from others. Ask if anyone would like to share one of their personal experiences. If participants do not have any stories to share or need encouragement, share the following two examples: (10 min)
    a. An activist may not openly declare this part of their identity in their church/mosque group for fear of isolation.
    b. An aspiring painter may not declare this part of their identity to friends for fear that their paintings are not good.
6. Post the flipchart with the two questions:
    a. What parts of your identity are legitimised by or acceptable in your work?
    b. What parts of your identity do you sometimes hide or minimise in your work?
7. Ask participants to reflect on these two questions for three minutes. After three minutes, ask participants to turn to their neighbour and share some of their thoughts. (10 min)
8. Conduct a group discussion using the following questions: (30 min)
    a. What are some reasons why we sometimes hide parts of our identity, whether at work or in other areas of our life?

    (Possible responses: Because we feel a lack of confidence in ourselves. Because we fear rejection or social isolation. Because we fear being judged or misunderstood. Because we want to protect ourselves from harm.)

    b. Hiding parts of our identity may help us feel better or safer in the moment, but what negative effects can it have over the long term?

    (Possible responses: Increasing sadness, anger, self-doubt and stress. A feeling of inner confusion, leading to poor decisions and negative consequences. Growing intolerance in the community, making it even harder for future generations.)

    c. When we can safely share all of our identities with others, what are some of the positive outcomes we may experience?

    (Possible responses: We gain a new level of inner peace and confidence. We get to know ourselves better and make decisions that are better aligned with our needs and wants. We attract new people into our lives who share aspects of our identities or who equally believe in sharing one's whole self with others. We build acceptance in the community for identities that are less familiar.)

    d. How does hiding parts of our identity in the workplace negatively affect the quality of our work and workplace culture?

    (Possible responses: We cannot form open and honest relationships with our colleagues. We maintain a climate of fear and distrust in the workplace. Community members and stakeholders may recognise our lack of authenticity and not trust our good intentions.)

    e. How does hiding parts of our identity at home affect us?

    (Possible contributions: We cannot form open and honest relationships with our friends and family. We limit the possibility for fostering support and acceptance at home. We limit the possibility for positive change. We give others a reason to fear sharing their full selves.)

9. Explain the next exercise to participants as follows:

   a. *In just a moment, we will divide into small discussion groups, with three or four people in each group. Everyone will receive a handout about "Tips for Revealing Hidden Parts of Your Identity."*

   b. *Everyone should read through their handout quietly and reflect on the various ideas proposed. Then each person should take a turn at explaining to their small group which tip was most meaningful to them and why.*

10. Divide participants, distribute the handout and ask participants to begin. After 15 minutes ask participants to return to the circle. (15 min)

11. Ask participants: *Those were tips for sharing our identities. It is so important that within our own organisation we do not feel we have to hide parts of ourselves. If important values are acceptance and openness, then what actions can we take in our organisation to make it easier for ourselves and others to be their whole selves at work?* (10 min)

    (Possible responses: Speak out whenever we hear, see or feel someone being discriminated against or pressured to conform. Share our own stories and challenges of living an integrated life. Hold gatherings where staff can bring friends and family who know about their full identities. Create a non-discrimination policy for the workplace.)

12. Explain: ***Becoming aware of how we can more consistently be our full selves in all areas of our lives provides us insight into how we can help others do the same. Our organisational culture can only benefit from the expression of our values and identities and the open acceptance of others.***

13. Summarise: *We have reached the end of our activity for today. Thank you for your contributions today and to Topic 3.* ***Every aspect of who we are, what we do and the choices we make are interconnected. The more we become self-aware and align these aspects of ourselves, the happier and stronger we will be.*** *We will meet next on [provide date, time, place] for Topic 4 of Get Moving!*

Handout Tips for Revealing Hidden Parts of Your Identity

Photocopy

1. **Prioritise personal safety:** If you have fears for your personal safety, gain the support of a friend, colleague or local service provider before doing anything that may make you vulnerable to violence.
2. **Take small steps**: Start by sharing a hidden part of your identity with someone you believe will be accepting. Sometimes you can get so used to hiding parts of yourself, that your biggest obstacle becomes your own insecurity.
3. **Start with small comments**: Sometimes people know your full identity, but prefer not to hear about certain parts. Make small, respectful comments that acknowledge all parts of your identity, to show pride and to begin building tolerance.
4. **Name the situation**: If, when doing (2) or (3) above, people suggest or convey that you should not be so open, explain the following:
    a. that you no longer want to hide parts of yourself
    b. that not talking about these parts of your identity is being untrue, because they are part of everything you say and do
    c. that you value this relationship and want to find ways to accept all parts of each other's identities
5. **Be patient and persistent**: Even the greatest friends may need time to manage their own fears and insecurities before they can show you the respect and acceptance you deserve. Give people space to work through their emotions, but remain committed to your decision to share all parts of yourself. Hold friends and colleagues accountable to shared values (e.g., respect, non-discrimination, acceptance, etc.).
6. **Always return to support:** After taking the courageous steps of exposing hidden parts of your identity, be sure to then make time for the loving and accepting people in your life. Their positive support can recharge you and remind you to feel good about all of yourself.
7. **Keep an "Identity Journal":** Keep a notebook where you can write about and explore different parts of your identity and where you can remind yourself that every part is positive and important. This will give you the ongoing courage to share all of your identity with others.

Learning from Our Own Relationships

Topic 4

Description

In this topic, we use our own experiences and relationships to explore the imbalance of power between women and men, and how this imbalance leads to VAW. We look at different types of power, the power in our own intimate relationships, and how we can balance power in our lives and through our actions. We finish by considering the workplace and how as colleagues we can nurture each other's power within.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**The Space Between Us** Objective: To explore how experiences differ between female and male colleagues and how this reveals an imbalance of power.
PRIVATE REFLECTION **1 hr**	**Power in Our Lives and Relationships** Objective: To reflect on the different types of power and the ways of balancing power, as well as to what extent power is balanced in our own intimate relationship.
CONCLUDING ACTIVITY **2 hrs**	**Nurturing Each Other's Power Within** Objective: To examine how through our actions in the workplace we can nurture each other's power within.

Considerations and Tips

- The introductory activity includes an intense exercise that requires participants to feel safe as they reveal personal experiences. The following is recommended:
  - Before you begin the activity, review the group's commitments to creating a safer space, particularly any related to non-judgmental behaviour and confidentiality.
  - Set the tone for the exercise carefully. It is a serious exercise that requires sensitivity. It cannot be done in a joking or playful manner.
  - When debriefing the exercise, ensure that neither you nor participants speak specifically about another participant's experiences, as revealed through the exercise. Such behaviour creates a lack of safety in the group. Let participants speak for themselves.

Introductory Activity

The Space Between Us[1] (2 hrs)

Objective

To explore how experiences differ between female and male colleagues and how this reveals an imbalance of power.

Preparations

Part 1

1. Review the pretend identities found at the end of these instructions. Bring six blank name tags and be prepared to assign pretend identities if required (see steps for details).

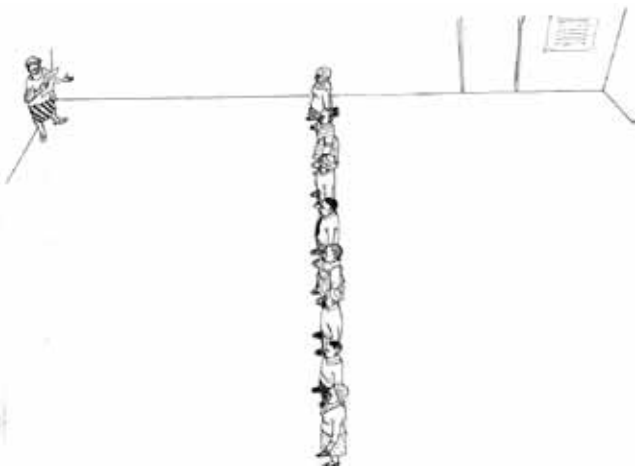
Part 2

1. Write the following statement on a sheet of flipchart:
   - The root cause of violence against women is the imbalance of power between women and men.

Steps

Part 1: Stepping Forward, Stepping Backward (50 min)

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *In Topic 3 we explored the complexity of who we are as individuals, and how this awareness can enhance our VAW prevention work. In Topic 4 we will look at our own relationships and experiences to better understand the root cause of VAW.*
3. Explain the exercise to participants as follows:
   a. *In a few moments, I am going to ask you to line up in the middle of the room and hold hands with each other. I will then read a series of statements about life experiences.*
   b. *After each one of the statements, you will move one space forward, backward or stay where you are, based on your life experiences. If you begin moving in an opposite direction of the people you are holding hands with, you will have to let go.*



1 Adapted from the *SASA! Activist Kit for Preventing Violence against Women and HIV*, by Raising Voices

c. *If you haven't heard a statement clearly, call "repeat."*

d. *This is a silent exercise. Please do not comment on the statements or on your own or others' movements.*

4. Ask participants to line up side by side across the middle of the room, with sufficient and equal space both behind and in front of them. Ask them to all face one way (toward a wall or line on the floor that is at a distance in front of them) and to hold hands with the people on either side of them.

5. If you do not have at least two women and two men in your group, ask for volunteers to take on a pretend identity of the opposite sex. For any participants receiving a pretend identity, give them a name tag for the pretend identity and read the corresponding description aloud for all to hear. Such volunteers should act according to their pretend identities throughout the exercise, making decisions and contributing to the debrief based on the identity assigned to them. Be sure to keep the tone serious even through this process.

6. Ensure there are no questions, and remind participants that this is a silent exercise. Then read the statements provided at the end of these instructions and ask participants to move after each statement. (30 min)

7. When you have finished reading all the statements, pause. Ask participants to remain where they are. If some participants are still holding hands, they can now let go of each other.

8. Ask the participants to look around to see where they are standing and where others around them are standing. Ask them to take a moment to reflect on their own position and the position of others. After a moment for reflection, say to the group: *When I say "go," race to the wall/line in front of you.*

9. Count "one, two, three, GO!"

Part 2: Introducing the Idea of Power (1 hr 10 min)

1. Gather everyone back in the large circle and debrief the exercise. Make sure that both women and men are contributing their thoughts and that everyone feels safe and respected throughout the discussion. Use the following questions: (20 min)

   a. *How did you feel doing this exercise?*

      i. *How did you feel at the beginning when you were all in the straight line?*

      ii. *How did it feel to move forward? To move backward?*

      iii. *How did it feel to release the hands of your neighbours?*

   b. *Did you notice the feeling in the room change as the exercise progressed? (Probe: Did the tone of the exercise change from playful to serious?)*

   c. *How did you feel about where you were standing compared to everyone else at the end of the exercise?*

2. Explain: ***We live the context for our work every day simply by being a woman or a man. Every day, we experience or witness an imbalance of power that exists in the different experiences and choices we have, compared to our colleagues of the opposite sex. This imbalance of power between women and men is at the root of violence against women. It is what allows violence against women to happen.*** Post the flipchart about the root cause of VAW.

3. Continue the discussion using the following questions: (30 min)

   a. *Did any of you adjust the size of your steps as the exercise continued? Why?*

   b. *Did anyone want or choose to not be honest in the exercise? Why? What does this tell us about our experiences? (Probe: Is there shame or stigma attached to our experiences of power?)*

c. *What was your first reaction when I asked you to race to the wall? (Possible responses: too far, too close, ran very hard, knew I couldn't win, what was the point, etc.)*

4. Explain the following: ***This imbalance of power involves men having "power over" women. When our communities tolerate men having power over women, it can bring feelings of shame for women and men alike, especially when we begin to see how it is unfair. We all share the same human rights, but women cannot enjoy these human rights equally unless power is balanced.***

5. Explain: *This exercise we just completed can bring up powerful emotions. You may feel overwhelmed by it, outraged by it, or inspired by it.* ***How can these emotions, whether positive or negative, be a source of power and strength in our work?*** Take four or five contributions. Write participants' suggestions on a sheet of flipchart. (10 min)

   (Possible responses: They can remind us of the importance of our work. They can motivate us through tough times in our work. They can help us connect to the emotions of those we work with.)

6. Summarise: *We have reached the end of our activity for today. Thank you for the energy and ideas that you brought to today's session.* ***Some of our most powerful insights in violence against women work come from our own experiences and emotions. Recognising the imbalance of power between women and men and how that makes us feel brings insight and motivation to lead change.***

7. Introduce the private reflection: *We will meet again on [provide date, time, place]. Before we meet again, please complete the private reflection. The private reflection further explores the meaning of power and provides an opportunity for looking closely at an intimate relationship in your life.*

   NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbook, distribute copies of the reader and journaling exercises for Topic 4 found in this Facilitator's Guide on pages 58 - 61.

Activity Page The Space Between Us

Statements

- If you were raised in a community where the majority of police, government workers and politicians were not of your sex, move one step back.
- If it is generally accepted for your sex to make sexual jokes in public about the other sex, move one step forward.
- If a teacher has ever promised you better school results in exchange for sexual favours, move one step back.
- If you have never been harassed or disrespected by police because of your sex, move one step forward.
- If there would be little or no reaction from others if your partner were to beat you, move one step back.
- If most doctors, lawyers, professors or other "professionals" are of the same sex as you, move one step forward.
- If people of your sex often fear violence in their own relationships or homes, move one step back.
- If people of your sex can beat a partner because of unfaithfulness, with general acceptance of this behaviour by others, move one step forward.
- If you were denied a job or a promotion because of your sex, move one step back.
- If your sex has ever been considered by scientists as inferior, move one step back.
- If people of your opposite sex are often paid for sexual favours, move one step forward.
- If you were discouraged from pursuing activities of your choice because of your sex, move one step back.
- If you commonly see people of your sex in positions of leadership in business, in court and in government, move one step forward.
- If you fear being sexually assaulted if you walk home alone after dark, move one step back.
- If you share childrearing responsibilities with your partner, move one step forward.
- If you have never worried about being called a prostitute, move one step forward.
- If you have never been offered presents for sexual favours, move one step forward.
- If you have ever worried about how to dress to keep yourself safe, move one step back.
- If people of your sex can have different sexual partners, with general acceptance of this by others, move one step forward.
- If you have taken care of your partner while they were sick, move one step forward.
- If your religious leaders are the same sex as you, move one step forward.
- If you have ever feared rape, move one step back.
- If your name or family name can be given to your children, move one step forward.
- If you have been touched inappropriately by a stranger in public, against your will, move one step back.
- If your sex is the one who usually makes the decisions about household expenditures, move one step forward.
- If you have never been whistled or hooted at in public by the opposite sex, move one step forward.

Activity Page Pretend Identities for The Space Between Us

Pretend Male Identities

1. Name tag: male nurse

Identity description: My name is Juma, and I am 25. I work in the local clinic as head nurse. I did not have any major difficulties reaching this position. I have never been sexually harassed in my life.

2. Name tag: male shop keeper

Identity description: My name is Ali, and I am 40. When I was young, I started as a public transport conductor. I did not like the job, so as soon as I had saved enough money, I bought a small stall from where I could sell clothes. Now I have a real shop with clothes.

3. Name tag: male local government representative

Identity description: My name is Henry, and I am 55. I was born from a father with quite a bit of land. He gave me some, so I started working on it. I have always liked social contacts and everyone in the village knows me. It was logical for me to go into politics. I am now a local leader.

Pretend Female Identities

1. Name tag: female nurse

Identity description: My name is Aminah, and I am 25. I work in the local clinic as head nurse. I had to work hard to reach this position, because my male colleague was also aiming for it. For a short while when I was a child, my parents lacked the money to pay my school fees, although my brothers continued to attend. As an adolescent I was very beautiful and smart, which the teachers definitely noticed.

2. Name tag: female shop keeper

Identity description: My name is May, and I am 40. I went to school, but never did very well, because I was always busy with chores at home. When I was young, I started working as a food vendor. I often had to work late, and sometimes men would harass me. It took me much time to save money, because my husband didn't like that I was earning and often took my earnings from me. I finally saved enough money, and I bought a small stall for selling clothes. Now I have a real shop with clothes.

3. Name tag: female local government representative

Identity description: My name is Fatma, and I am 50. I was born from a father with quite a bit of land. He gave me some, so I started working on it. I have always liked social contacts and everyone in the village knows me. It was logical for me to go into politics, but many men in my community felt this was inappropriate. I had to organise many events to explain my good intentions. It was hard campaigning while also raising children, but I finally got elected the third time I was on the list.

Private Reflection (1 hr)

4

Objective

To reflect on the different types of power and the ways of balancing power, as well as to what extent power is balanced in our own intimate relationship.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 58 – 61 for participants.

Reader:

Power in Our Lives and Relationships

Power can be positive or negative. It can be used to do right or to do wrong. One of the most common yet destructive forms of power in our communities is the negative use of power that leads to violence against women.

How we each use or don't use our power comes from what we have seen and experienced in the past and present—including the attitudes and behaviours tolerated in our communities. With careful personal reflection we can analyse our own behaviours and bring them into question, so that our VAW work and personal lives become enriched by positive power in every form.

What Is Power?

Power is the ability to influence your own or others' experiences.

What Are Positive Forms of Power?

Power Within is the positive feeling we experience when we love and accept ourselves, believe we are valuable, and feel deserving of all our human rights. Power within is the foundation for all other positive forms of power.

Power To is when we take action to positively influence our own and others' lives.

Power With is when we join others without bias or discrimination to positively improve our own and others' lives.

What Is the Negative Form of Power?

Power Over is when our words or actions make it difficult, frightening or even dangerous for others to use their own power. The resulting imbalance of power often leads to violence in its many forms – physical, sexual, emotional or economic.

How Do Imbalances of Power Become Accepted?

When it is difficult, frightening or dangerous for a particular group to use their power, then their voice is lost and others begin to establish the social norms. Typically, new generations follow those social norms without question—whether benefiting or suffering from them. For example, in our VAW work, we see how the tolerance of men's power over women leaves many women living in fear and without a voice. As a result, many people, including women, believe women are worth less than men. This imbalance of power is so common that we often fail to recognise this as injustice. However nothing, including our social norms, can remain static. In time, a brave few do what others didn't recognise or were afraid to do—they speak up against injustice. They strive for change.

