

***Day Two:
Contextual
Analysis,
Developing
Strategies,
Staying
Safe and Well***



Day Two

– Contextual Analysis, Developing Strategies, Staying Wafe and Well

Sessions:

Session 5:

Contextual Analysis: A Framework for Understanding Challenges

Session 6:

Developing Sustainable Strategies and Tactics/
Understanding Strategies

Session 7:

Integrated Wellness – Strategies

Aims:

Day Two should open with a strong exercise to ground and connect participants – this will set the tone for the day. Part Three: Facilitator’s Toolkit contains examples of good exercises. For most workshops, we have used a version of the ‘Speaking the Unspoken’ exercise, which is particularly good for deepening connections and addressing any difficult group dynamics. Other options range from exercises to explore particularly important themes, such as coping with extreme violence, to simply an open discussion of reactions to the events of the previous day.

For the Facilitators, Day Two is Critical for:

- deepening connections between participants;
- pulling together the stories, challenges, threats and strategies discussed on Day One, and presenting them in a structured format;
- introducing different strategies, and key ‘elements’ of strategy development; and
- clarifying the connections between ‘wellness’ and ‘safety’.

During the evening of the second day, facilitators should prepare a summary reflection and a framework for the development of recommendations on Day Three.

For the Participants, Day Two is a time to:

- turn attention to developing strategies after a period of rest and reflection;
- assess the physical and psychological effects of their work; and
- recognise their own resilience, and to understand that it is possible to continue their work safely.

The evening of the second day may offer a good opportunity to relax and enjoy each other’s company. Good music and good food are key ingredients.



Session 5:

Contextual Analysis: A Framework for Understanding Challenges

TIME: 60 MINUTES

ACTIVITIES:

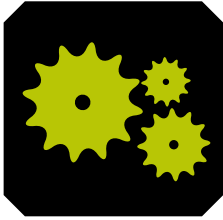
*presentation on context,
followed by a group
discussion.*

SESSION OBJECTIVES:

- to consolidate and summarise the challenges and threats presented by participants on Day One; and
- to provide structure for developing practical strategies by identifying key challenges and threats.

ADAPTATION NOTES:

This session can range from highly structured (with a semi-formal written presentation as shown below) to less formal (reporting back to participants).



EXERCISE:

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FORMAT:

PRESENTATION

Contextual Analysis:

A framework for understanding challenges

TIME: 60 MIN

REQUIRED MATERIALS: FLIPCHART PAPER AND MARKER PENS.

SUMMARY:

This is a summary of the threats and challenges presented on Day One – in a clear format, and ideally written up on a flipchart. After the presentation, participants should be given an opportunity to discuss and make comments.

FACILITATION NOTES:

This is a particularly useful process for groups that are struggling to shift from discussing the larger political aspects of their security challenges – that is, the underlying causes and drivers of insecurity in their context – to the specific challenges and threats that they, and their organisations, are facing. For example, while patriarchy, conflict and rising fundamentalism are key *factors* in the creation of an insecure environment for women human rights defenders, they are not the specific challenges that participants need to address at an integrated security workshop. Rather, the threat of rape, attacks on family members, aggressive slander in the media and/or kidnapping are the kind of very specific challenges that participants should seek to address on Day Two. An example of a contextual analysis prepared for the South Caucasus Integrated Security Workshop in 2009 is set out below:



EXERCISE:

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FORMAT:

PRESENTATION

Contextual Analysis:

A framework for understanding challenges

Contextual Analysis

What are the Key Contextual Challenges in our Overall Environment?

- Historic 'Waves' (Nationalism, Post-communism, The Rose Revolution)
- Economic Pressures
- International Relations
- Conflict ('Post' and 'Pre')
- Rising Fundamentalisms
- Patriarchy/'Culture'
- 'Imitation' Democracies

How do these Challenges affect our Operation Environment?

Increasing

- Violence Against Women
- Criminal Influences/Pressure
- Threats to Independence and Freedom

Decreasing

- Financial Support
- Community Support
- Respect and Protection
- Freedom of Expression
- Freedom of Movement

What are the Priority Threats to Activists an our Work?

Legal and Administrative Pressure from the State

- Restrictive NGO laws.
- Financial restrictions against NGO sector.

Risk of Physical Violence

- Beatings, rape
- Border Crossings
- Arrest, detention, hostage-taking, disappearance

Stander/Defamation

- Physical threats against family members: psychological pressure, economic pressure.
- 'Criminalisation - calling activist spies, traitors, terrorists.