The First Steps in Balancing Power

1. **Start with your own relationship**: First, decide what you believe about equality. If safe, start a conversation with your partner about types of power. When it is comfortable to start talking about the power dynamics in your own relationship, then you have begun on the path of creating balance. Creating a more balanced relationship requires commitment and action from both partners. It puts us in new roles we are not used to, which can be challenging at times, but ultimately rewarding.
2. **Rethink workplace behaviour**: Consider whether your behaviours ever make it difficult for others to use positive power in the workplace (e.g., if people feel fearful or less confident as a result of their interactions with you). Sometimes despite our good intentions, we use power over others. If you catch yourself doing this, think about ways you could handle such instances differently. This may feel challenging if you are a supervisor. Remind yourself that showing authority does not require using power over others. Rather, leading and supporting can be done in such a way that actually fosters colleagues' positive power.
3. **Observe yourself in the community:** Think about the "power over" relationships in your community (e.g., wealthy *over* poor, educated *over* less educated, urban *over* rural, one ethnicity *over* another). Observe your habits closely for one week, and see if you have adopted any behaviours that make others feel less powerful in your presence. Reflect on and experiment with more positive ways to use your power in such situations.
4. **Question your own inaction:** Think about times you observed others using negative power, yet chose to remain silent. Reflect on and/or journal about the experience, to explore your own fears and reasons for inaction. Identify alternative ways for handling those situations and some responses you could use in similar future scenarios.
5. **Reflect on your personal discomfort using power:** Think about the times when you feel uncomfortable using your own power. Consider what makes you feel that way: (1) someone using power over you OR (2) your own lack of "power within." For (1), seek guidance and support for talking to the person about how you feel. For (2), reflect privately and with close friends to begin nurturing your self-esteem.

Journaling Exercises

1. Complete the "Relationship Self-Evaluation" below to evaluate the balance of power in your intimate relationship. If you are not in a relationship, complete the form based on a past relationship, or for a relationship you know well (e.g., the relationship between your mother and father). This assessment is for your eyes only. Take your time and be as honest as possible. If safe, ask your partner to also complete this form, and then discuss areas that you are proud of in your relationship and areas you would like to change.

   For each question choose one of the following scores:

   1 = never 2 = seldom 3 = sometimes 4 = often 5 = always

Relationship Self-Evaluation[2]

QUESTIONS	SCORE
1. Do both partners have equal hours of family responsibility (i.e., household work, professional work, child rearing, etc.)?	
2. Do both partners equally receive thanks and recognition from the other?	
3. Are both partners' interests treated with equal priority?	
4. When making decisions, do both partners aim to reach consensus?	
5. Do both partners have equal influence over how money is used?	
6. Can both partners access the family's money independently?	
7. Do both partners apologise and admit wrong when necessary?	
8. Do both partners have equal opportunity to spend time alone with friends?	
9. Do both partners control their anger or temper appropriately?	
10. Do both partners make each other feel equally comfortable saying no to sex?	
11. Do both partners make equal effort not to project their bad moods on the other?	
12. Are both partners equally able to turn to the other for support?	
13. Do both partners feel equally safe?	
14. Do both partners equally trust the other's fidelity?	
15. Do both partners feel that the other would care for them if they became ill?	
16. Do both partners have equal security should the other die or disappear?	
17. Do both partners have equal power during sexual activity?	
18. Do both partners have equal ability to initiate sexual activity?	
19. Do both partners equally prioritise safe sex?	
20. Is the sexual pleasure of both partners treated as equally important?	

2 Adapted from the *SASA! Activist Kit for Preventing Violence against Women and HIV*, by Raising Voices

2. Look again at the Relationship Self-Evaluation. Think about how each question made you feel. Follow the prompts below to write about your thoughts.

   a. *The question that most surprised me was . . . Because . . .*

   b. *The question that made me feel the most uncomfortable was . . . Because . . .*

   c. *The question that made me think most about an area of my relationship I'd like to change was . . . To begin making that change, I will . . .*

3. Look back at the reading, and reread the "The First Steps in Balancing Power." Think about which of these ideas you find most challenging. Choose one you will try in your personal life, and write it down. Then write down five things you will do to show your commitment to this action. (Note: When deciding which you will try, take a minute to think about what's influencing your decision. Is it what seems easiest or what will be a positive challenge for you personally?)

   a. *One way I will try to balance power is . . .*

   b. *Five things I will do to show my commitment to this action are . . .*

You have now completed the private reflection for Topic 4. If you want to take this reflection further, consider doing the following:

1. For one week, write down when there was balanced power in your intimate relationship and when there was not. At the end of the week, look for patterns that can help guide you in further balancing power.

2. Speak to a trusted other who has been working to balance power in their intimate relationship. Ask them for their tips and advice.

3. Every morning for a week, journal for 10 minutes about **whatever comes to mind,** starting with the following phrase: "For me, having balanced power in my intimate relationship would mean . . . "

Concluding Activity

Nurturing Each Other's Power Within (2 hrs)

Objective

To examine how through our actions in the workplace we can nurture each other's power within.

Preparations

1. Write the following definition on a sheet of flipchart:
   - Power Within: The positive feeling we experience when we love and accept ourselves, believe we are valuable, and feel deserving of all our human rights. Power Within is the foundation for all other positive forms of power.
2. Post a blank sheet of flipchart at the front of the room.
3. Write the following three categories on a sheet of flipchart:

   (1) No support, (2) False Support, (3) Support that Nurtures Power Within
4. Copy and cut the activity page "Nurturing Positive Power in the Workplace," shuffling the statements to mix up their order. Create one set per break-out group.
5. Copy the activity page "Nurturing Positive Power in the Workplace" found at the end of these instructions, one for each participant and use as a handout in step 10.

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 4, exploring the concept of power by looking at our own relationships. So far we have discussed the imbalance of power between women and men. In the private reflection, we looked more closely at the different types of power and what it means to balance power.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)
   a. *The reader was about the different types of power and the first steps in balancing power. What did you find most interesting? Did the reader lead you to any new reflections about what it means to balance power?*
   b. *The journaling exercises encouraged us to do a relationship self-evaluation and to reflect on how to balance power in our own relationship. Are there any personal reflections from those exercises that you would like to share?*
4. Explain: ***Now that we've looked at the relationships in our personal lives, we are going to look at our relationships in the workplace. Specifically, we will talk about how we can work together to build each other's power within. Power within was one form of power discussed in the reader for the private reflection.***

5. Remind participants: ***Power within is the positive feeling we experience when we love and accept ourselves, believe we are valuable, and feel deserving of all our human rights. Power within is the foundation for all other positive forms of power.*** Post the definition of "Power Within."
6. Ask participants: (15 min)
    a. *Think about this definition. When you feel power within, how does this influence how you act throughout the day?* Write participants contributions on the blank sheet of flipchart.

       (Possible responses: I am kind to others. I have the confidence to share new ideas. I am ready to take initiative. I can problem solve challenges with little stress. I can be open to others' ideas. I am supportive and not suspicious of others. I am less competitive. I believe in myself.)

    b. *How are these positive behaviours helpful in the workplace?*

       (Possible responses: They help us reach our goals. They create a positive feeling that energises others. They allow issues to be resolved quickly and positively. They make us feel less competitive with each other. They foster strength in each other. They create less tension in the office. They decrease gossip and backstabbing in the office.)
7. Explain: ***It is to everyone's benefit for colleagues to feel power within. However, if we do not take time to think about the behaviours that nurture each other's power within, we may have the opposite influence despite our best intentions.***
8. Explain:
    a. *We are now going to do an exercise where we compare different types of behaviours in the workplace and identify those that nurture power within.*
    b. *I will divide participants into groups of four or five people. Each group will receive the same set of statements. As a group, you need to sort the statements into three categories: (1) No support, (2) False Support, (3) Support that Nurtures Power Within.* Post the flipchart with the three categories.
    c. *Once your group has finished sorting the statements, return to your seat in the circle. You will have 15 minutes to complete this task.*
9. Divide participants, give each group a set of statements, and ask participants to begin. (15 min)
10. Once the exercise is finished, ask the group to come back to plenary. Give each participant a copy of the handout "Nurturing Power Within in the Workplace," explaining that this is the full list of statements they just sorted. Conduct a group discussion using the following questions: (40 min)
    a. *Does anything surprise you about the categorisation of statements on this handout?* (Probe: *Is the categorisation different to what your group chose? Do you disagree with the categorisation, and if so how?)*
    b. *What do you think leads us to sometimes offer no support?*
    c. *What do you think leads us to sometimes offer false support?*
    d. *What inspires us to offer support that nurtures power within?*
11. Explain: ***It is easy to frequently use words like "team work" and "collaboration" and to stop reflecting on what these words really mean. Sometimes the easiest way to reflect on these ideas is to take note of when a colleague's behaviour makes us feel proud and strong, and then to think about how we can do the same for others.***

12. Ask participants to take three minutes to reflect on something that a colleague or friend did for them that strengthened their power within *and* that they could do for others in the workplace. Go around the circle asking each person to share what they chose. (10 min)

13. Summarise: *We have reached the end of our activity for today. Thank you for your contributions today and to Topic 4.* ***Before we read any textbooks or articles about violence against women prevention, we must never forget that our greatest learning begins in our own relationships, at home and at work. By looking to ourselves, we gain empathy and understanding for what we are asking of others in the community, and for how we can apply the concepts behind our work to our own personal and professional relationships.*** *We will meet next on [provide date, time, place] for Topic 5 of Get Moving!*

Photocopy

Activity Page

Nurturing Power Within in the Workplace

No Support	False Support	Support that Nurtures Power Within
Letting new colleagues figure things out for themselves, because that's what you had to do.	Reprimanding new colleagues when they do something wrong, so that they can learn the ways of their new job.	Giving new colleagues positive reinforcement, whether congratulating them for a success or positively setting them back on the right track.
Sharing a rumour about something professionally inappropriate that another colleague did.	After hearing a rumour about another colleague, turning the gossip into open communication by telling that colleague that they are an embarrassment to the organisation.	Approaching a colleague about whom there are negative rumours, explaining that you believe in their good character and are available to help them think through the situation in a professional and positive way.
Dividing the tasks for a team project and waiting to see if anyone will disappoint in completing what's been delegated to them.	After dividing the tasks for a team project, visiting colleagues to see how their work is progressing, primarily so you can ensure your contribution is of better quality.	After dividing the tasks for a team project, having regular check-in meetings to review each others' work, where you provide positive feedback and helpful ideas for improvement.
Watching a negative issue gaining strength in the organisation and waiting to see who will break down first.	Raising concerns with a supervisor about a negative issue gaining strength in the organisation, by identifying the individuals who you feel are at fault and should be reprimanded.	Proposing a staff meeting where everyone writes down one thing they appreciate about each other person, followed by an open discussion about current challenges—welcoming solutions but not blaming.

Acknowledging Power Imbalances

Topic 5

Description

In this topic, we examine how the imbalance of power between women and men is part of the widespread oppression of women and is the driver of violence against women. We also look at why talking about power publically is a key part of changing social norms and consider tips for how we can do that. Lastly, by reviewing how power, both positive and negative, is linked to human rights, we are inspired to consider what that means for our programs and how we can use a rights-based approach in our work.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**The New Planet** Objective: To raise our awareness of how the imbalance of power between women and men is supported and reinforced by society.
PRIVATE REFLECTION **1 hr**	**Why Talk about Power?** Objective: To reflect on the reasons for talking about power and the strategies for doing so.
CONCLUDING ACTIVITY **2 hrs**	**Power and Human Rights** Objective: To look at the link between power and human rights and what it means to use a rights-based approach in our work.

Considerations and Tips

- After reviewing the reader for Topic 5 as part of your preparations, talk to a trusted other or someone experienced in this area, as well as your director, to share insights about how best to guide colleagues through this topic.
- By many, culture is perceived as the root cause of violence. Yet culture is a broad concept that changes over time and encompasses many aspects of life including language, cuisine, customs, style of dress, etc. Culture means different things to different people and we all feel connected to and protective of our culture. Framing culture as a cause of violence is incorrect, and can lead to unproductive discussions where the perception of superiority of one culture over another may override the discussion. As you facilitate this topic, if participants suggest that culture causes violence against women, focus the discussion back to the *social norms* that exist in our communities. Keep the discussion focused on the unequal power between women and men and point out that violence against women happens in communities across the world and therefore, is a result of patriarchy, not culture.

Introductory Activity

The New Planet[3] (2 hrs)

Objective

To raise our awareness of how the imbalance of power between women and men is supported and reinforced by society.

Preparations

Part 1

1. Copy and cut the New Planet "Rights Cards" and "Life Cards" found at the end of these instructions, so that Rights Cards are copied to equal the number of participants and Life Cards are copied to equal half the number of participants.
2. Prepare 30 pieces of tape.
3. This exercise can become quite noisy! If you have a whistle, bell or saucepan to clang, it might be useful for getting participants' attention.

Steps

Part 1: Living on the New Planet (40 min)

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *In Topic 4 we used our personal relationships and experiences to examine the imbalance of power between women and men. In Topic 5 we will examine this imbalance of power more broadly, looking specifically at how it is supported and influenced by the norms in our community.*
3. Explain:
   a. *In this exercise we will all become citizens of a New Planet. On this planet we do one thing all the time—greet each other! We also listen to and seriously follow the laws of the land.*
   b. *Participants will walk around the room and introduce themselves by name to everyone, one by one. Every time you meet someone for a second or third time, you should provide new information about yourself (e.g., where you live, if you have children, etc.).*
   c. *For all greetings you should use your real identities.*
4. Ask participants to stand and to begin moving around and greeting each other. While they are doing so, put out the four piles of Rights Cards.
5. After two minutes of participants introducing themselves, call "stop!" Get participants' undivided attention, and ensure participants remain standing.
6. Explain: *On this New Planet there are special laws and the people on this planet do whatever the laws say. I will now read the first of three laws on the new planet.*

3 Adapted from the *SASA! Activist Kit for Preventing Violence against Women and HIV*, by Raising Voices

Law 1

Welcome to all noble citizens of our New Planet! You are a planet of happy, friendly people, always eager to meet someone new, always ready to tell them something about yourself. As citizens of this planet, you each have the right to four things:

First, you have the right to physical safety, which protects you from being physically hurt. You will each get this card that represents your right to physical safety. (Show the card for "physical safety" to the group.)

Second, you have the right to respect from others, which protects you from unkind or discriminatory treatment from others. You will each get this card that represents your right to respect from others. (Show the card for "respect from others" to the group.)

Third, you have the right to make your own decisions, which protects you from being prevented from having money, property or access to information. You will each get this card that represents your right to make your own decisions. (Show the card for "make your own decisions" to the group.)

Fourth, you have the right to control over your sexuality, which protects you from being forced into marriage, sex, commercial sex work, or any type of unwanted sexual activity. You will each get this card that represents your right to control over your sexuality. (Show the card for "control over your sexuality" to the group.)

Please come and collect your cards and continue greeting each other.

7. While participants continue greeting each other, lay out the two piles of Life Cards next to the pieces of tape prepared.
8. After three minutes, call "stop!" and get participants' undivided attention. Explain that it is time to read the second law.

Law 2

To all noble citizens of our New Planet, the whole population of our planet will now be divided into two parts. Half of you will now become "squares," and the other half will become "circles." You will each pick a card representing one of these groups; it is called your "Life Card." You must have a Life Card to survive on this New Planet. Please collect a card and tape it to your chest. Then, continue greeting each other.

9. After three minutes, call "stop!" and get participants' undivided attention to read the final law.

Law 3

To all noble citizens of our New Planet, times have changed. We now officially declare that circles have more power than squares. If I clap my hands (ring bell/blow whistle) while a circle and a square are greeting each other, the circle can take one of the square's four rights. If the square has no more rights, the circle can take the square's Life Card. If a square loses their Life Card, they must stand frozen in place for the rest of the game. Even though squares know of this risk, they must continue greeting circles. Please continue greeting each other.

10. Periodically clap your hands (ring bell/blow whistle). Once a third of the participants are standing frozen, end the game by yelling "stop!" and explaining that the new civilization will now be put on hold for discussion. Ensure participants hold onto their cards.

Part 2: Learning from the New Planet (1 hr 20 min)

1. Have the group sit in the large circle.
2. Discuss the experience of living on the New Planet using the following questions: (40 min)
   a. *How did you feel when you received your four rights?*
   b. *How did you feel when you were divided into circles and squares?*
   c. *Squares:*
      i. *How did you feel when the circles were given more power?*
      ii. *How did you feel being at risk of having your rights taken away at any time?*
      iii. *How did it affect your behaviour?*
   d. *Circles:*
      i. *What was it like to have the most power?*
      ii. *How did you feel taking away the rights of others?*
      iii. *How did it affect your behavior?*
   e. *When a society gives some people more power, is this fair or just?*
   f. *In real life, do we all have a right to these same four things?*
   g. *In real life, how is our community divided into different "categories" of people?*

      (Possible responses: rich/poor, able bodied/disabled, educated/uneducated, etc. Make sure female/male is among the responses.)
   h. *In real life, does our society give some groups more power than others?*
3. Explain: ***Just as Law 3 gave circles more power than squares, our society gives men more power than women. It supports men having <u>power over</u> women, creating the conditions for violence.***
4. Explain to participants that they will divide into 4 groups and each group will be given a different category (e.g., relationships, families, communities, laws/institutions). The task of the group is to discuss as many examples as possible of how social norms, in either spoken or unspoken rules, support men having power over women. Participants should record these on flipcharts. Move around to each group to ensure some of the following examples are emerging: (15 min)
   a. In relationships: (a) acceptability of violence against women as a part of marriage, (b) the belief that men have a right to discipline women, (c) the belief that men should make decisions around finances, (d) acceptability of different expectations for men and women (e.g., men can come home late, women cannot, etc.)

b. In families: (a) preference for boys, (b) boys having access to schooling but not girls, (c) socializing girls as caretakers, (d) women eating after serving everyone else

c. In communities: (a) paying bride price as if a woman is a "product" to be purchased, (b) public tolerance and lack of punishment for men who abuse wives and other women, (c) women being restricted from eating certain foods (e.g., chicken/eggs), (d) women sitting on the floor and men on chairs during gatherings

d. In laws or institutions: (a) women needing a father or husband's consent to own property, to process travel documents, or to conduct banking e.g. acquiring loans, (b) men being able to divorce on the grounds of adultery when women cannot

5. After 15 minutes have passed, ask each group to hang their flipchart on the wall. Ask all participants to walk around reading the work of the other groups. (5 min)

6. Ask the group to take their seats. Ask: What are your reflections after seeing all the ways our social norms accept men's power over women? (10 min)

7. Explain: ***If society did not support an imbalance of power between women and men, people would experience violence randomly and equally. The fact that women as a group are more vulnerable to violence results from systemic oppression and injustice.***

8. Ask participants: *Since we all believe in respecting each other's human rights, please return to the New Planet once more, greeting each other and redistributing the Rights Cards until everyone has one of each.*

9. Summarise: *We have reached the end of our activity for today. Thank you for the energy and ideas that you brought to today's session. When we begin to see the systemic issues leading to violence against women, we realise that change will require collective action, which begins with changing ourselves.*

10. Introduce the private reflection: *We will meet again on [provide date, time, place]. Before we meet again, please complete the private reflection. The private reflection explores why and how to talk about power with others.*

    NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbook, distribute copies of the reader and journaling exercises for Topic 5 found in this Facilitator's Guide on pages 73 - 75.

Photocopy

Activity Page Rights Cards

Physical safety

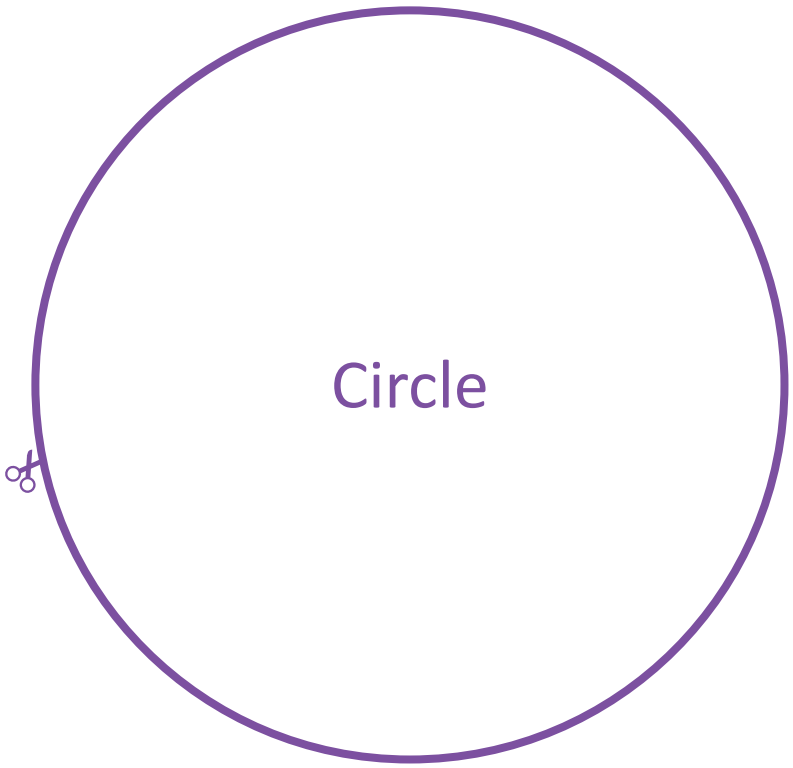
Respect from others

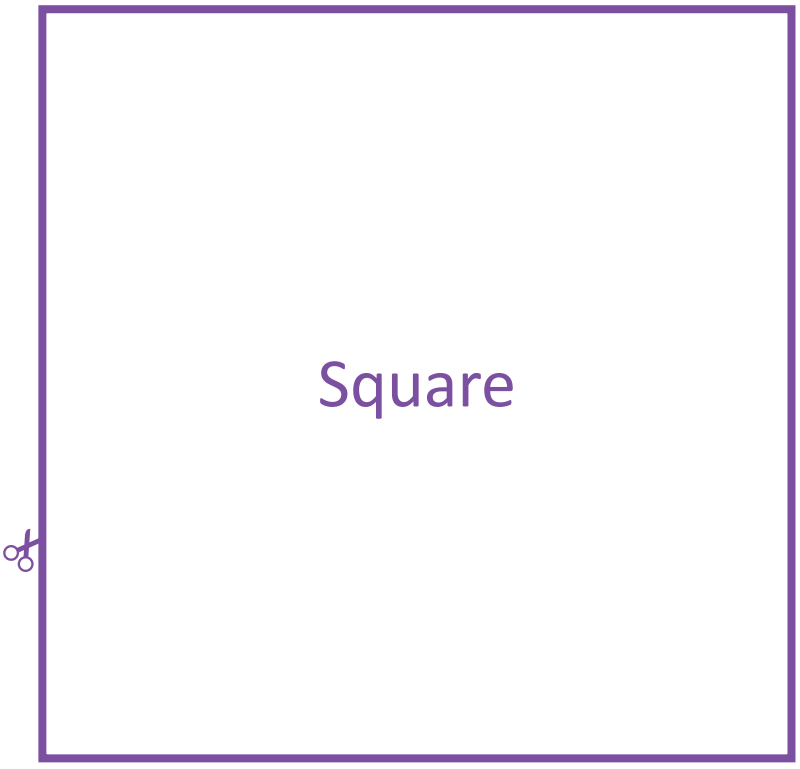
Opportunity to make your own decisions

Control over your sexuality

Photocopy

Activity Page Life Cards





Private Reflection (1 hr) 5

Objective

To reflect on the reasons for talking about power and the strategies for doing so.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 73 – 75 for participants.

Reader:

Why Talk about Power?

It is one thing to ***know*** about power. It is another thing to ***talk about it***. Talking about power gives life to ideas that some people would like to ignore. It rouses emotions, positive and negative. It sparks criticism and debate. It can feel like a risk. So why bother?

Because It's the ROOT Cause

Many things are associated with violence against women—such as alcohol abuse, poverty, unemployment or religion. The reason the imbalance of power is considered the root cause of VAW, is because without it VAW would not exist. If power was equally balanced, violence would be used randomly and equally against both sexes. It is not. Violence is systematically perpetrated against women in many spheres of life. Oppressing a group of people in this way is an injustice. Preventing injustice is about eliminating the root cause; preventing violence against women requires eliminating the power imbalance between women and men. If we don't talk about power, we inhibit any chance of lasting change.

Because Silence Supports Systemic Injustice

When injustice against a certain group of people is widespread, as with VAW, it is sustained by a collective silence. The more far reaching the injustice, the stronger the silence, and the more challenging it is to break the silence. Breaking the silence is the first step toward change. By talking about power, we break the silence.

To Create a Vocabulary for Change

Explaining VAW in terms of power is tangible. It is something people can immediately relate to and apply to their lives. As activists, it is thus an idea that can connect and strengthen our efforts. Sometimes different VAW prevention groups say the same thing in different ways. By using different language, we divide our efforts and achieve little. With common vocabulary, we can join our power for greater impact. This type of energy and clarity of ideas is contagious, as is the language of "power."

To Inspire All Generations

By talking about power we provide alternatives for existing and future generations. The language of power helps adults rethink the long-held status quo of men having power over women. The gain for adults trickles down to their children. Children and youth are looking all around for how to understand their world and act within it. By role modelling and teaching children how to use positive power and how to respect the power of others, we create new social norms in the present and for the future.

First Steps for Talking about Power:

1. **Get strong and connected:** Nurture your power within and connect with allies to help overcome your fear of challenging the status quo.
2. **Practice:** Start by reflecting on simple examples of power that you witness in day-to-day life. Think about how you could use these examples to talk about power with others.
3. **Start small:** Engage in small conversations with trusted people first. Don't try to take on everything all at once.
4. **Start broad:** First talk broadly about the concept of power, before focusing on VAW. Discuss with both women and men whether they feel they have power or lack power.
5. **Beware of jargon:** Monitor yourself to ensure you are speaking plainly and directly about power, and not burying the ideas in jargon about gender and rights.
6. **Try it at work:** When working in the community, substitute talking about gender/rights with talking about power. See if the ideas are easier for average community members to connect with.

Journaling Exercises

1. Talking about power to explain women's rights and VAW is new to many people. It takes practice to think of the best explanations and examples that will inspire people and capture their attention. Think of approaches you've used in the past or approaches others have used when explaining the concept to you. Write down three things that you think are important to say when explaining power to others, starting with the prompt below.

   a. *Here are three things I find helpful to say when explaining the concept of power to others . . .*

2. The first page of the reading gives a few different reasons why it is important to talk about power. Consider your feelings about each reason provided, and then follow the prompts below.

   a. *From the reasons in the reading for talking about power, the one I found the most compelling was . . .*

   b. *Because . . .*

3. Look back at the reading, and reread the "First Steps for Talking about Power." Think about which ideas you find most intriguing and which you could see yourself doing. Commit to three that you will try in your personal life, and then follow the prompts below. (NOTE: When deciding which you will try, take a minute to think about what's influencing your decision. Is it what seems easiest or what will be a positive challenge for you personally?)

   a. *To start talking about power in my personal life, I will do the following <u>three</u> things . . .*

   b. *I will maintain and monitor my commitment to these actions by . . .*

You have now completed the private reflection for Topic 5. If you want to take this reflection further, consider doing the following:

1. For one week, write down every opportunity you notice for when you could have chosen to talk about power. At the end of the week, choose the types of opportunities that feel like a good starting place.

2. Discuss with a trusted other any fears about talking about power, and ask for their insights and ideas about how to overcome those fears.

3. Every morning for a week, journal for 10 minutes about **whatever comes to mind,** starting with the following phrase: "If I talked more about power with people in my life, then . . ."

Concluding Activity

Power and Human Rights (2 hrs)

Objective

To look at the link between power and human rights and what it means to use a rights-based approach in our work.

Preparations

1. Write the following definitions, each on their own sheet of flipchart:
   - Power: The ability to influence your own or others' experiences.
   - Human Rights: The entitlements all people have by virtue of being human.
   - Rights-based Approach: Work that strives to achieve social justice by promoting the positive use of power and its link to human rights.
2. Post a blank sheet of flipchart at the front of the room.
3. Copy and cut one sheet of "Rights-based Scenarios" activity page found at the end of these instructions.
4. Copy the "Right-based Reflection" activity page found at the end of these instructions, one for each participant.

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 5, exploring the need to publicly acknowledge power imbalances as the root cause of violence against women. So far we have discussed how imbalances of power are part of the systemic oppression of women. In the private reflection, we looked more closely at how and why to talk about power with others.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)
   a. *The reader was about talking about power and tips for doing so. What did you find most interesting? Did the reader lead you to any new reflections about why it is important to talk about power?*
   b. *The journaling exercises encouraged us to reflect on how we can take action by talking about power more often. To what extent do you feel able to talk more often about power?*
4. Explain: ***Today we are going to look more closely at the connection between human rights and power. We discussed this connection in the activity about the New Planet. Now we will look more closely at it and what it means for our VAW work.***
5. Post the definition of human rights and say to participants***: As we all know, human rights are the entitlements all people have by virtue of being human. When someone uses power over another, it usually leads to a violation of human rights. What are some examples of the human rights violated in acts of VAW?*** (5 min)

(Possible responses: The right to own property. The right to education. The right to live with dignity. The right to basic needs, including food, water and shelter. The right to safety from violence.)

6. Explain: ***If the basis of our violence against women work is respecting people's human rights, we need to think about what this means for how we do our jobs. This means basing our work on an analysis and awareness of power, since it is in the positive and negative uses of power that human rights are honoured or violated. When we talk about using a "rights-based approach," it means striving to achieve social justice by promoting positive power and its link to human rights.*** Post the flipchart with the definition of "rights-based approach."

7. Ask participants: *Looking at this definition, what do we mean by "social justice"?* Collect participants' suggestions, and then explain: ***Justice is commonly thought of within a legal framework or courts of law, but the concept of social justice emphasises that we are all responsible for creating a society where everyone can enjoy their human rights.***

8. Explain: *We will now divide into four groups. Each group will get a scenario in which an NGO staff person is explaining their work. Read the scenario aloud as a group. Then take 10 minutes to discuss how the description fails to foster the positive use of power and what a more rights-based approach might look like in that scenario.*

9. Divide participants, give each group a different scenario and ask participants to begin. (10 min)

10. After 10 minutes, invite each group to read their scenario aloud and summarise their group discussion in a brief presentation of five minutes or less. After each presentation, open the discussion to the full group for another five minutes, asking participants if the scenario provides any insight into how the organisation could use more of a rights-based approach. (40 min)

11. Explain: *I am now going to distribute a handout to help us further apply these ideas to our own organisation. Take five minutes to review the handout and reflect on the questions.* Give each participant a copy of the "Rights-based Reflection" activity page. (10 min)

12. After ten minutes, conduct a group discussion using the following questions: `(15 min)

    a. *Which question caused you to think about our work in a new way?*

    b. *What are some concrete ways that we could change our work to ensure that it is more rights-based?*

13. Explain: ***A rights-based approach to violence against women work is important because it addresses the root cause of the problem and incorporates key concepts of power. Every organisation falls along a continuum, and we each have some strengths and some things to work on in order to create an environment which reflects a rights-based approach.***

14. Summarise: *We have reached the end of our activity for today. Thank you for your contributions today and to Topic 5.* ***Our strength as VAW prevention workers comes from demonstrating our awareness of power and human rights in what we say and do in public and private. Openly acknowledging the harm of power imbalances and creating programs that, in contrast, celebrate people's rights and power, sends a clear message about how we can prevent VAW.*** *We will meet next on [provide date, time, place] for Topic 6 of Get Moving!*

Photocopy

Activity Page Rights-based Scenarios

NGO 1: We work in communities to educate people about women's rights. Staff lead all the activities, because people in the community aren't educated. We do sessions to teach them about gender-based violence and their human rights. They like it when we come, and see us as the experts. When there are GBV cases in the community, we tell them to come to us so we can solve it for them.

How could this work better foster ***power within***, and thus use a more rights-based approach?

NGO 2: We work to provide services to women experiencing violence, primarily by counselling women and couples. Sometimes it is very challenging, because it is often women's own behaviour that is provoking men to be violent.

How could this work foster an understanding of ***power over***, and thus use a more rights-based approach?

NGO 3: We work in slum communities where conditions are really bad. Our staff rotate, so that no one has to spend too much time there. We work with community volunteers, but they can be really unreliable. We bring our community volunteers to us whenever possible—it is much more pleasant this way.

How could this work foster the idea of ***power with***, and thus use a more rights-based approach?

NGO 4: We work to stop violence against women and call on the government to act, so women are not violated in their homes. We focus all our efforts on government, because they are really the only ones who can stop abuse. Regular people can't really do much.

How could this work integrate the idea of ***power to***, and thus use a more rights-based approach?

Photocopy

Activity Page Rights-based Reflections

1. To what extent does our work promote the idea of ***power within***, by helping people see themselves as equal participants in change, strengthened by rights and power?

2. To what extent does our work bring attention to ***power over***, by showing no tolerance for human rights violations and by insisting that VAW in any form is inexcusable and intolerable?

3. To what extent does our work foster an understanding of ***power over***, by acknowledging the root cause of VAW as being the imbalance of power between women and men and the systemic oppression of women and their human rights?

4. To what extent does our work create opportunities for ***power with***, by bringing people together in solidarity and support so that there is real collaboration and cooperation among groups and individuals?

5. To what extent does our work promote the idea of ***power to***, by believing that all of us, not just the government, can and must do something to create social justice?

6. Based on your answers to the questions above, how could we strengthen our rights-based approach to VAW work?

Topic 6 Leading with Values

Description

In this topic, we look at the values we have as organisations and what it means to have organisational integrity. We then look more closely at how our organisational values become a tool for how we each act as leaders within our jobs. Lastly, we examine scenarios showing opportunities for values-driven leadership as a way of building this skill within ourselves.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**Our Organisational Values** Objective: To identify our organisational values and to assess our organisational integrity.
PRIVATE REFLECTION **1 hr**	**Everyone Is a Leader** Objective: To explore how we are all leaders accountable for maintaining organisational integrity and how we can all use values as a tool in our leadership.
CONCLUDING ACTIVITY **2 hrs**	**Practicing Values-Driven Leadership** Objective: To examine scenarios describing opportunities for values-driven leadership as a way of strengthening this skill in ourselves.

Considerations and Tips

- Allow extra time in your director-facilitator meeting during the preparations for this topic, as sensitive issues about organisational culture may emerge within this topic's activities. Consider different situations that may come up and how you could address them. Remember: contradictions exist in every organisation between the values held and how the organisation lives those values. These contradictions don't mean the organisation is bad or weak, it just helps us to be more deliberate in strengthening positive organisational culture.
- When discussing organisational values, the list may become very long. Try to avoid this, as it can become confusing to participants and difficult when trying to achieve consensus. For the first draft of organisational values, aim for about six values. A short list like this is easy to remember and thus promotes more reflection and awareness of values in the workplace.
- The idea behind values-driven leadership is that everyone in the organisation, no matter what their position, can be a leader. This is a new idea for many people. Your belief in this and the confidence you demonstrate in staff to be leaders will be important and encouraging.
- Some of the scenarios in the concluding activity may be particularly sensitive for your group. Stay aware of this and keep reminding staff that we all have challenges in living our values. Be sure that no one begins to point fingers to others in the group. If this happens, address it directly and emphasise the importance of fostering a safer space within the group.

Introductory Activity

Our Organisational Values (2 hrs)

Objective

To identify our organisational values and to assess our organisational integrity.

Preparations

Part 1

1. Post the flipchart entitled "Personal Values" saved from Topic 3 introductory activity.
2. Prepare a blank flipchart entitled "Possibilities."
3. Prepare a blank flipchart entitled "Organisational Values – Draft 1."

Part 2

1. Write the following instructions on a sheet of flipchart:

   For each value identify

   (a) two specific ways the organisation is living that value

   (b) two ways the organisation could live that value more fully internally

   (c) two ways the organisation could live that value more fully externally

Steps

Part 1: Identifying Our Organisational Values (1 hr 10 min)

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *In Topic 5 we explored how concepts of power and human rights must come through in what we say and do in our work. In Topic 6 we build on this idea, by identifying our organisational values and examining how they guide our actions collectively and as individual leaders.* ***In order to be effective, an organisation needs to have clear, concise and shared values that everyone understands and can contribute to. The values that guide an organisation deeply influence and shape the organisational culture.***
3. Explain: *Just as you developed a list of your top personal values, today we will develop a first draft of organisational values. The draft list we create will be posted within our office for day-to-day reflection throughout the Get Moving! process, to be revised and finalised after the Get Moving! process is complete. We will start drafting this list by simply writing down possibilities for discussion.* Post the flipchart entitled "Possibilities."

   NOTE: If your organisation has previously drafted values, explain that when the values are finalised after the Get Moving! process, the new list will be compared to the old list, with readiness and openness to change.

4. Draw participants' attention to the list of personal values from the Topic 3 introductory activity and to the commonalities in the values people chose.
5. Explain: ***Often an organisation's values come in part from the shared personal values of the organisation's staff. Thus, the values that received multiple ticks are some possibilities to consider for our organisational values.***
6. On the flipchart entitled "Possibilities" write down the personal values that received multiple ticks marks, using the same approach of listing values vertically down the left side.
7. Explain: ***The nature of an organisation's work also brings its own inherent values. For example, if our work is about preventing violence against women, non-violence and equality are values inherent in the work itself. For example, we value equality, because we also know that the fundamental basis of violence prevention work is the belief that women and men are equal, with no one having the right to control or hurt the other.***
8. Add "non-violence" and "equality" to the flipchart entitled "Possibilities." Then ask participants to suggest any other values that come with doing VAW work (e.g., accountability, cooperation, etc.), adding each to the same flipchart. Try not to add too many additional values, as it can overwhelm participants. (5 min)

   NOTE: If not already named by participants, add "integrity" to the list of values, reminding participants that integrity is the quality of actually living these values.