Psychological and Physical Health

- Uncertainty (don't know the future, can't plan), causes stress.
- Difficulty in establishing psychological boundaries in the face of violence.
- Effects on the psychological health.

Threats to Family (and from Family)

- Physical threats against family members; psychological pressure, economic pressure.
- Family members don't agree with the work, try to restrict you.

Session 6:

Developing Sustainable Strategies and Tactics/Understanding Strategies

TIME: 210 MINUTES

ACTIVITIES:

- *Strategies presentation and reactions; and*
- *strategies exercise and group discussion.*

SESSION OBJECTIVES:

- to present an overview of the range of strategies used by women human rights defenders around the world;
- to identify and discuss the strategies that participants are employing to protect themselves;
- to introduce some of the elements behind strategy development (understanding how to analyse and choose appropriate strategies); and
- to support participants in developing and assessing strategies for responding to their priority challenges and threats.



EXERCISE:

FORMAT:

PRESENTATION

Strategies Presentation

TIME: 30 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This is an overview of different examples of strategies, and the elements of strategies. The facilitators provide some examples of strategies utilised around the world, and ones that have been highlighted by the participants.

KEY EXPLANATION POINTS:

Notes for facilitators:

- Refer to the section in the introduction of the manual on 'recognising strategies' for more points on strategies.
- This presentation includes some 'set' points on strategies, but it is important that one integrates here the strategies and examples that emerged naturally during Day One discussions – even though we do not specifically talk about strategies on Day One, they will come up throughout the day. In addition, we may not have considered all the different things participants were doing as 'strategies'.
- Reinforce the fact that no judgements are made about strategies, and that there are different sides to them. They have strengths and weaknesses. What works in one context does not in another; what does not work at one point in time may be worth trying at another point.
- Allow the group to respond to the presentation on strategies. Brainstorm on various strategies that activists use to stay well and safe, because this is also an opportunity for them to share their own strategies. Emphasise repeatedly the private side if it is not emerging enough. Summarise, and move to group work after a break.



EXERCISE:

FORMAT:

EXERCISE

Developing Strategies

TIME: 30–60 MIN

REQUIRED MATERIALS: FLIPCHART PAPER AND MARKER PENS.

SUMMARY:

This is an exercise to work on individual participant's priority threats and challenges – to develop and analyse potential response strategies.

KEY EXPLANATION POINTS:

1. Facilitators divide participants into groups.
2. Each person returns to the two current threats they are dealing with (and worked through in the previous risk and threat assessment exercise: one private, one public).
3. Then they list the current strategies they are using and potential strategies to deal with these problems, as well as their allies and what they are missing.
4. If there is time, or in a later exercise, ask participants to assess the advantages and disadvantages of each of their strategies (or to select one or two key strategies that emerge).

FACILITATION NOTES:

While participants will list two different threats, the strategies (as well as the capacities, allies and missing elements) may apply to both threats.

The important part of this exercise is the process of group work – as participants work through each other's threats and strategies together, they will really support one another in thinking them through.

Session 7:

Integrated Wellness – *Strategies*

TIME: 150 MINUTES

ACTIVITIES:

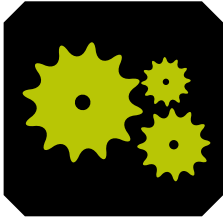
- *How do I use my time?*
Exercise and reactions;
and
- *Integrated wellness strategies exercise and discussions.*

SESSION OBJECTIVES:

- to banish the mindset that problems are insurmountable and that we have no strategies;
- to remind women human rights defenders of their power to make choices and to heal themselves (which in turn helps us to look at how to support others);
- to introduce a range of useful, practical integrated wellness strategies;
- to remove blocks to our access to sustainability strategies; and
- to make participants aware of their internal capacities
– and that changing the culture of human rights work begins with the individual.

ADAPTATION NOTES:

- The integrated wellness strategies exercise can be replaced or enhanced by exercises included in Part Three: Facilitator's Toolkit. In some cases, Day Two may be designed with a focus entirely on well-being.
- Integrated wellness strategy exercises can be held outside, in nature (which is preferable). They can be preceded by a silent meditation walk.
- For more challenging groups, the integrated wellness exercise can be replaced by an open discussion of strategies to cope with violence and/or stress.

EXERCISE:

How do I Use My Time?

FORMAT:

EXERCISE

TIME: 30–60 MINREQUIRED MATERIALS: 'USE OF TIME' WRITTEN EXERCISE (SEE BELOW)SUMMARY:

The purpose of this exercise is to open up discussions to the more 'personal' side of integrated security. It includes a written exercise that allows individual participants to take stock of the amount of time they invest in their work as opposed to their physical and emotional well-being.