9. Ask participants to reflect on the list of possibilities and to write in their notebooks what they feel should be the organisation's top three values. After five minutes, ask participants to turn to a neighbour and discuss their choices—hearing and comparing each other's reasons and perspectives, and altering their list if desired. (15 min)
10. After about 10 minutes of discussion in pairs, go around the circle asking each participant to list their top three organisational values, while you tick them off on the list of "possibilities" (as you did in Topic 3 with the personal values). (5 min)
11. Post the flipchart entitled "Our Organisational Values – Draft 1." Explain that using the tick marks as a guide, the group will now begin a first draft of organisational values. Remind participants that the decisions today are not permanent.
12. Work through the values with the most tick marks, seeking general consent from the group to add each of these to the first draft. (5 min)
13. For values with moderate amounts of tick marks, allow for greater discussion and debate, and seek general consent on those that should be added to the first draft. (20 min)
14. Explain: *This list will act as a first draft of organisational values. I will hang this draft in our office for all to see. As you work, consider the values listed and how they fit or don't fit with your everyday actions. Try using these values to make decisions, and see how they influence your work.*

Part 2: Assessing Our Organisational Integrity (55 min)

1. Explain: *Let's now compare these values to our organisation's work and culture. When we compare our values to our actions, we are sure to find contradictions. In every organisation there are contradictions. This doesn't mean we are bad people; it means we are human. Striving for organisational integrity requires an organisational culture in which we never blame or point fingers when identifying contradictions, but rather challenge each other and ourselves to live our values more fully.*
2. Explain the exercise:
   a. *Participants will be divided into three groups.*
   b. *Each group will receive two draft organisational values (total of six).*
   c. *For each of their assigned organisational values, each group must identity (a) two specific ways the organisation is living that value, (b) two ways the organisation could live that value more fully internally, (c) two ways the organisation could live that value more fully externally.*
   d. *After 15 minutes each group will be asked to present their work in a five-minute presentation.*
3. Post the flipchart with the instructions. Divide participants, assign values to each group, and ask participants to begin. Visit each group once they begin, to respond to any questions. (15 min)
4. Ask each group to present their work. After each value presented, ask the full group for other ideas about how the organisation can live that value more fully, either internally or externally. Write these on a sheet of flipchart. Make specific plans for implementing participants' ideas and checking-in on progress. (35 min)
5. Summarise: *We have reached the end of our activity for today. Thank you for the energy and ideas that you brought to today's session. This topic has really allowed us to examine our organisational integrity more closely, as individuals and as a group. It is encouraging to see so many ideas that will help us better live our values.*
6. Introduce the private reflection: *We will meet again on [provide date, time, place]. Before we meet again, please complete the private reflection. The private reflection explores how we are all leaders who can use values to guide our leadership.*

   NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbook, distribute copies of the reader and journaling exercises for Topic 6 found in this Facilitator's Guide on pages 84 - 86.

   CLEAN-UP: When cleaning up, be sure to save the flipchart of the "Organisational Values — Draft 1" for posting in the workplace and then for use in Topic 9.

Private Reflection (1 hr) 6

Objective

To explore how we are all leaders accountable for maintaining organisational integrity and how we can all use values as a tool in our leadership.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 84 – 86 for participants.

Reader:

Everyone Is a Leader

Everyone Is a Leader

In violence against women prevention, we will fall far short of our potential as organisations if we rely entirely on directors and supervisors to uphold and hold us accountable to our values. Values-driven leadership is the responsibility of all.

What Is Leadership?

Leadership is proposing ideas and taking actions for the greater good while making others feel worthy and capable of doing the same. To lead means sometimes going against the norm, and suggesting alternatives that are better for all. To lead is to believe in people's positive power, so that they feel worthy of being believed in.

How Are We All Leaders?

A leader is not only a "boss" or the leader of a team, but anyone who positively impacts the lives of others on a daily basis. In life and work, we all guide and inspire others toward particular goals and actions—whether directly or indirectly. Leadership is not dependent on a title or formal authority but instead lies within each of us. Whether at our offices, in our homes, out with our peers, or in the communities in which we work—we lead, above all, by example.

Why Lead with Values?

When we lead with our values, we inspire others to feel capable of values-driven actions, which bring strength and positivity to our workplaces and communities. Through our own values-driven leadership, we can draw out the best in colleagues, community leaders, government officials, community members, women experiencing violence, and more. As representatives of our organisations, people look to us to understand what it truly means to live the values of equality and justice. They look to us as they consider whether they want to make such changes in their own lives. The subtleties of what we say and do influence people's faith and trust in the ideas we represent. By leading with our values, we can ensure our influence is positive.

The Challenges of Values-Driven Leadership

Like most things worthwhile in life, values-driven leadership is not always easy! Obstacles can challenge us and can even prevent us from staying true to our values. Living our values takes courage. We may come across a colleague whose values are incompatible with our own, or have a friend who pressures us to make decisions inconsistent with what we believe. One of the best ways to overcome such obstacles is open communication. Friends, colleagues and family members may not always agree with us, but often they will listen to what we have to say. If they trust we are being honest, and if they understand our good intentions, then from there we can often find a way forward together.

Tips for Using Values as a Leadership Tool in the Workplace

As we reflect specifically on our leadership in the workplace, and how we are accountable for helping to maintain organisational integrity, we can use a practical eye to identify the opportunities for values-driven leadership. Here are some examples:

1. **Remind each other to keep values clear and visible in the workplace.**
   Post values in a decorative way. Read them at the beginning of key meetings. Refer to them in strategic plans, performance reviews, at organisational retreats and during celebrations.
2. **Demonstrate organisational values in how you interact with each other and others.**
   Collectively choose one value a week to improve upon in your interpersonal interactions. When faced with an interpersonal challenge refer to organisational values as a guide.
3. **Remind each other to use organisational values as a decision-making tool.**
   At meetings ask, “How can our values help us make this decision?” Post a similar statement above your desk as a daily reminder.
4. **Explain professional decisions by referring to organisational values.**
   When explaining difficult decisions, start by reminding others of the organisational values. When documenting decisions, make additional notes about the organisational values supported.
5. **Put organisational values before personal gain or convenience.**
   When you feel yourself torn between values and personal gain or convenience, force yourself to stop and reflect. Go for a walk. Do a favourite activity that makes you feel positive and strong. And then reconsider your options.
6. **Dedicate work time to reflection on personal and professional values.**
   Set aside a private time in your workweek to reflect on values, perhaps your lunchtime or the first hour of the day on a particular day of the week. Advocate for putting values reflection on the agenda for organisational retreats.
7. **Speak out when you notice organisational behaviours deviating from organisational values.**
   If you notice contradictions in some work you are doing with colleagues, raise the issue at a meeting with those individuals. If observing contradictions that may be more sensitive, speak with the person directly or consult privately with a supervisor, whichever feels most appropriate.
8. **Show commitment to organisational values outside work responsibilities.**
   Reflect on how you feel when you see people lose their integrity outside the workplace. Be aware of your behaviour outside work hours. Ask someone who is both your colleague and friend to tell you honestly if they ever see such contradictions in your behaviour outside work.

Journaling Exercises

1. Think of all the people who observe you, interact with you and work with you on a given day. Think of all the moments you are being a leader when perhaps you didn't used to see it that way. For each time and place below, write down one or two ways you can be a leader (to family, friends, community members or colleagues) by acting with integrity.

   a. *Morning at home*

   b. *At work in the office*

   c. *At work with other NGOs*

   d. *At work in the community*

   e. *After work in the community*

   f. *Evening at home*

2. Imagine looking at your organisation through the eyes of a community member, a donor, and then an external activist. Using the prompts below, write what ***they*** would think about your organisation's integrity and what ***you*** could personally do to improve that integrity in response.

   a. *I am a community member. Let me tell you about how this organisation does and doesn't follow the values inherent in VAW prevention . . .*

   b. *I am a donor. Let me tell you about how this organisation does and doesn't follow the values inherent in VAW prevention . . .*

   c. *I am an activist. Let me tell you about how this organisation does and doesn't follow the values inherent in VAW prevention . . .*

   d. *From looking through these people's eyes, here's what I could do to enhance what our organisation already does well:*

   e. *From looking through these people's eyes, here's what I could do to address what our organisation needs to improve:*

You have now completed the private reflection for Topic 6. If you want to take this reflection further, consider doing the following:

1. For one week, end each workday by writing down one way you acted according to organisational values and one opportunity missed. At the end of the week, look for patterns and clues for how to increase your values-driven leadership.

2. Talk to a trusted colleague about any challenges you face in upholding the values of your organisation and explore together possible strategies for overcoming those challenges.

3. Every morning for a week, journal for 10 minutes about **whatever comes to mind,** starting with the following phrase: "I could show more leadership if I had the courage to . . ."

Concluding Activity

Practicing Values-Driven Leadership (2 hrs)

Objective

To examine scenarios describing opportunities for values-driven leadership as a way of strengthening this skill in ourselves.

Preparations

1. Write the following definitions each on their own sheet of flipchart:
   - Leadership: Proposing ideas and taking actions for the greater good while making others feel worthy and capable of doing the same.
   - Values-Driven Leadership: Leading by example, no matter your role, position or situation, by letting positive values guide how you act and inspire others.
2. Copy and cut one sheet of the "Values-Driven Leadership Scenarios" found at the end of these instructions.

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 6, exploring our organisational values and how we can use these in our leadership. So far we have identified our values and assessed our organisational integrity. In the private reflection, we looked at how we can use our values as a tool for leadership.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)
   a. *The reader was about how we are all leaders and how we can use our values as a tool for leadership. What did you find most interesting? Did the reader lead you to any new reflections about leadership in general?*
   b. *The journaling exercises encouraged us to reflect on our own leadership and how through values-driven leadership we can help improve our organisation's integrity. Are there any personal reflections from those exercises that you would like to share?*
4. Explain: *As discussed in the reader,* ***leadership is proposing ideas and taking actions for the greater good while making others feel worthy and capable of doing the same****.* Post the flipchart with the definition of "leadership."
5. Explain: ***Using values to guide our leadership strengthens the positive influence of our actions. The concept of values-driven leadership can feel easy to grasp one moment and hard to grasp in the next. We are going to work through a series of scenarios to further strengthen our understanding of it.***

6. Explain the following to participants:
    a. *Participants will be divided into three groups. Each group will receive a scenario about a missed opportunity for values-driven leadership.*
    b. *Take 20 minutes to read your scenario as a group, to discuss the missed opportunity for values-driven leadership, and to determine how you could use values-driven leadership to transform the negative situation into a positive one.*
7. Divide participants, give each group a "Values-Driven Leadership Scenario" and ask participants to begin. (20 min)
8. After 20 minutes, bring everyone back to the circle and ask each group to present their scenario and their values-driven leadership solutions, allowing about five minutes per group. After each presentation, ask participants the following questions, taking contributions for no more than 10 minutes: (50 min)
    a. *Is the original scenario a common occurrence? If so, why?*
    b. *What are some other values-driven solutions for this scenario?*
9. After all the presentations are finished, ask participants: "*What have you learned from this discussion?"* (10 min)
10. Summarise: *We have reached the end of our activity for today. Thank you for your contributions today and to Topic 6. By reflecting on the actions in these scenarios, we can discover more ways to practice values-based leadership in our work. We will meet next on [provide date, time, place] for Topic 7 of Get Moving!*

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Activity Page Values-Driven Leadership Scenarios

Group 1

An NGO based in the city is conducting a violence prevention program. Among the activities is awareness creation and capacity building with policy makers. The organisation has prepared a training for government officials from various ministries, including finance, gender and health. Jennifer is a senior staff person responsible for mentoring Amina, a junior staff person. Amina is trying to facilitate a discussion, but participants are all talking at the same time, and it is getting a bit out of control. Jennifer stands up and tells Amina to sit down, criticizing her facilitation skills in front of the participants.

What would you do to demonstrate value-driven leadership if you were Amina? Jennifer? Another staff witnessing this? Include in your ideas the specific value each person could use to guide their actions.

Group 2

Bernard and Sara are staff members of a human rights organisation. Fatima, a new staff member, joins the organisation, and the director asks Bernard and Sara to support her. Bernard and Sara seem welcoming and friendly, but they only answer Fatima's questions shortly and don't offer any help beyond what Fatima directly requests. Fatima sees them giggling when she fumbles in meetings and feels they are gossiping about her.

What would you do to demonstrate values-driven leadership if you were Fatima? Bernard or Sara? Another staff witnessing this? Include in your ideas the specific value each person could use to guide their actions.

Group 3

Henry is the program manager of an organisation with expertise in family planning. A donor with substantial funding asks the organisation to also include VAW prevention in their programming, even though the organisation doesn't have experience in working on violence. Funds have been very tight at the organisation for over a year. The director asks Henry what he feels the organisation should do.

What would you do to demonstrate values-driven leadership if you were Henry? The director? Another staff aware of this? Include in your ideas the specific value each person could use to guide their actions.

Topic 7 Exploring Activism

Description

In this topic, we explore the concept of activism, including what it looks like, what it means to be an activist, and what it means to be an activist organisation. We examine and analyse practical examples and scenarios to truly assess how activism can come to life in our day-to-day lives and work. Finally, we rate our organisation according to key characteristics and determine what it would take to become more of an activist organisation.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**What Is Activism?** Objective: To examine the concept of activism and to better understand what it looks like.
PRIVATE REFLECTION **1 hr**	**Am I an Activist?** Objective: To reflect on what it means to be an activist and whether we are or aspire to be activists ourselves.
CONCLUDING ACTIVITY **2 hrs**	**Are We an Activist Organisation?** Objective: To consider the characteristics of activist organisations and how we can strengthen them in our work.

Considerations and Tips

- This topic explores *positive* activism to prevent violence against women. Whenever activism is referred to in *Get Moving!* we are referring to this positive activism. There are also *negative* types of activism that have ill effects, such as violent protests or other harmful activities. Emphasise the importance of positive activism as a way of living our beliefs about non-violence and upholding the dignity of all people.
- Given the political and social context in your community, the language of activism might feel intimidating or undesirable for some participants. If this is the case in your community, you may choose to address this directly at the beginning of the session, so this isn't simmering beneath the surface throughout the activities.
- The concluding activity asks participants to think about the extent to which your organisation is an activist organisation. In your director-facilitator meeting, talk with the director about some issues that might emerge. Encourage the director to be open to participants' perspectives and feedback and to try not to feel defensive. Emphasise that this process will help the organisation get to a better, stronger place.
- In the concluding activity, ensure participants do not put the responsibility for being an activist organisation onto the director or leadership of the organisation. Keep emphasising that it will take all staff to live these characteristics. Refer back to the discussion on values-driven leadership.

Introductory Activity

What Is Activism? (2 hrs)

Objective

To examine the concept of activism and to better understand what it looks like.

Preparations

Part 1

1. Write the four parts of the equation below (as underlined) each onto a separate sheet of A4 paper:
   - POWER WITHIN / POWER TO + IDENTITY / VALUES + WOMEN'S STRENGTH / RIGHTS = ACTIVISM
2. Write the following definition on a sheet of flipchart:
   - Activism: Intentional actions guided by the head and heart aimed at creating social change.
3. Post two sheets of blank flipchart.

Part 2

1. Copy the "What Does Activism Look Like?" handout at the end of these instructions, one for each participant.
2. Copy and cut the activity page "Opportunities for Activism" statements so that there is one for each participant, allowing duplicates if necessary.

Steps

Part 1: Examining the Concept of Activism (30 min)

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *In Topic 7 we explore the concept of "activism."* ***Some of us may call ourselves activists and some of us may not. Only as individuals can we choose whether being an activist is part of our identity.*** *Whatever your decision, this topic is an opportunity to explore the meaning of activism in relation to ideas we have discussed in Get Moving!*
3. Ask for four volunteers from the group and give each a piece of the following equation:

   POWER WITHIN / POWER TO + IDENTITY / VALUES + WOMEN'S STRENGTH / RIGHTS = ACTIVISM
4. With all four volunteers holding up their paper to create the equation, have volunteers take turns calling out the words on their sheet. After each, follow with your matching explanation from below:
   a. *Throughout Get Moving! we have talked about* ***power****, in particular the power that rises up within us and ultimately inspires us to take positive action in our lives and communities.*
   b. *We have talked about the* ***identities and values*** *that have in part led us to and guided us through our work on violence against women.*

c. *We have talked about how our work is first and foremost about championing* ***women's strength and human rights*** *to create the societal change needed to prevent VAW.*

d. *Each part of this equation is an ingredient of positive and effective* ***activism****.*

5. Ask participants: *What does the word activism mean to you?* Write contributions on a sheet of flipchart. Referring to participants' similar suggestions, explain: ***Activism is intentional actions guided by the head and heart aimed at creating social change.*** Post the flipchart with the definition of "activism." (5 min)

6. Ask participants: *What do we mean when we say that positive and effective activism is "****guided by the head?****"* Entitle one of the blank flipcharts "Head," and write down participants' contributions. (10 min)

   NOTE: If required, prompt participants to come up with the following types of answers: that activism needs to be (a) thoughtful, (b) grounded in knowledge, (c) based on facts, (d) logically aligned with values (e.g., non-violent), (e) direct and clear, (f) strategic, etc.

7. Ask participants: *What do we mean when we say that positive and effective activism is "****guided by the heart?****"* Entitle the other blank flipchart "Heart," and write down participants' contributions. (10 min)

   NOTE: If required, prompt participants to come up with the following types of answers: (a) that activism begins with a deep and personal belief in the change that is needed, (b) that it comes from passion that emerges from becoming politicised, (c) that it is connected to our personal values, (d) that it takes courage and commitment, (e) that our message must be delivered with passion and compassion, (f) that we must feel for the work and issue, not just logically understand it, etc.

8. Summarise: ***When we look at the contributions on these two flipcharts, we see that activism reaches beyond work responsibilities. It grows from within us and becomes part of our identities and values. This means that opportunities for activism exist both within and beyond the work day.***

Part 2: Exploring Everyday Activism (1 hr 30 min)

1. Ask participants to give some examples of activism (e.g., protest march, speaking out when someone tells a sexist joke, etc.). Take three or four contributions.

2. Explain that the idea of activism can feel big. To break it down, we can think of activism in two ways: collective activism and personal activism. In a quick brainstorm, ask participants to describe what these mean. Referring to participants' similar suggestions, explain the following: (5 min)

   a. ***Collective activism are actions we take in collaboration with others in response to injustice. This is usually planned and organised in advance.***

   b. ***Personal activism are actions we take in our private lives in response to injustice. This is often spontaneous.***

3. Give each participant a copy of the handout "What Does Activism Look Like?" Ask everyone to turn to their neighbour and take five minutes to review the handout and consider its content. (5 min)
4. Once everyone is finished reading, discuss the following: (10 min)
    a. *Why are both collective and personal activism important?*
    b. *Take a moment to reflect on your own life. Do you engage more in collective or personal activism?*
5. *Explain:* ***As professionals in the VAW field, sometimes we can see that our activism is more often collective than personal. This may signal a disconnect between our professional and personal lives. Activists are committed to an issue and feel compelled to act on injustice wherever it is seen, not just at work. Personal activism is essential, as it means we are living our beliefs. Get Moving! is an opportunity for us to reflect on our collective and personal activism and to strengthen areas that would build our activism.***
6. Ensure all participants have a paper and pen/pencil. Ask participants to take five minutes to reflect on their level of personal activism, by journaling their thoughts on paper. After five minutes, invite a few participants to share their reflections. (15 min)

    NOTE: Accept all responses non-judgmentally. Be encouraging in your words and actions, emphasising that all of us can deepen our personal activism and more fully live our beliefs.
7. Explain: ***Opportunities for personal activism surround us on a daily basis. We all can summon the courage to integrate our activism into our personal lives. This will help us feel more integrated as people and connected to our values, beliefs and our work.***
8. Explain: *I am going to pass around an envelope. From the envelope please take one strip of paper. This paper will include a one-line statement describing an opportunity for activism. Take five minutes to consider the possibilities for collective and/or personal activism in response.* Pass around the envelope, and allow participants to reflect in silence.
9. After five minutes, explain: *Please now turn to your neighbours to create groups of three. With your group, discuss your opportunity for activism and possible responses. Invite feedback and more ideas from the others in your group. You will have 15 minutes in total for this small-group discussion, allow about five minutes per person.* (15 minutes)
10. After 15 minutes, call everyone back to the circle. Ask several participants to share their opportunity for activism and their preferred response. (30 min)

    NOTE: Encourage participants to be brief but specific. For example, if a participant says they would respond by communicating their feelings, ask them to share the actual words they might say in that situation.
11. Summarise: *We have reached the end of our activity for today. Thank you for the energy and ideas that you brought to today's session. The activities today have hopefully inspired you to begin thinking of all the positive ways activism can be part of your life and work.*
12. Introduce the private reflection: *We will meet again on [provide date, time, place]. Before we meet again, please complete the private reflection. The private reflection explores the life and qualities of an activist.*

    NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbook, distribute copies of the reader and journaling exercises for Topic 7 found in this Facilitator's Guide on pages 96 - 98.

Photocopy

Handout What Does Activism Look Like?

1. Sharing Your Politicised Perspective

Collective activism: e.g., Hold a press conference that analyses a news event from a women's rights perspective.

Personal activism: e.g., Share your perspective honestly when friends are discussing issues related to women's rights, or when you overhear others supporting acts of injustice.

2. Communicating Feelings

Collective activism: e.g., Create spaces at public events where community members can share personal stories about their experiences creating equal power in their relationships.

Personal activism: e.g., Speak openly when someone's use of power over touches you personally, by saying, "When you [describe behaviour observed], it makes me feel [insert your personal feelings and opinions]."

3. Suggesting and Implementing New Initiatives

Collective activism: e.g., Join with other NGOs to collaboratively design and implement a new program that champions women's strength.

Personal activism: e.g., Share ideas for activities that would champion women/girls' strength at your church or your children's school.

4. Voicing Concerns with Solutions

Collective activism: e.g., Organise dialogues with public institutions (e.g., police/health care) to discuss your concerns with current practice, and to propose solutions.

Personal activism: e.g., Share concerns with colleagues about workplace behaviour that does not feel aligned with VAW prevention values, and propose solutions.

5. Showing Support for Others

Collective activism: e.g., Organise a petition to demand more funding for health clinics for providing post-exposure prophylaxis (PEP) to survivors of sexual violence.

Personal action: e.g., Stand by someone being discriminated against in public and stay with them until you can ensure their security and safety.

6. Modelling Alternative Behaviours and Calling on Others to Join

Collective activism: e.g., Strengthen the rights-based approach of your programs and develop a case study of your experience to present to colleagues at a conference.

Personal activism: e.g., Admit when you find yourself behaving opposite to your values. Take responsibility for it, and explain to those affected how you will strive to be different in the future.

Activity Page Opportunities for Activism

Photocopy

Your neighbour is shouting at their child while the child is getting ready for school.

You see another woman being groped/harassed on your public transport to work.

At the office, men are dumping teacups in the sink or leaving them at their desks, expecting the women to wash up or clear things away.

At lunch, colleagues are telling sexist jokes.

A man is explaining that his wife provoked him to beat her because she came home late.

Your daughter comes home from secondary school and tells you she feels uncomfortable getting help after school from a male teacher.

Your colleagues at work talk behind each other's backs.

Your domestic worker breaks a dish, and your mother-in-law tells her she is stupid and her pay will be reduced this month.

Your close cousin is violent to his wife, yet the whole family looks up to him because he is wealthy.

As you prepare for a family function, the suggestions made by women with lower income status are ignored.

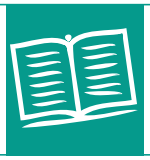
Private Reflection (1 hr)

7

Objective

To reflect on what it means to be an activist and whether we are or aspire to be activists ourselves.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 96 – 98 for participants.



Reader:

Am I an Activist?

Activists recognise their *positive power* to create change and feel compelled to address the *negative power* that creates injustice. They bring their beliefs and activist energy to every aspect of their lives, and some find work in a related field. The life of an activist is both challenging and rewarding. It requires that you continually question injustice and the status quo, and inspire activism in others while simultaneously reenergising the activist within yourself. Reflecting on this lifestyle allows us to consider whether we are already living as activists or are inspired to follow this path.

The Vision of Activists

Activists lead their lives according to a bold and inspired vision of justice, yet one that may not be realised in their lifetime. An activist's vision touches all aspects of their life—from their organisational work through to how they manage their home and personal life. When change feels slow, this vision provides confidence and hope.

The Self-Worth of Activists

Activists believe in their own worth and the worth of every individual. They believe in the significant contributions they can make to their community by following their values at all times. This sense of self gives them the strength to overcome adversity.

The Commitment of Activists

A few sporadic actions is not considered activism. Activism is a commitment that runs long and deep—an activist's work is the work of a lifetime, sustained by the most profound experiences and beliefs. Activists instinctively seize every opportunity to lead change—and when they miss or shy away from such an opportunity they feel the pain of regret and the renewed intentions that come from learning. Even when they fall short in their efforts, their continual commitment to self-improvement sets them apart, for they are motivated by ideas that are larger than themselves.

The Connectivity of Activists

The work of activists includes fostering activism among others—creating communities of support among us as well as the critical mass needed for social change. VAW activists engage others in learning and talking about violence, its root cause and its consequences. They help people to creatively channel their outrage at injustice into strategies for leading positive change. They show how feelings of outrage should not be feared, for in them is the spirit that fuels the most effective activism.

The Spirit of Activists

Activism inspires the spirit and puts it to exceptional use. Activists learn that to sustain their work, their spirit needs renewal. Inner strength or power within can be drained through the often challenging work of leading change. Activists find renewal in a wide range of daily practices that foster their wellbeing and enable them to turn inward, reflect, and refocus. Wellbeing activities include journaling, meditation, praying, music, exercise, art, dancing, connecting with trusted others, and more.

The Knowledge of Activists

Activists require a deep understanding of root causes. VAW activists stay well informed about issues related to the imbalance of power between women and men. They have a passion to read and learn about the promising practices in VAW activism being innovated by others.

The Story of Activists

Every activist has a story—a story of the moments and personal experiences that led them to this path. Whether dramatic or simple, this story is a source of continual motivation. It is unfinished and forever evolving.

There's A Story Behind Every Activist…

Grace is an activist working with an NGO that addresses violence against women. While she was growing up, Grace witnessed her mother experiencing violence and saw how it affected her mother, herself, and the rest of the family. She saw on a daily basis how the injustice and indignity of violence eroded her mother's self-esteem, her opportunities, and her sense of self. She witnessed the suffering and was profoundly moved by it. Grace recognised that her mother's personal experience was sanctioned by the community and that it continued because others felt this was an acceptable and normal way to treat a woman.

Thus, Grace made the connection between her personal experience and social injustice. Grace's experience compelled her to be an activist. She has a fierce belief in the rights of women and now, in her personal and professional life, is acting according to this belief. She works in the community fostering community-led activism and never hesitates to speak out among family, neighbours, and colleagues when she sees opportunities and alternatives that could help lead to change.

What's Your Story?

Journaling Exercises

1. Being an activist is a rich and rewarding life. It is a way to leave a positive mark on the world, to make a difference in the lives of others, and to live a life true to yourself. However, it takes courage and risk. It provokes others to contradict and challenge you. When we think about being or becoming activists, we often have mixed feelings. Think about your feelings, and then follow the prompts below to write about these thoughts.

   a. *What excites me about being an activist is . . .*

   b. *What worries me about being an activist is . . .*

2. The reading described various qualities of an activist. Some may have been familiar to you. Some may have surprised you. Think about your reaction to each, and follow the prompts below to write about your thoughts.

   a. *Based on the reading, the qualities of an activist that I feel I already possess are . . .*

   b. *Based on the reading, the qualities of an activist that I feel still need nurturing within me are . . .*

3. Every activist has a story. Think about all the different moments and experiences that motivated you (or are motivating you) to become an activist. In a page or less, write your story by explaining these events, starting with the prompt below. Sometimes this can provoke intense emotions. Talk with a trusted other if you need support.

   a. *My story goes like this . . .*

You have now completed the private reflection for Topic 7. If you want to take this reflection further, consider doing the following:

1. For one week, write down any act of activism (small or large) that you find inspiring. At the end of the week, use your list to choose opportunities for activism you are ready to try.

2. Discuss with a trusted other your plans for strengthening your activism. Make specific commitments, and check in with them about your progress.

3. Every morning for a week, journal for 10 minutes about **whatever comes to mind,** starting with the following phrase: "As an activist, I am . . ."

Concluding Activity

Are We an Activist Organisation? (2 hrs)

Objective

To consider the characteristics of activist organisations and how we can strengthen them in our work.

Preparations

1. Copy the "Characteristics of an Activist Organisation" activity page, one for each participant.

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 7, exploring the concept of activism. So far we have talked about what activism looks like and what it means to be an activist.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)
    a. *The reader was about the qualities and lifestyle of activists. What did you find most interesting? Did the reader lead you to any new reflections about activism in general?*
    b. *The journaling exercises encouraged us to reflect on the qualities of activists within ourselves and whether/how we see ourselves as activists. Did this reflection influence your perception of yourself as you are or as you'd like to be?*
4. Explain: *Today we are going to talk about what it means to be an activist organisation. What ideas come to mind when you hear the term "activist organisation?"* Write participants' suggestions on a sheet of flipchart. (Possible responses: committed, active, politicised, speaks out, takes a stand, is courageous, etc.)
5. Explain: ***In order to discover our strengths and areas for growth in becoming an activist organisation, we will divide into small groups and reflect on some key characteristics of activist organisations and the extent to which each describes our organisation.***
6. Explain the exercise as follows:
    a. *Participants will be divided into three groups. All participants will receive the same activity page about some key characteristics of an activist organisation.*
    b. *With the members of your small group, take 20 minutes to complete the activity page by first ranking the extent to which each characteristic is evident in our organisation, and then describing what it would take for the organisation to model each of these characteristics in an effective and sustained way.*
7. Divide participants into three groups, distribute the "Characteristics of an Activist Organisation" activity page, and ask participants to begin. (20 min)
8. After 20 minutes, ask participants to return to the large circle, and invite each group to present their work. (15 min)

9. After all the presentations, discuss: *What commonalities do we see between the three groups' rankings and ideas?* What does this mean to us as an organisation? (15 min)
10. Ensure all participants have a paper and pen/pencil. Ask participants to take five minutes to write down what they feel are priorities for becoming more of an activist organisation. (5 min)
11. After five minutes, conduct a group discussion that gathers participants' ideas and results in group consensus (or close to it) about concrete preliminary action items for becoming more of an activist organisation. Throughout the discussion, challenge participants to consider how they can follow through on chosen actions in an effective and sustained way. Make detailed notes on action items. (20 min)
12. Summary: *We have reached the end of our activity for today. Thank you for your contributions today and to Topic 7. In this topic we have begun to see how all our discussions in Get Moving! are truly building one upon the next to challenge us and inspire us in how we think about our work. We meet again on [provide date/time/place] for Topic 8 of Get Moving!*

Activity Page

Characteristics of an Activist Organisation

Photocopy

Score your organisation, with 1 being the weakest / least apparent characteristic in your organisation's work and 4 being the strongest / most apparent characteristic. Place a tick in the column that represents your score and then insert your ideas into the far right column.

Characteristic	Ranking				What would it take to model this characteristic in an effective and sustained way?
	1	2	3	4	
We ground our work in an analysis of injustice.					
We take a public stand on key issues, even if that means standing alone.					
We connect directly with the people whom our work represents, ensuring their voices guide our actions.					
We organise internal dialogues and activities that support staff in becoming more politicised (i.e., increasing their passion to confront injustice).					

Topic 8

Championing Women's Strength

Description

In this topic, we explore how championing women's rights and strength is core to our VAW work, and how this relates to the feminist movement. We look specifically at how the stereotypes of feminism cause others to negatively judge our work, yet how the facts of feminism align with what we are doing. We consider the possibilities and our hopes for African feminism, and what we feel we could do as an organisation to advance our understanding of feminist concepts and identity.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**Managing Stereotypes** Objective: To compare the stereotypes and facts of feminism in relation to women's rights work.
PRIVATE REFLECTION **1 hr**	**Feminism from an African Perspective** Objective: To reflect on the meaning of and possibilities for feminism in Africa.
CONCLUDING ACTIVITY **2 hrs**	**Feminism in Our Organisation** Objective: To determine next steps for the organisation in becoming more comfortable with concepts of feminism.

Considerations and Tips

- In preparation for facilitating this topic, download and read the Charter of African Feminist Principles at http://www.africanfeministforum.com/the-charter-of-feminist-principles-for-african-feminists.
- Participants may come with varying perceptions, anxieties and even biases about feminism. Try to approach this session with hope and opportunity rather than frustration or anger. Try to see this session as an opportunity to positively influence others on this critical issue.
- If you are unfamiliar with feminism or feel you may have your own reservations or concerns about the term or concept, ask for support to facilitate the topic.

Introductory Activity

Managing Stereotypes (2 hrs)

Objective

To compare the stereotypes and facts of feminism in relation to women's rights work.

Preparations

Part 1

1. Write the following definition on a sheet of flipchart:
    - Stereotypes: The typically negative assumptions that we make about a particular group by generalising the behaviours of a few to the group as a whole.
2. Post a blank sheet of flipchart at the front of the room.
3. Entitle a blank sheet of flipchart "Feminism Stereotypes"
4. Entitle a blank sheet of flipchart "Feminism Facts"
5. Copy, cut, and pre-sort the "Feminism Stereotypes and Facts" activity page found at the end of these instructions, so that you are ready to give two "Stereotypes" and two "Facts" to each participant (it is alright if some participants receive the same statements as other participants).
6. Write the following definition on a sheet of flipchart:
    - Feminism: The belief that women have the same value and worth as men, and a commitment to advocating for women's rights.

Steps

Part 1: Identifying Stereotypes (1 hr)

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *In Topic 7 we looked at the meaning of activism. In Topic 8 we will look at activism in support of women's rights.*
3. Explain: *First we are going to look at how people perceive our focus on creating justice for women. To do this we will first talk about the concept of "stereotypes." What are stereotypes?* Invite three or four contributions, and write them on a sheet of flipchart.
4. Referring to participants' similar suggestions, explain: ***Stereotypes are typically negative assumptions that we make about a particular group by generalising the behaviours of a few to the group as a whole.*** Post the flipchart with the definition of "stereotypes."
5. Ask participants: *Often the stereotypes of feminism are used by others to negatively judge our work. Can you tell me some stereotypes of feminism and feminists?* Collect two or three examples.
6. Explain that the group will now do an exercise that looks at the facts of feminism in comparison to the stereotypes. Post the two flipcharts entitled "Feminism Stereotypes" and "Feminism Facts."

7. Explain the following to participants:

   a. *Each of you will receive four statements. Some of these statements will describe feminism stereotypes. Some of them will describe feminism facts.*

   b. *Your task is to tape each of your statements to the appropriate flipchart, showing whether that statement is a stereotype or fact.*

   c. *Once you have taped all your statements, remain standing and read the other statements posted on each sheet.*

   d. *After all statements are posted, participants will remain standing for a discussion.*

8. Distribute the pre-cut "Feminism Stereotypes and Facts" to participants, ensuring each participant has four different statements. Ask participants to begin. (5 min)

9. Once all participants have taped each of their statements to a sheet of flipchart, review the statements on each flipchart and ask: *Do you disagree with the placement of any of these statements? Why?* As participants provide reasons for which statements should be moved, confirm the correct categories and move statements to the appropriate flipchart. (20 min)

   NOTE: If some misplaced statements are not identified by participants, prompt participants by saying, *What about this statement? Can anybody think of a reason why it might actually fall in the other category?* If no one is able to contribute, provide your own explanation. See the "Feminism Stereotypes and Facts: Facilitator's Notes" at the end of these instructions.

10. Once all statements are in the appropriate category, explain: ***Whether or not we call ourselves feminist or label our work feminism is a decision we each make as individuals and organisations. However, it is important that we understand our choices.***

11. Ask participants: *Being very honest with ourselves, we need to ask, do any of the Feminism Facts NOT describe our work? If so, which ones and why?* Discuss all responses. (20 min)

    NOTE: If participants feel that some facts of feminism do not describe their work, use non-judgmental questions based on ideas discussed in *Get Moving!* to guide them in making the connections between feminism and what they do. If people are simply resisting admitting the connection, remind them that you are not saying they should call themselves feminists, but rather are trying to address the issue with the utmost professionalism and integrity.

12. Once the group is approaching consensus, explain: ***Feminism is the belief that women have the same value and worth as men and is a commitment to advocating for women's rights.*** Post the flipchart with the definition of "feminism."