KEY EXPLANATION POINTS:

1. Hand out the 'use of time' written exercise to all participants.
2. Ask them to fill it out themselves, silently (they can sit wherever they are comfortable). They should sit alone, and not discuss their answers with other participants – if they have questions, they can put them to facilitators. This should take approximately 20 minutes.
3. When completed, ask the group members for their reactions to the exercise itself. *This is not to obtain their answers to the questions* (although it is fine if participants want to share a specific point), but to discover what it felt like to look at these questions in a structured way).

FACILITATION NOTES:

This is usually an interesting session, as most participants find the exercise challenging and intriguing. Many have said that they were shocked to look hard at how they were using their time and to see how little they had for themselves.

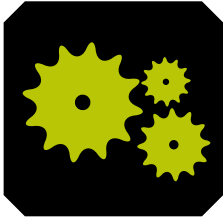
Reassure participants that the written exercise is for them alone, it will not be handed in, and no one else would see it.

Some participants can get stuck with the process of quantifying their time in this way (that is, it is hard for them to make exact calculations, or they do not add up correctly, etc.). Reassure them that the point of the exercise is to help them to look at their time differently – it does not have to be exact.

Note that the exercise contains a question on sexual pleasure, which may be present challenges to extremely conservative or mixed gender groups (keep in mind that no one will see the answers and participants do not have to discuss them). This question can be removed if necessary. Ironically, in one of the few instances where it was removed (for the reason of cultural sensitivity), during the discussion process, several participants asked why sexual pleasure had not been included as a question, since it is such an important subject in their lives.

Alternative option:

An alternative to the use of time exercise is the 'when was the last time I...?' exercise (see page 130), which is very powerful and requires some preparation on the evening before. It should be used if the group needs to release and connect more with the integration of the private/public dimensions of security. It is also helpful in addressing group dynamics. However, it requires careful handling during and after the exercise as it can release a lot of emotions. See Part Three: Facilitator's Toolkit.



WRITTEN EXERCISE:

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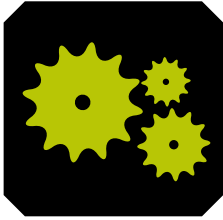
FORMAT:

WRITTEN EXERCISE

Use of Time²⁴

1) Your work	Hours /day	Days /week	Hours /week
a. In total, how many hours per day do you spend working as an activist (paid and unpaid)? Number of days a week that do you this work? ['Work' includes meetings (in or out of office), events, conferences, work chats, replying to official e-mails, workshops, office work, work at home, 'social' work events, consultancies].			
• On average, how many hours per day do you spend on unpaid work (activism)? Number of days per week?			
• On average, how many hours per day do you spend on paid work (activism)? Number of days per week?			
b. On average, how many hours per day do you spend on paid work that is not related to your activism (often your main source of income)? Number of days per week?			
c. On average, how many hours per day do you spend on domestic chores (cleaning, administration, shopping, caring for others, etc.)? Number of days per week?			

2) Your resources	Hours /day	Days /week	Hours /week
a. On average, how many hours per day do you spend on your training (this could include school, classes, library, courses, lectures, workshops, diploma courses, preparing for exams, thesis)? Number of days per week?			
b. Nutrition: on average, how many hours per day do you spend eating? How many times per day on average do you eat? _____ Do you frequently skip any meals in a day? _____ If yes, which meal? _____ Do you substitute meals with 'fast food'? If yes, which meals? _____		7	
c. Exercise: on average, how many hours do you spend doing some form of exercise per day? Number of days per week?			
d. On average, how many hours per day do you spend on personal care (having a massage, applying a mask, having your hair cut, nails done, long relaxing baths, etc.)?			
e. Rest: how many hours per day do you spend on quality rest (sleep or naps)? What time do you usually go to bed? _____ What time do you usually rise? _____		7	



WRITTEN EXERCISE:

PAGE 2/3

FORMAT:

WRITTEN EXERCISE

Use of Time

2) Your resources	Hours /day	Days /week	Hours /week
f. Personal development/contemplative practices: how many hours per day do you spend on personal development (being with yourself, reflecting, meditating, other contemplative/spiritual practices, attending healing and/or therapy sessions)?			
g. How many hours per day do you spend on your interpersonal relationships: family, partner/lover(s), friends, others? How many days per week?			
h. How many hours per day do you spend on sexual pleasure (alone or in company)? Days per week?			
How many hours per day do you spend on other pleasurable/relaxing/supportive activities? Number of days per week? What are these activities? List here:			