13. Explain: ***One of the biggest barriers in identifying ourselves and our ideas as feminist is that often we do not know how to challenge stereotypes about feminism. This helps perpetuate the stereotypes until, sometimes, we even start believing them ourselves.***

Part 2: Correcting Stereotypes (1 hr)

1. Explain the next exercise as follows:

    a. *Participants will be divided into four groups. Each group will be given one of the stereotypes about feminism.*

    b. *Each group will have 10 minutes to create a mini-role play, no more than two minutes long, of someone stating a stereotype about feminism and the others challenging this stereotype and correcting it with facts.*

2. Divide participants, assign each group a stereotype from the preceding exercise, and ask participants to begin their preparations. (10 min)

3. After 10 minutes, ask each group to present their role play. After each role play, invite two or three contributions to add to the response presented. (25 minutes)

4. Further explore the topic by leading a discussion using the following questions: (20 min)

    a. *Why do many organisations still prefer to refer to their VAW prevention work as upholding "women's rights" and not "feminism"?*

    b. *What can we do when people inaccurately associate our work with the negative stereotypes of feminism?*

    (Prompt for the following answers if not suggested by participants: (a) ask for the individual's understanding of feminism to understand the root of their opinion, (b) politely let them know that feminism is about human rights that we all share, and about equality between individuals, especially women and men (c) recognise that we cannot always correct people's perspectives and that the important thing is to remain firm in our beliefs.)

5. Explain: ***Feminism has been discredited by those who seek to retain the status quo—or men's power over women—creating various negative stereotypes. Many of us fear associating with feminism so as not to appear like we are challenging social systems that we have been born and bred in. However, preventing VAW requires us to have a critical analysis of social structures and how they promote violence and discrimination against women. It will be a different challenge for each of us to determine how we want to manage the feminism in our work in comparison to negative stereotypes in the community.***

6. Summarise: *We have reached the end of our activity for today. Thank you for the energy and ideas that you brought to today's session.* ***Having stereotypes used against you is a form of prejudice, and never a positive experience. But it is a challenge we must face honestly and professionally, considering the short-term and long-term implications of our actions.***

7. Introduce the private reflection: *We will meet again on [provide date, time, place]. Before we meet again, please complete the private reflection. The private reflection explores feminism from an African perspective.*

    NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbooks, distribute copies of the reader and journaling exercises for Topic 8 found in this Facilitator's Guide on pages 109 - 111.

Activity Page

Feminism Stereotypes and Facts

Photocopy

Stereotypes

Feminism promotes divorce, which is why feminists are usually not married themselves.

Feminism is for elite and educated women.

Feminism is a movement of western ideas that does not take African culture into consideration.

Feminism promotes female superiority over males.

Facts

Feminism believes that violence is a choice—that one person cannot provoke another to use violence.

Feminism is another word for "the promotion of women's rights."

Feminism is not just for women; men can be feminists too!

Feminism believes that the idea that men are superior to women is socially created and can be changed.

Activity Page

Facilitator's Notes: Feminism Stereotypes and Facts

Stereotype: Feminism promotes divorce, which is why feminists are not married themselves.

Challenging the stereotype: Feminists do not promote divorce or discourage marriage. Many feminists are happily married! Feminists believe that both women and men in relationships (or same sex partners) have a right to be safe, respected, happy and loved. If a relationship is not this way, feminists believe that women and men have a right to leave that relationship and this includes divorce.

Stereotype: Feminism is for elite and educated women.

Challenging the stereotype: Feminism is for everybody – regardless of sex, economic status, level of education or religion. Feminism upholds and promotes women's basic human rights and as such all people can benefit from feminism. In many places, women who went to school began thinking more about their rights and had access to ideas about women's human rights, so these individuals first began talking about and promoting feminism. However, the ideas in feminism apply to all women (and men!) thus all must be involved if we are to realise equality and justice for women.

Stereotype: Feminism is a movement of western ideas that does not take African culture into consideration.

Challenging the stereotype: Feminism is not against African or any other culture. Feminism promotes human rights principles that are universal (apply to everyone no matter where they are from or who they are). While writing about feminism began in the West, African women and many African cultures for centuries have been upholding feminist ideals, such as peace, safety, dignity and value of women.

Stereotype: Feminism promotes female superiority over males.

Challenging the stereotype: Feminism does not promote the idea that women are better than men. Feminism promotes equality between women and men—not superiority of either sex. Feminism strives to see both women and men treated fairly and equally. Feminism believes that women and men can and should both have power, and believes that this doesn't require one sex losing power for another sex. Power is not in limited supply—both women and men can have power and can use it positively.

Fact: Feminism believes that violence is a choice—that one person cannot provoke another to use violence.

Explaining the fact: Feminism believes that everyone is responsible for their own behaviour. If a man uses violence against a woman, it is his responsibility and choice—not the woman's fault. A woman's behaviour (whether she is wearing a mini-skirt, burns the food, or comes home late, etc.) is not an excuse for violence. Men have many options to choose from rather than using violence.

Fact: Feminism is another word for "the promotion of women's rights."

Explaining the fact: The beliefs and aims of women's human rights are exactly the same as feminist beliefs and aims. Feminism strives to ensure that women enjoy their basic human rights. The human rights of women are the same as human rights for men. Therefore, anyone who promotes human rights is promoting women's rights, which means they are promoting feminism! One can't be a human rights activist without being a feminist! Anyone who believes that all human beings are equal in value and worth regardless of their sex, religion, race, class and says they are a human rights activist is a feminist because believing in human rights means believing in feminism.

Fact: Feminism is not just for women; men can be feminists too!

Explaining the fact: Feminism is for everybody! Anyone who believes and acts in a way that reflects the belief that women and men are equal in worth and value, is a feminist. Feminism is not just for women; men can and should be feminists. A feminist is a person who believes in equality between women and men—it's as simple as that!

Fact: Feminism believes that the idea that men are superior to women is socially created and can be changed.

Explaining the fact: Feminists believe that women and men are born equal in worth, value and capacity. While men and women may do different roles, feminists believe that the idea that men are superior to women is not true—that this idea is a result of patriarchy (which is socially created) and not a biological fact. Feminists believe that people can unlearn the socially created inequalities between men and women and can re-learn values that promote equality. Most importantly, through their actions they can make these values and beliefs the norm!

Private Reflection (1 hr) 8

Objective

To the meaning of and possibilities for feminism in Africa.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 109 – 111 for participants.

Reader

Feminism from an African Perspective[4]

What is Feminism?

Feminism is the belief that women have the same value and worth as men. It is a commitment to advocating for women's rights—including their political, social and economic equality to men. African feminism is this same commitment, yet with a focus on the unique challenges faced by African women.

What Does Feminism Question?

Some people claim that, as the bearers of children, women belong in the home. These people defend the unequal treatment of women on this basis. However, feminists believe that women and men, despite their biological differences, should have the same influence in society and the same freedom to choose their life. This same perspective underlies women's rights work in Africa.

> "Feminism has its roots in the African condition. This is because women in the continent have always been aware of the prevailing oppressive gender relations and have throughout history challenged these conditions in a variety of ways."
>
> — Changu Mannathoko

Is Feminism New to Africa?

Feminism is relatively new everywhere in the world. Although the oppression of women has for long been a problem globally, feminism as a movement only began in the 1960s. That said, the spirit of feminism has been alive in Africa for centuries, in women's individual efforts and small victories across history.

4 *African Feminist Theory and Practice,* A Reader Prepared for the African Women's Leadership Institute. Prepared by The Education and Research Working Group. Akina Mama wa Africa

"It is correct to say that feminism in our continent is not a recent event but a long historical process which has not yet been sufficiently brought to light. One of the tasks which faces African feminists therefore is to study the historical development of women's resistance in Africa against oppression."

—Nawal El Saadawi

Can a Global Movement Meet African Needs?

There is no one feminism. Feminism is meant to take different forms to serve different women. It will be up to women's rights activists across Africa to ensure our feminism evolves into something truly African. To disregard feminism because of its global prevalence would be to minimise progress made for women's rights. Those who say African feminists have been too influenced by the West, are the same to call equality "foreign" and not to be taken seriously.

"The curious fact about African feminism today is that there is so much fear of being perceived or known as a 'feminist' or a 'woman liberationist'. . . This is mainly because 'feminism' or 'women's liberation' is branded as an imperialist, cultural domination ploy and therefore anti-African. Of course, this is clearly an African sexist view, a mechanism of scapegoating women as traitors to African values."[5]

What's Ahead for African Feminism?

Over the past several years, feminists in the developing world have challenged feminists in America and Europe to examine how race and gender discrimination interact. These challenges have significantly strengthened Western forms of feminism. Similarly, African feminists are examining how gender discrimination in Africa interconnects with discrimination based on age, class, sexual orientation, ethnicity, tribe or living with disability. A unique quality of feminism is its ability to look at all aspects of a woman.

"The struggle of African women cannot be limited to individual struggles against men . . . women's struggle will have to join other movements against social inequalities . . . African women must stage their own feminist movements which would be in solidarity with all other agents of change. Today's Africa is 'ripe' for feminism."

—Marie-Angelique Savane

5 *African Feminist Theory and Practice,* A Reader Prepared for the African Women's Leadership Institute. Prepared by The Education and Research Working Group. Akina Mama wa Africa

Journaling Exercises

1. Many of us have mixed emotions and thoughts about feminism. Think about your own, and then follow the prompts below to write about your thoughts.

   a. *The positive feelings and thoughts I have about feminism include . . .*

   b. *The negative feelings and thoughts I have about feminism include . . .*

2. As mentioned in the reading, "it will be up to women's rights activists across Africa to ensure our feminism evolves into something truly African." Think about the type of African feminism that would inspire you, and then follow the prompts below to write about your vision.

   a. *Within five years, here's what I would like African feminism to be like . . .*

   b. *If African feminism was like that, then it would benefit me and my work in so many ways. For example, . . .*

3. Negative stereotypes are possibly the greatest roadblock in the positive evolution of African feminism. Think again about the kind of African feminism you would like to see in five years time (see preceding page). Write down three actions you could take to help breakdown stereotypes about feminism and work toward realising your vision, starting with the prompt below.

   a. *Three actions I could take to help breakdown stereotypes about feminism and to work toward realising my vision include . . .*

You have now completed the private reflection for Topic 8. If you want to take this reflection further, consider doing the following:

1. For one week, ask colleagues about any articles, poems, books or essays discussing African feminism that they have found useful in their work. Read the *Charter of Feminist Principles for African Feminists (http://www.africanfeministforum.com/the-charter-of-feminist-principles-for-african-feminists/).* At the end of the week, review the list and make a reading plan.

2. Speak with a feminist you respect about strategies for breaking down the negative stereotypes against feminism.

3. Every morning for a week, journal for 10 minutes about **whatever comes to mind,** starting with the following phrase: "I could become a more confident and bold feminist if . . ."

Concluding Activity

Feminism in Our Organisation (2 hrs)

Objective

To determine next steps for the organisation in becoming more comfortable with concepts of feminism.

Preparations

1. Write the following on three separate flipcharts: (a) Concerns and Risks, (b) Benefits, (c) Strategies for Overcoming Risks
2. Write the following text on a sheet of flipchart:

   Possible Next Steps

   - Learning more as an organisation about feminism to become more comfortable with the concept.
   - Calling ourselves feminist (e.g., developing new internal/external language).
   - Advancing and demystifying African feminism through our dialogues and skill-building with other organisations.

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 8, exploring women's rights and feminism as the primary context for our work. So far we have examined the stereotypes and facts about feminism and what it means to our work to develop African feminism.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)

   a. *The reader was about African feminism. Did you find any important insights when considering the connections between African women and feminism?*

   b. *The journaling exercises encouraged us to reflect on our feelings about feminism and our hopes for African feminism. Are there any personal reflections from those exercises that you would like to share?*
4. Explain: ***Although the concept behind feminism is at the basis of all of our work, each organisation must evolve at its own pace in terms of its connection with and comfort with ideas about feminism.*** *Today we are going to look at our own organisation and determine the next steps best for us.*
5. Explain that you want to gather participant's ideas on three topics: (a) the concerns and risks in calling ourselves "feminist," (b) the benefits of calling ourselves "feminist," (c) strategies for overcoming the risks. Explain that the group will explore each topic in a brainstorm style. Remind participants that in this and any brainstorm, no judgments or comments are made about contributions.

6. Conduct a brainstorm for each of the three topics, completing one flipchart of ideas for each topic. (30 min)
7. Review the brainstorms by first acknowledging the range of perspectives in the room. Then, remind everyone that they must determine next steps for the organisation by balancing their feelings as a group with the fact that feminism is a context for the work.
8. Explain that there are three options for going forward. Post and read aloud the flipchart with these three options:
    a. Learning more as an organisation about feminism to become more comfortable with the concept.
    b. Calling ourselves feminist (e.g., developing new internal/external language).
    c. Advancing and demystifying African feminism through our dialogues and skill-building with other organisations

    NOTE: Although, at first glance, it may seem like it is obvious where your organisation is at, encourage participants to think critically. Your organisation may be at (3), but staff may feel like you skipped (1).
9. Ask participants to turn to someone beside them and to discuss for 10 minutes what they each see as the organisation's best next step. Explain that this is a good opportunity to practice listening openly and without judgment. (10 min)
10. Conduct a discussion with the full group about people's perspective, hearing from as many voices as possible. (30 min)
11. Using the dominant feelings emerging in the room, work with participants to identify the appropriate option and create some specific action items with timeframes for the organisation. (10 min)
12. Summary: *We have reached the end of our activity for today. Thank you for your contributions today and to Topic 8. This topic has helped us explore both our negative and positive feeling about feminism as a context for our work. We meet again on [provide date/time/place] for Topic 9 of Get Moving!*

Topic 9 Building Movements in Solidarity

Description

In this topic, we explore the meaning of solidarity and its role in movement building. We consider specifically what solidarity looks like and what it means to act in solidarity with others. Ultimately, we look at the regional VAW prevention movement and the vision, actions and connections that we can contribute for building that movement—making specific commitments as an organisation. Finally, we revisit our organisational values and consider connecting to other movements that share our values.

At-a-Glance

INTRODUCTORY ACTIVITY **2 hrs**	**What Is Solidarity and Movement Building?** Objective: To explore the meaning of solidarity and how it can strengthen our VAW prevention efforts.
PRIVATE REFLECTION **1 hr**	**What Does Solidarity Look Like?** Objective: To reflect on what solidarity looks like and how we can build those qualities in ourselves.
CONCLUDING ACTIVITY **2 hrs**	**How Are We Building Our Movement?** Objective: To determine how our organisation will support the VAW prevention movement by having vision, committing actions and making connections.

Considerations and Tips

- The concluding activity for this topic addresses other movements beyond the VAW prevention movement. Many other movements might be controversial to participants, such as the LGBTI movement or the sex worker movement. As needed, remind colleagues about organisational values and that living our values means not making exceptions because something is unfamiliar or challenges us. Our job is to have a consistent and standard analysis of justice, fairness, equality and human rights that applies to all people and circumstances.
- One of the barriers to solidarity within and between organisations and movements can be competition—competition for status, recognition, inclusion or funding. Do not shy away from this discussion. Open the issue with participants and discuss the implications of it. Challenge them to consider how competition contradicts our values, how it prevents us from achieving greater things and how it limits our work of promoting large-scale social change. Provide additional space beyond the *Get Moving!* activities to further explore this topic, if it is necessary and helpful.

Introductory Activity

What Is Solidarity and Movement Building? (2 hrs)

Objective

To explore the meaning of solidarity and how it can strengthen our VAW prevention efforts.

Preparations

Part 1

1. Post a blank sheet of flipchart at the front of the room.
2. Write the following definition on a sheet of flipchart:
    - Solidarity: A feeling of unity arising from common experiences, interests and beliefs between individuals and groups, and demonstrated by collective support and action**.**
3 Photocopy activity page "An Example of a 16 Days Campaign without Solidarity" page 118, one for each participant.

Part 2

1. Write the following definition on a sheet of flipchart:
    - Movement: A large informal or formal group of people and organisations who share a politicised analysis about a social issue, and are working toward social change.
2. Make/cut A5 size cards or paper so each participant has three.

Steps

Part 1: Connecting with Solidarity's Strengths and Challenges

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *In Topic 8 we looked at feminism and the stereotypes that sometimes challenge us in connecting with the feminist movement. In Topic 9 we will look more closely at the meaning of solidarity and movements, and what that means for the way we work. We will begin with the concept of solidarity. What does solidarity mean to you? Take two or three contributions.*
3. Write participants' contributions on the blank sheet of flipchart. Referring to participants' similar suggestions, explain: ***Solidarity is a feeling of unity arising from common experiences, interests and beliefs between individuals and groups, and demonstrated by collective support and action.*** Post the flipchart with the definition of "solidarity." (5 min)
4. Explain: ***Although we often think of solidarity in terms of our actions with friends and allies, we can also feel and be in solidarity with strangers and people beyond our immediate communities or countries who share similar feelings about right and wrong, and about justice and human rights.***
5. Ensure all participants have a paper and pen/pencil. Ask participants to take five minutes to write about a time when others have expressed solidarity with them in their personal or professional life, including how it made them feel and how it was helpful. (5 min)
6. After five minutes, ask participants to turn to a neighbour and share some of their reflections.

Ask them to switch after three minutes, giving their partner a turn to share. When all pairs have completed sharing, return to plenary and invite some participants to share their reflections with the full group. (15 min)

7. Explain: ***Solidarity is essential for creating social change. It is what brings us together, unites us and forges collective efforts that are stronger than we could ever achieve individually. In our VAW work, solidarity helps us move from an individualised perspective to one of a group. It allows us to move beyond supporting an individual woman to supporting all women to enjoy lives free of violence. We can more easily identify with other women, because we begin to appreciate how women all over the world experience common oppressions.***

8. Explain: We know in principle that solidarity is essential, yet in practice it is often hard to feel and foster at a personal or organisational level. We are now going to divide into two groups (or more if your group is large) and you will have 10 minutes to discuss the barriers to solidarity at two levels: (10 min)

    a. Individual Barriers

       (Possible responses include: lack of confidence or belief in oneself, feeling distant from the issues, feelings of competition, preoccupied with own struggles, fear of judgement, feeling intimidated by others, unwillingness to move out of comfort zone, etc.)

    b. Organisational Barriers

       (Possible responses include: competition, suspicion of others, desire for recognition, requires time commitment, fear of implications, critical of others, lack of confidence in own identity, etc.)

9. After 10 minutes, ask one group to share their thoughts on individual barriers and the second group to share their thoughts on organisational barriers. Ask for contributions from the other group after each presentation. Comment on particularly relevant points to help participants reflect more deeply on what was shared. (15 min)

10. Summarize the sharing by asking and briefly discussing: *Why do you think many of the barriers are the same for individuals and organisations?* (5 min)

11. Explain: ***Next we will consider the implications that a lack of solidarity has on our work. Working in pairs, you will receive a brief handout illustrating a common example of a lack of solidarity. Please review together and discuss whether or not this example is common in your city/country and the consequences of this.*** (10 min)

12. After 10 minutes, ask participants: *You reviewed a common scenario that illustrated lack of solidarity. How does this impact us as individuals, our organisations and the communities where we work?* (15 min)

    (Possible responses: staff/activists feel isolated, there is a climate of fear, burn out, wasted resources, organisational activities are less powerful than they could be, creates confusion in the community, reflects badly on us as organisations, etc.)

Part 2: Building Blocks of Solidarity

1. Explain: ***Many things influence our ability to feel and demonstrate the solidarity needed to realise our vision. For example, we need awareness of our personal values and our organisational values before we connect with others on that basis. We need to connect with the many common experiences we share that enhance our feelings of solidarity. We need the many skills that we learn to strengthen our ability to act in solidarity with others, such as our ability to create safer spaces. Our work throughout Get Moving! was designed to cultivate the awareness, common experiences, and skills to prepare us for feeling and demonstrating the solidarity needed to strengthen our work.***
2. Explain: *As we have discussed, change requires action. In this last exercise, we are going to think about concrete actions we can take to encourage and nurture solidarity. Consider awareness, experiences and skills as you reflect. You will each be given three cards. Please think about one action you can take to foster solidarity at a personal level, with other organisations and in the community. Write one action on each card.*
3. Pass out cards to each participant. Tell participants they have 5 minutes to write down their actions. (5 min)
4. After 5 minutes has passed, ask participants to share their actions according to each level (personal, organisational, community). Tape them according to the category on the wall. (15 min)
5. Pointing to all the concrete actions on the wall, say: ***All of these actions and commitments will strengthen Solidarity with others is the backbone of movement building!***
6. Ask participants: *What does the idea of a movement mean to you?* Take three or four contributions. Building on some of the participants' contributions, explain: ***A movement is a large informal or formal group of people and organisations who share a politicised analysis about a social issue, and are working toward social change.***
7. Summarise: ***The task of preventing VAW is a large one. In order to achieve this goal, we need to feel we are not alone, that others support us and stand together in solidarity with us. Individuals and organisations cannot realise the vision of a life free of violence alone. We need allies, friends and community to be effective. We need a movement. We will continue talking about this idea in the concluding activity.*** *We have reached the end of our activity for today. Thank you for the energy and ideas that you brought to today's session.*
8. Introduce the private reflection: *We will meet again on [provide date, time, place]. Before we meet again, please complete the private reflection. The private reflection explores what solidarity looks like, how we build those qualities within ourselves and with whom you feel in solidarity.*

   NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbooks, distribute copies of the reader and journaling exercises for Topic 9 found in this Facilitator's Guide on pages 119 - 121.

   CLEAN UP: Save the definition flipcharts of solidarity and movement for the concluding activity.

Activity Page

An Example of a 16 Days of Activism Campaign without Solidarity

Photocopy

Every year, the NGO *Change Now* runs a 16 Days of Activism Campaign. Below are three situations where the campaign lacked solidarity.

Individual level: Patricia, a senior staff member responsible for coordinating the campaign, planned a meeting to brainstorm ideas for this year's theme and activities. She deliberately planned it while Helen was out at another meeting because she often feels overshadowed by Helen and jealous that other staff often prefer her ideas.

Organisational level: *Change Now* plans a public event in the city centre. When getting permission from the police, they are informed that two other women's organisations are hosting a 16 Days march that same day. *Change Now* reschedules their 16 Days march for another day. They do not contact the other organisations to propose a joint march.

Community level: *Change Now* develops materials and messages only loosely based on the regional theme, as do many other local NGOs. On the radio and in the community during this time there are many programs, posters, materials and events promoting different messages (e.g., 'Arrest men who beat women!' and 'Women and men can join hands to create violence-free relationships')

Discuss: Is this common? Does this happen in your organisation and community?

Private Reflection (1 hr) 9

Objective

To reflect on what solidarity looks like and how we can build those qualities in ourselves.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 119–121 for participants.

Reader:

What Does Solidarity Look Like?

It is sometimes hard to know what solidarity looks like, since we identify with it first as a feeling. We can usually feel whether others are working in solidarity with us or not. Many forms of collaboration exist without solidarity—people manage the practicalities of shared tasks and goals, while still missing the deepest levels of shared passion, values alignment and commitment to a greater vision.

Solidarity holds a rare power and is what has made movements across history so transformative and memorable. Solidarity can connect strangers, creating lasting connections that endure the greatest challenges. To access this power we need to know what solidarity looks like, so that, above all, we can look for and nurture those qualities within ourselves and in our efforts to grow the movements we support.

Cohesion

Cohesion is when there are common principles or shared beliefs within a group. It doesn't mean that everyone has the same opinion on everything but rather that there is agreement on the fundamentals— for example, that violence against women is an injustice. When an activist speaks out against injustice, we stand in solidarity with her and publically support her because we share her belief in a life free of violence. This solidarity exists because we share a common analysis of violence and injustice.

Cooperation

Cooperation is when individuals working together demonstrate respect, support and sensitivity to each other. This means engaging, discussing, listening and compromising. It means readily and happily sharing in the hard work that is required to realise bold visions. It means openness—refusing to give into competition or suspicion. It means always ensuring mutual give and take as we support each other along the way.

Trust

Trust is the foundation of all positive relationships, both personal and professional. It must exist for solidarity to flourish. Trust arises from consistent honesty, sincerity and straightforward communication, creating the faith that anything that should be shared will be shared, and that no one will deceive another. To feel in solidarity we must trust each others' experience, values and vision, as well as our commitment to and support for each other.

Mutual Respect

When there is mutual respect everyone's capacity and perspective is honoured and valued. This means seeing all individuals as equals and acknowledging that every individual has something important to contribute. While each of us may contribute something different—all contributions enhance our shared understanding and potential.

Empathy

Empathy is the ability to connect with the feelings of others. It is the reason we can feel in solidarity with someone we have never met. For example, if a woman from another country shares her experience of violence, many of us, despite not knowing her personally, feel compelled to stand in solidarity with her. We feel connected to her experience even though it is not our own. We don't just think about it; we feel it deeply. We feel the injustice in our hearts.

Reliability

Being reliable is what sustains a feeling of solidarity. Even when problems, differences, conflicts or challenges emerge, there must be a genuine commitment to persevere—to work through the challenging times together. Reliability means staying true to one's commitments and never giving people reason to doubt our word. It means recognising that a chain is only as strong as its weakest link and doing one's best to never be that weak link.

Reaching Out

Solidarity involves reaching out to other individuals, activists and organisations. Reaching out in solidarity is a way to say, "we can be stronger together" and "I'll stand by you." It is about making connections based on shared values—increasing positive power, support and action for change. We can be creative in how we reach out to others—by writing to people, sharing contacts and information, sharing meals, holding discussions, disclosing personal issues, participating in social activities together, exchanging ideas, building friendships and more!

Journaling Exercises

1. True solidarity means reaching beyond our prejudices and biases to connect with others in the name of change—accepting each other for who we are and joining our power to build a movement. However, it is common for there to be people and groups that you struggle to feel in solidarity with (e.g., HIV positive people, poor women, lesbian women, women of different ethnicities, sex workers, etc). Think about one such group, and follow the prompts below to write about these thoughts.

   a. *One group I struggle to feel in solidarity with is . . .*

   b. *This is difficult for me because. . .*

   c. *The benefits and opportunities of working in solidarity with this group would be . . .*

   d. *To foster my feeling of solidarity with this group I could . . .*

2. Think about all the people with whom you feel solidarity—from long-time bonds to new acquaintances. Review the last item in the reading on "Reaching Out." List ten simple ways that you will reach out in the coming weeks to show your solidarity with various people, starting with the prompt below.

   a. *Ten simple ways that I will reach out in solidarity in the coming weeks include . . .*

You have now completed the private reflection work for Topic 9. If you want to take this reflection further, consider doing the following:

1. For one week, write down every act of solidarity someone shows toward you. At the end of the week, hang the list on your wall as inspiration.

2. Write a personal letter of support to someone with whom you have always felt quite different, but that now, through your work in *Get Moving!*, you feel connected to in solidarity. With all your courage, send the letter.

3. Every morning this week, journal for 10 minutes about **whatever comes to mind,** starting with the following phrase: "Every day I find myself feeling solidarity with more people, for example . . ."

Concluding Activity

How Are We Building Our Movement? (2 hrs)

Objective

To determine how our organisation will support the VAW prevention movement by having vision, committing actions and making connections.

Preparations

1. Post the "Organisational Values – Draft 1" from Topic 6; and the solidarity and movement definitions from the introductory activity.
2. Prepare the following flipchart:
   a. What role could our organisation play in strengthening the VAW prevention movement
      i. in our city?
      ii. in our country?
      iii. in the region?

Steps

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: *Today is our last session for Topic 9, exploring the concepts of solidarity and movement building and what they mean to our work. So far we have explored the barriers to demonstrating solidarity and concrete actions we will take to nurture solidarity. In the private reflection, you considered specifically what solidarity looks like, how to build those qualities in yourself and with whom you feel in solidarity.*
3. Invite participants to share thoughts about the private reflection, using the following questions: (20 min)
   a. *The reader was about what solidarity looks like. What did you find most interesting? Did the reader lead you to any new reflections about solidarity in general?*
   b. *The journaling exercises encouraged us to reflect on how we can build those qualities in ourselves. Did you discover new things you would like to strive for?*
4. Explain: *In the last activity, we began talking about the idea of a movement. How do you understand the term "movement"?* Write contributions on a flipchart, discuss and summarize by posting the flipchart with the definition of "movement." (5 min)
5. Explain: ***Solidarity and movements are closely connected. Solidarity is essential to building a movement and a movement will only be strong and grow from fostering solidarity. The GBV Prevention Network, although used by many organisations primarily for strengthening programs and making connections, has the potential itself to become a movement: a movement of organisations working for the prevention of VAW. When we think about building movements, we must begin with our own.***

6. Ask participants: *Does it surprise you, or is it new to you, to think of our VAW work as part of a movement?* (5 min)
7. Explain: ***Today we will look at three things needed to build a movement—vision, action and connection. First, let's talk about having a shared vision. Here, we are using the term "vision" informally to talk about our imagined ideas of what our VAW prevention movement could become in the future. Our vision for the future of our VAW prevention movement should inspire us and yet feel achievable.*** *We will explore this vision by doing a drawing exercise.*
8. Explain: *Each person will receive a piece of paper. You will have 10 minutes to draw your vision of what our violence against women prevention movement looks like in the future. Be bold in your imaginings of what our movement could be.* (10 min)
9. After 10 minutes, explain that we will now create a vision gallery to inspire us to imagine what our movement can become. Ask participants to gather around an empty wall and post their drawings for all to see. Offer participants a minute to view the gallery. Then, one-by-one, ask participants to share the meaning behind their vision image. (15 min)

   NOTE: Consider leaving these images on the wall in your organisation as inspiration!
10. Summarise the exercise: ***By imagining our vision, we begin to foster the positive emotions and power that will be needed to take action in realising it. Actions are the next thing needed for building a VAW prevention movement.***
11. Explain that you will divide participants into three groups. Each group has 10 minutes to consider the following three-part question and to come up with one great idea per category. Emphasize the importance of having one really strong, realistic, actionable idea rather than a long list of ideas: (10min)
    a. What role could our organisation play in strengthening the VAW prevention movement
       i. in our city?
       ii. in our country?
       iii. in the region?
12. After 10 minutes, invite all groups back to the circle to present their work. Allow a maximum of five minutes per presentation, including two to three comments after each from the full group. Guide the group in coming to consensus on one or two actions for each category that the organisation will commit to doing. Write these on a sheet of flipchart. (20 min)
13. Explain: ***Lastly we need to look at connection. We know that we are stronger when others outside our immediate circles join us. One way to strengthen our VAW prevention movement is to connect with other movements that share our values. In doing so, we build awareness of how our work intersects with others and by sharing values, all our efforts can be stronger.*** *Before we can do this, we must look back at our "Organisational Values—Draft 1."*
14. Review the draft values as a group, and ask participants: *What other movements are aligned with some of our organisational values?* (Possible responses: women's rights, disability rights, refugee/immigrant rights, sex worker rights, LGBTI rights, children's rights, etc.) List participants' contributions on flipchart. (10 min)
15. *Explain:* ***We are stronger when we have broader support beyond the usual organisations and colleagues we work with. If organisations focusing on other issues lend their voice to our work and we to theirs, all our efforts are strengthened. Moving outside our comfort zone into new relationships and new issues can enrich our work and lead to more effective promotion of human rights.***

16. Guide participants in narrowing down the list to three groups with whom there is an opportunity to strengthen solidarity. Encourage participants to challenge their commitment to integrity by choosing some groups they have not worked with in solidarity before. Commit to at least one step your organisation will take to connect with these other selected movements. (15 min)

17. Explain: ***Vision, actions and connection are needed to strengthen the VAW prevention movement. Our organisation has a role to play and today, our concrete ideas are a first step in playing a more active role in strengthening our VAW prevention movement.***

18. Summary: *We have reached the end of our activity for today. Thank you for your contributions today and to Topic 9. This topic has explored our feelings of solidarity and the movements we support. These are deeply connected to our organisational values. Our values and the actions we have committed to should be regularly reviewed and updated, such as at key strategy meetings and retreats. We meet again on [provide date/time/place] for Topic 10 of Get Moving!*

19. Introduce the private reflection for Topic 10: *We will meet again on [provide date, time, place]. Unlike other topics, we will begin Topic 10 with the private reflection. Please complete this private reflection before we meet again. The private reflection explores what you have achieved through Get Moving! and the private reflections, as well as what's ahead.*

    NOTE: Remind participants that the private reflection is in their Participant's Workbook. If not using the Participant's Workbooks, distribute copies of the reader and journaling exercises for Topic 10 found in this Facilitator's Guide on pages 126 - 130.

Moving Beyond *Get Moving!*

Topic 10

Description

In this topic, we review all that we have experienced in the *Get Moving!* process and what that means for the path ahead. We discuss key *Get Moving!* ideas to live by going forward, and we document key actions we need to take as an organisation. We reflect on what we have gained personally and professionally, and we celebrate what we have achieved collectively.

At-a-Glance

PRIVATE REFLECTION **1 hr**	**What Does *Get Moving!* Mean for Me?** Objective: To reflect on the impact of the *Get Moving!* process on our personal and professional lives.
CONCLUDING ACTIVITY **2 hrs**	**Living the *Get Moving!* Spirit** Objective: To review and appreciate what has been achieved and make commitments that will keep the spirit of *Get Moving!* alive in our organisation.
FINAL ACTIVITY **1 hr**	**Debrief: Facilitator, Director and Network Coordinating Office** Objective: To reflect upon the process of *Get Moving!*, learn from insights, and agree upon ways to maintain organisational commitments.

Considerations and Tips

- Before you begin Topic 10, call or email the Network Coordinating Office to schedule a time for the Final Activity (+256 41 4531186, info@preventgbvafrica.org).
- This is a time to bring emotional closure to the *Get Moving!* process. It is important, therefore, to help create a space which allows for personal reflection and sharing in addition to planning.
- Ultimately, the success of *Get Moving!* will depend upon how individuals and your organisation puts ideas into action. During the concluding activity, support participants to determine specific, concrete actions they can take to uphold their *Get Moving!* commitments. After the concluding activity, type up the organisational action plan to share with your team.
- Remember to foster a spirit of celebration! You have made it through an intensive process of discovery with your team. This is a great achievement and deserves time to enjoy the moment!
- Be sure to **collect all of the evaluation forms** before the end of the concluding activity. Please mail them to us at the address below, or scan and email them to info@preventgbvafrica.org.

  The GBV Prevention Network
  c/o Raising Voices
  P.O. Box 6770 Kampala, Uganda

Private Reflection (1 hr) 10

Objective

To reflect on the impact of the *Get Moving!* process on our personal and professional lives.

Remember, the private reflection is best done in the Participant's Workbook. If these are not available, photocopy pages 126 – 130 for participants.

Reader:

Get Moving! Glossary and Review

Just as valuable as learning something new is revisiting knowledge we have already acquired. Coming upon ideas for a second, third and fourth time brings new levels of insight, reflection and understanding.

Here are some of the key ideas introduced in *Get Moving!* Photocopy and post them somewhere for regular review, to inspire you on your journey going forward.

Politicised: when we recognise injustice in otherwise common events and feel passionate about creating change.

Injustice: when someone is denied the opportunity to enjoy their human rights.

Human rights: the entitlements all people have by virtue of being human. When someone uses power over another, it usually leads to a violation of human rights.

Social justice: the idea that we are all responsible for creating a society where everyone can enjoy their human rights.

Rights-based approach (to VAW work): addresses the root cause of the problem and incorporates key concepts of power within it.

Values: the qualities that we most deeply believe in and that we can use to guide our choices and actions.

Identity: the characteristics and roles that connect us to specific groups in society and that make us uniquely who we are. Different parts of our identities influence our lives in different ways at different times.

Power: the ability to influence your own or others' experiences.

Power Within: the positive feeling we experience when we love and accept ourselves, believe we are valuable, and feel deserving of all our human rights. Power within is the foundation for all other positive forms of power.

Power To: when we take action to positively influence our own and others' lives.

Power With: when we join others without bias or discrimination to positively improve lives beyond our own.

Power Over: when our words or actions make it difficult, frightening or even dangerous for others to use their own power. The resulting imbalance of power often leads to violence in its many forms — physical, sexual, emotional or economic.

Leadership: proposing ideas and taking actions for the greater good while making others feel worthy and capable of doing the same.

Values-Driven Leadership: leading by example, no matter your role, position or situation, by letting positive values guide how you act and inspire others.

Activism: intentional actions guided by someone's ideas and heart, aimed at creating social change.

Collective activism: actions taken in collaboration with others in response to injustice. This is usually planned and organised in advance.

Personal activism: actions taken in our private lives in response to injustice. This is often spontaneous.

Feminism: the belief that women have the same value and worth as men, and a commitment to advocating for women's rights.

Solidarity: a feeling of unity arising from common experiences, interests and beliefs between individuals, and demonstrated by collective support and action.

Movement: a large informal or formal group of people and organisations who share a politicised analysis about a social issue, and are working toward social change.

Journaling Exercises

1. Sometimes an experience is different in the moment to what we feel looking back. Think about all the most challenging, exciting and memorable moments of this process. Look through all the journaling you have done in *Get Moving!* to recall the various reflections and learning. Then follow the prompts below to write about your thoughts.

   a. *The topics in Get Moving! that were most memorable for me were . . . Because . . .*
   b. *Some of the ways I feel changed as a result of the Get Moving! process include . . .*

2. Take your time looking back at all your journaling exercises for *Get Moving!* Using the table on page 128, make note of any action items you committed to. Think about whether and how you followed through on those action items. For each action item you identify, write it in the first column of the following chart and indicate whether it is still "to begin," "in progress" or "completed" (write dates in these spaces if possible). Write in the last column any new actions items inspired through your efforts. Refer back to this regularly.