3) Coping mechanisms	Number /day	Days /week	Amount /week
a. Stimulants: how many cups of coffee do you drink per day? Number of days per week?			
b. Cigarettes: how many cigarettes do you smoke per day? Number of days per week?			
c. Alcohol: how many units of alcohol do you drink per day? (One unit = small glass of wine or half a pint of beer.) Number of days per week?			
d. Other: what other ways do you find yourself coping with stress? (For example, sleeping more than usual, irritability with family and friends, binge/comfort eating.) List here:			



WRITTEN EXERCISE:

PAGE 3/3

FORMAT:

WRITTEN EXERCISE

Use of Time

4) Health

a. When was the last time you visited a health care professional/healer?	
b. How many times per year do you have a routine health check up?	
c. Do you feel any pain in your body right now? If yes, where?	
d. If you have pain in your body, what steps do you take to ease that pain?	
e. If you do have health concerns, what are they?	
f. If you do have major health concerns, have you brought them to the attention of a health care professional with whom you feel comfortable?	
g. Any other health comments?	



EXERCISE:

PAGE 1/2

FORMAT:

EXERCISE

Integrated Wellness and Safety Strategies

TIME: 60-90 MIN

REQUIRED MATERIALS: SIX BLANK CARDS OR STRIPS OF PAPER PER PERSON; AND SEVERAL CONTAINERS OR BOWLS FOR PAPERS.

SUMMARY:

This is an exercise to draw out a range of individual strategies that participants use to stay well, to care for themselves, and to cope with the demands of their work.

KEY EXPLANATION POINTS:

1. Ask each participant to find a comfortable place to work alone. They should write down six different strategies on coloured pieces of paper that they employ to deal with stress and to stay well and safe.
2. As soon as they have completed them, ask the participants to fold their pieces of paper and to place them in the bowls (or other containers).
3. Note that sometimes, participants will resist and say that they do not have that many strategies – facilitators should encourage them to think more deeply. In addition, be clear that no judgement will be made about whether it is a ‘good’ or ‘bad’ strategy – ‘coping’ strategies such as eating chocolate, smoking and drinking are also strategies and should be included on the lists.
4. Facilitators take the answers and group them into themes (this can take a little time, so it is best to do it as answers come in, then complete it during the break).
5. Facilitators will need approximately 20 minutes to organise strategies into themes and to prepare to read them out.
6. At this point, ask participants to go to the workshop’s ‘second space’ and to get very comfortable – ideally

they should lie down and close their eyes. Then the facilitator(s) reads out the themes, with examples, elaborating a little on each, and asks the participants to feel each strategy – how it feels in their body; the thought that they could take the time for it.

FACILITATION NOTES:

This can be a challenging exercise for women human rights defenders – many have told us that they did not have any strategies, and if they did, they were just ‘negative coping mechanisms’. Sometimes they focused on externalised strategies (for example, exclusively obtaining support from international agencies) or challenged some strategies as ‘elitist’ or inaccessible due to cost – during the Nepal workshop, for instance, the idea of ‘massage’ as a wellness strategy was quite contentious and perceived by some as a Western luxury. Others, though, examined the use of massage traditionally in their own cultures, and pointed out that, essentially, this is a healing activity, and can be requested from and received by family members/friends or through a system of barter.

When you spend some time on this exercise, a range of strategies emerge that are accessible to all activists – and often revolve around personal choices, establishing boundaries and value for our bodies and spirit. Examples



WRITTEN EXERCISE:

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FORMAT:
EXERCISE

Integrated Wellness and Safety Strategies

include sleeping more, eating better, exercising, gardening, spiritual practice, dancing, painting, writing, reading light novels or children's books, and spending more time with friends and family members.

This exercise shows the group how many strategies are right there in the room. It demonstrates too that most strategies do not require money – just time – so they are all possible, it is just a matter of taking that time and prioritising wellness, which connects back to the use of resources exercise.

After this exercise, there should be a spontaneous discussion of the strategies. During this discussion participants will add more strategies, and debate why some may or may not work for them.

This is also a good point for facilitators to reflect on why we are looking at strategies and why they are so important, and to reinforce great strategies that came up. Furthermore facilitators can look at themes, and add other strategies or themes that were missing – points that we want to reinforce.

Variations:

Alternately, facilitators can lay out the strategy cards around the circle in the centre of the workshop space and then read them out while walking around. This can be very beautiful visually and connects the strategies with the central space. In addition, it allows participants to look at the strategies later.