3. Beyond specific actions you will follow up on from your Action Plan, it is also important to keep the broad vision and key concepts of *Get Moving!* alive in our personal lives. The Commitment Statements on page 128 reflect each of the topics covered in *Get Moving!* Take a few minutes to carefully reflect and write down at least one action you can take to live each of the commitments and write it in the space provided. Keep these and even consider photocopying and hanging them up as a daily reminder to yourself.

4. Whether you feel it yet or not, *Get Moving!* has carried you through an important journey—one that has challenged you personally and professionally. You did it! You dedicated time, energy and passion to make this journey possible and rewarding. It is time to celebrate the accomplishment! Celebrating is not just about having some fun. In truth, it is sometimes difficult to gather the pride, confidence and hope to say, "I did this! And it has opened many new ideas and possibilities for me." Think of one simple act that you will do to signify this last important step of recognition *(e.g., share a meal with my trusted other, go dancing with my partner, take a long and relaxing bath, take an afternoon to do something special just for myself, etc.)*. Write it down starting with the prompt below.

   a. *To celebrate the accomplishment of Get Moving! and to recognise all that it represents for me, I will . . .*

Get Moving! Personal Action Plan

Action Item	To Begin	In Progress	Completed	New Actions Inspired

Get Moving! Personal Commitment Statements

My heart is in it! I commit to strengthening the VAW prevention movement by:

1. Acting in ways that create a safer space.

2. Celebrating and deepening my politicisation.

3. Claiming my identity and values and letting them guide my actions and choices.

4. Always looking to my own behaviour and relationships first.

5. Speaking out about the imbalance of power between women and men.

6. Being a leader committed to organisational integrity.

7. Connecting with the power that comes from positive activism.

8. Championing the rights of women and all who are doing the same.

9. Building movements by acting on my feelings of solidarity.

10. Keeping *Get Moving!* alive in my personal and professional life.

Concluding Activity

Living the *Get Moving!* Spirit (2 hrs)

Objective

To review and appreciate what has been achieved and make commitments that will keep the spirit of *Get Moving!* alive in our ORGANISATION.

Preparations

Part 1

1. Photocopy the following:
   a. "The 10 *Get Moving!* Topics" on pages 3 and 4 of this document
   b. "The *Get Moving!* Organisational Commitment Statements" on page 134, one for each participant.

Part 2

2. Photocopy of the following:
   a. "*Get Moving!* Evaluation Form for Participants" one for each participant
   b. "*Get Moving!* Evaluation Form for Facilitators"
   c. "*Get Moving!* Evaluation Form for Directors"
3. Write each of the "10 *Get Moving!* Organisational Commitment Statements" on a separate piece of flipchart paper. Hang these 10 flipcharts around the room, covering the statements on each by folding the flipchart paper upwards from the bottom and taping it to the wall.

Steps

Part 1: Where We've Been and Where We're Going

1. Warmly welcome all participants. Conduct a brief warm-up game or wellbeing exercise to energise or centre the group. If you don't know one, ask participants to suggest one. (10 min)
2. Explain: ***Again, you are most warmly welcome to this last gathering for the Get Moving! process –what a journey it has been! Today we will review what we have done and celebrate what we have achieved. We have upheld our commitment to this process through all its breakthroughs, revelations and challenges. We have felt hope and fear. We have looked into the past and future and done the difficult work of examining the present. We have come together as an organisation, creating a stronger sense of who we are as colleagues and of the organisation we are and want to be. Congratulations!***

3. Invite participants to share their thoughts about the private reflection, using the following questions: (15 min)

   a. *The private reflection was about reviewing some of the key concepts and actions in Get Moving! What did you find most interesting? Did the reader lead you to any new reflections about Get Moving!?*

   b. *The journaling exercises encouraged us to reflect on Get Moving's! Personal Commitment Statements and come up with our own actions that will help us keep the Get Moving! spirit alive in our own lives. What are some actions that you will take to honour the Get Moving! Commitments?*

4. Thank the participants for their contributions and summarize: ***The true value of this process will be how we follow through with our learning and commitments in both our personal and professional lives.*** *Thank you for sharing actions you will take in your own lives.*

5. Explain: *Today, as we are at the end of our process, we will review the Get Moving! topics in a brief and interactive way.* One at a time, read a topic title and its description. After each, ask participants: (35 min)

   a. *What memories stand out most in your mind for this topic?* Take three or four brief contributions per topic (they do not need to be recorded on flipchart).

   NOTE: This review is designed so participants can reflect on and remember key moments in the Get Moving! process for themselves and the organisation but it does not have to be comprehensive. Encourage participants to connect with the main idea of each topic, any revelations that emerged, celebrate challenges that were overcome or recognize areas that still need growth and attention. Keep the energy and spirit of the reflection positive and encouraging.

   b. *Are there any actions that are pending from this topic that we need to follow up on?* Record all necessary actions on the flipchart, be as specific as possible even indicating timeframe for action and person(s) taking the lead on it.

6. Explain that the actions recorded for each topic will be written down in an action plan and shared with all staff to ensure all the ideas, actions and momentum of Get Moving! can be sustained.

   NOTE: After the session, use the Organisational Action Plan on page 135 to document actionS and share with all staff, referring back to it regularly to check progress.

7. Give each participant a copy of "The Get Moving! Organisational Commitment Statements."

8. Explain: ***Just as we must turn our intentions into actions in our personal lives, so must we take conscious steps to live our values as an organisation.*** *We will now work as a group to come up with specific actions that our organisation can take to follow through on the insights gained from Get Moving! Please look around the room at the different Get Moving! Commitment Statements. Each of these statements reflects one of the Get Moving! topics. Take 5 minutes to think to yourself about what concrete actions we should do* ***as an organisation*** *to follow through on insights gained from Get Moving!?* (5 min)

9. After 5 minutes has passed, move through each Commitment Statement. Invite participants to share their ideas and record them on flipchart. Try to be specific e.g., rather than writing 'know our organisational values,' consider 'make a poster of our organisational values and display them in a public space.' Collectively decide on action items for each Commitment Statement. (25 min)

   NOTE: After the session, copy the commitments onto the Organisational Commitment Statements handout (page 134), share them wth all staff and use them as a reference to follow up on commitments.

Part 2: Bringing Closure to the Process

1. Explain: *Our journey through this process is valuable not only for ourselves but for others seeking to be a part of this movement. Now is the time to document our experiences, so they can contribute to the larger ongoing impact of Get Moving!* Ensure all participants have a pen/pencil, and distribute the *"Get Moving!* Evaluation Form" to participants. Give the director and yourself the specific respective evaluation forms. Ask the group to take their time filling in this form, and be sure to collect all of the completed forms from participants. (15 min)
2. Ask participants to move their chairs into a closed circle. Explain: *This is the last step in bringing closure to Get Moving! We will now go around the circle to share some reflections and renew our connection to each other and to this process. We will each be asked to share two things. First, please share one thing about the person on your right that you have most appreciated during the Get Moving! process. Then, please share one thing about the Get Moving! process for which you are most thankful*. Go around the circle until all participants have shared. (20 min)
3. Explain: ***It has been an incredible journey, and much of its impact is yet to come. The full meaning of this process will reveal itself in the way we live our lives and conduct our work from this day forward. This is where the greatest effort lies, and it will be upon all of us to remember and remind each other of what we have discussed and agreed upon in Get Moving! This is only the beginning of the journey. Through continued reflection, committed action, and ongoing support from each other, our trusted others, and the Network, we can fulfill our visions for ourselves, the organisation and the VAW prevention movement.***
4. Summarize: *I would now like to personally thank all of you for bringing your best to your role as participants, for making the effort to keep this a safer space and for bringing much honesty and many ideas to the process. It has been a pleasure facilitating this process, and I thank you for putting your trust in me. Congratulations to all! We did it! It is now time to celebrate! [provide date, time, place of the celebration]*

Get Moving! Celebration

Prepare a small (or large!) celebration to be held for all participants of the *Get Moving!* process in your organisation. The celebration could be at the offices or at an outside venue, depending on what is appropriate. Some food, music and good cheer is all that is needed for everyone involved to feel a sense of accomplishment.

Congratulations!

Handout

Get Moving! Organisational Commitment Statements

Photocopy

Our hearts are in it! We commit to strengthening the VAW prevention movement by:

1. Acting in ways that create a safer space.

2. Celebrating and deepening our politicisation.

3. Claiming our identities and values and letting them guide our actions and choices.

4. Always looking to our own behaviour and relationships first.

5. Speaking out about the imbalance of power between women and men.

6. Being leaders committed to organisational integrity.

7. Connecting with the power that comes from positive activism.

8. Championing the rights of women and all who are doing the same.

9. Building movements by acting on our feelings of solidarity.

10. Keeping *Get Moving!* alive in our personal and professional lives.

Activity Page Organisational Action Plan

NOTE: Use this *after* the session to record actions decided upon in the concluding activity. Share with all staff and review after one month.

Action Item	Timeframe	Persons Responsible

Activity Page

Evaluation Form: Participants

Photocopy

Please tell us about your experience of *Get Moving!*

Your feedback is extremely important for helping us understand the impact of Get Moving!

Please reflect upon each of the *Get Moving!* topics (listed below). Kindly rate on a scale of 1-5 how valuable you found each topic to be for yourself and for your organisational culture/dynamics.

1 being "not valuable at all" and 5 being "extremely valuable"

Topic	How valuable did you find this topic?		Comments
	For myself	For my organisation	
TOPIC 1 | What Is *Get Moving!?*			
TOPIC 2 | The Journey to Here			
TOPIC 3 | Knowing Ourselves			
TOPIC 4 | Learning from Our Own Relationships			
TOPIC 5 | Acknowledging Power Imbalances			
TOPIC 6 | Leading with Values			
TOPIC 7 | Exploring Activism			
TOPIC 8 | Championing Women's Strength			
TOPIC 9 | Building Movements in Solidarity			
TOPIC 10| Moving Beyond *Get Moving!*			

In what ways, if any, do you feel that *Get Moving!* has changed you on a personal level? Please describe.

In what ways, if any, do you feel that *Get Moving!* has changed your organisation? Please describe.

What did you find most inspiring about *Get Moving!* and why?

What did you find most challenging about *Get Moving!* and why?

Please tell us one action that you have committed to as a result of *Get Moving!*

What is the most important lesson/idea you are taking away from *Get Moving!*?

How can the GBV Prevention Network continue to foster values-driven work and movement building in the region?

Please feel free to tell us any additional thoughts or suggestions here.

Please submit this form to your Facilitator. S/he will mail or email this page to the GBV Prevention Network at P.O. Box 6770 Kampala, Uganda or info@preventgbvafrica.org. Thank you – we appreciate your feedback!

Activity Page

Evaluation Form: Facilitators

Photocopy

Please tell us about your experience of *Get Moving!*

Your feedback is extremely important for helping us understand the process and impact of Get Moving!

Please reflect upon each of the *Get Moving!* topics (listed below). Kindly rate on a scale of 1-5 how valuable you found each topic to be for yourself and for your organisational culture/dynamics.

1 being "not valuable at all" and 5 being "extremely valuable"

Topic	How valuable did you find this topic?		Comments
	For myself	For my organisation	
TOPIC 1 | What Is *Get Moving!?*			
TOPIC 2 | The Journey to Here			
TOPIC 3 | Knowing Ourselves			
TOPIC 4 | Learning from Our Own Relationships			
TOPIC 5 | Acknowledging Power Imbalances			
TOPIC 6 | Leading with Values			
TOPIC 7 | Exploring Activism			
TOPIC 8 | Championing Women's Strength			
TOPIC 9 | Building Movements in Solidarity			
TOPIC 10| Moving Beyond *Get Moving!*			

How would you describe the impact that facilitating *Get Moving!* has had on you personally?

How would you describe the impact that facilitating *Get Moving!* has had on you professionally?

To what extent did you feel that the Facilitator's Guide was sufficient in supporting you to facilitate *Get Moving!*? Please explain.

What, if any, additional support would you have needed or liked to receive from the Network Coordinating Office to you help you during the *Get Moving!* process?

Please describe two things that you found most inspirational about the *Get Moving!* process and why.

Please describe two of the biggest challenges you faced in facilitating *Get Moving!*

How did you confront these challenges?

Did you notice any changes in participants throughout the *Get Moving!* process? If so, please describe the 1-2 biggest changes.

How can the GBV Prevention Network continue to foster values-driven work and movement building in the region?

Please feel free to tell us any additional thoughts or suggestions here.

Please mail this page along with all other *Get Moving!* evaluation forms to the GBV Prevention Network at P.O. Box 6770 Kampala, Uganda or scan and email them to info@preventgbvafrica.org. Thank you—we appreciate your feedback!

Activity Page

Evaluation Form: Directors

Photocopy

Please tell us about your experience of *Get Moving!*

Your feedback is extremely important for helping us understand the process and impact of Get Moving!

Please reflect upon each of the *Get Moving!* topics (listed below). Kindly rate on a scale of 1-5 how valuable you found each topic to be for yourself and for your organisational culture/dynamics.

1 being "not valuable at all" and 5 being "extremely valuable"

Topic	How valuable did you find this topic?		Comments
	For myself	For my organisation	
TOPIC 1 | What Is *Get Moving!?*			
TOPIC 2 | The Journey to Here			
TOPIC 3 | Knowing Ourselves			
TOPIC 4 | Learning from Our Own Relationships			
TOPIC 5 | Acknowledging Power Imbalances			
TOPIC 6 | Leading with Values			
TOPIC 7 | Exploring Activism			
TOPIC 8 | Championing Women's Strength			
TOPIC 9 | Building Movements in Solidarity			
TOPIC 10| Moving Beyond *Get Moving!*			

How would you describe the impact that facilitating *Get Moving!* has had on you personally?

How would you describe the impact that facilitating *Get Moving!* has had on you professionally?

In what ways, if any, do you feel that *Get Moving!* has influenced or changed your organisation? Please describe.

Please describe the two things you found most rewarding about the *Get Moving!* process.

Please describe two things you found most challenging about the *Get Moving!* process

How do you feel *Get Moving!* has affected your staff?

Would you recommend *Get Moving!* to other directors? Please explain.

Did anything surprise you about *Get Moving!*? If so, please describe.

How could the Network better support Directors to use *Get Moving!* and build a movement in the region?

Please feel free to tell us any additional thoughts or suggestions for strengthening the Network's role in the region or the *Get Moving!* process

Please submit this form to the Get Moving! Facilitator. S/he will mail or email this page to the GBV Prevention Network at PO Box 6770 Kampala, Uganda or info@preventgbvafrica.org. Thank you—we appreciate your feedback!

Final Activity

Debrief: Facilitator, Director, and Coordinating Office (1 hr)

Objective

To reflect upon the *Get Moving!* process, learn from insights and share ideas for the organisation and for *Get Moving!* moving forward.

Preparations

- Arrange in advance a time for a phone call with the Network Coordinating Office. (+256 41 4531186, info@preventgbvafrica.org)
- Schedule the time so that the first 30 minutes of debrief are solely for the Facilitator and Director. The last 30 minutes can then be spent on the phone call with the Coordinating Office.
- Make sure that you, the Director, and all participants have filled out your evaluation forms and that you have collected all completed forms. Bring them to the meeting, ready to mail.

Steps

1. Warmly welcome each other to this space and congratulate each other on completing such an important process for the organisation!
2. Ask each other the following question: *Now that we've completed the Get Moving! process, how are you feeling about the experience overall?* (10 min)
3. Invite each other to discuss any general ideas or issues which came up during the process that need follow-up or further discussion. (10 min)
4. Review the "*Get Moving!* Organisational Commitment Statements." Discuss any necessary follow-up actions and strategise ideas for using the Commitment Statements within yourorganisations to promote change, e.g., distributing copies to all staff, painting a mural on the wall, reviewing one commitment during each staff meeting, etc. (10 min)
5. Discuss any outstanding challenges which arose during the process and come up with at least two ideas for addressing each. Document these in meeting notes for future reference.
6. Make a clear plan for mailing evaluation forms to the Coordinating Office.
7. Schedule a check-in for three months' time.
8. Proceed with phone call with Network Coordinating Office.
9. During the call, discuss some of the most important learning and insights that you gained from *Get Moving!* Note that this will be a private discussion and it is best to be as candid as possible. The following questions could be used to guide the discussion (10 min):
    a. What is the most important idea/lesson that you are taking away from *Get Moving!*?
    b. Which topics did you find to be most relevant to your organisation? How do you think these can help to change your work?
    c. Has *Get Moving!* made you think differently your role in the organisation?

d. Has *Get Moving!* made you think differently about your organisation's approach to VAW prevention work?

e. Did the process reveal things about the organisation that surprised you? If so, what? What does that mean for your work?

f. Did any issues emerge which may be challenging to address within the organisation? How might you think of addressing them?

g. Do you have any questions or comments about the process, outcomes or follow-up?

10. Identify key lessons learned about the process of conducting *Get Moving!* This information will be useful feedback for strengthening the *Get Moving!* initiative for the region. You may consider the following in your discussion (10 min):

    a. How was it to engage staff in discussions around *Get Moving!* ideas? Were there particular ideas which were more challenging and others which were easier for them to engage with?

    b. What did you think worked best about the *Get Moving!* process?

    c. What would you do differently if you could do it over again?

    d. Was the timing and structure of the process conducive to achieving meaningful results?

    e. What, if any, additional support would you have liked during the process?

    f. Do you have any general reflections you would like to share about the *Get Moving!* process?

11. Your organisation should take the opportunity to offer recommendations for improving the *Get Moving!* initiative and continuing to foster values-driven work in the region. (10 min)

Congratulations!

Acknowledgements

A heartfelt thank you to all GBV Prevention Network members involved in the *Get Moving!* process. Your engagement, commitment and willingness to take risks in your organisations has inspired and guided the process of developing the 2nd edition of *Get Moving!* We thank all the staff and leadership of: Agisanang Domestic Abuse Prevention and Training (ADAPT) in South Africa, Centre for Rights Education & Awareness (CREAW) in Kenya, Center for Domestic Violence Prevention (CEDOVIP) in Uganda, IMAGE Project – WITS Health Consortium in South Africa, Kivulini Women's Rights Organization in Tanzania, Musasa in Zimbabwe, Rwanda Men's Resource Center (RWAMREC), White Ribbon Campaign in Namibia, Women's Legal Resources Centre in Malawi and Young Women's Christian Association (YWCA) in Zambia.

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It is our sincere hope that members and partners find the ideas in *Get Moving!* compelling, useful and inspiring as we work together to strengthen VAW prevention in our region.

Jean Kemitare and Lori Michau

Notes

Notes

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