

***Day One:  
Introductions,  
Integrated  
Security,  
Challenges  
and Threats***



# Day One

## – *Introductions, Integrated Security, Challenges and Threats*

### **Sessions:**

#### *Session 1:*

Opening

#### *Session 2:*

Introductions and Expectations

#### *Session 3:*

Integrated Security: The Conceptual Framework

#### *Session 4:*

Understanding and Assessing Challenges and Threats in Context

### **Aims:**

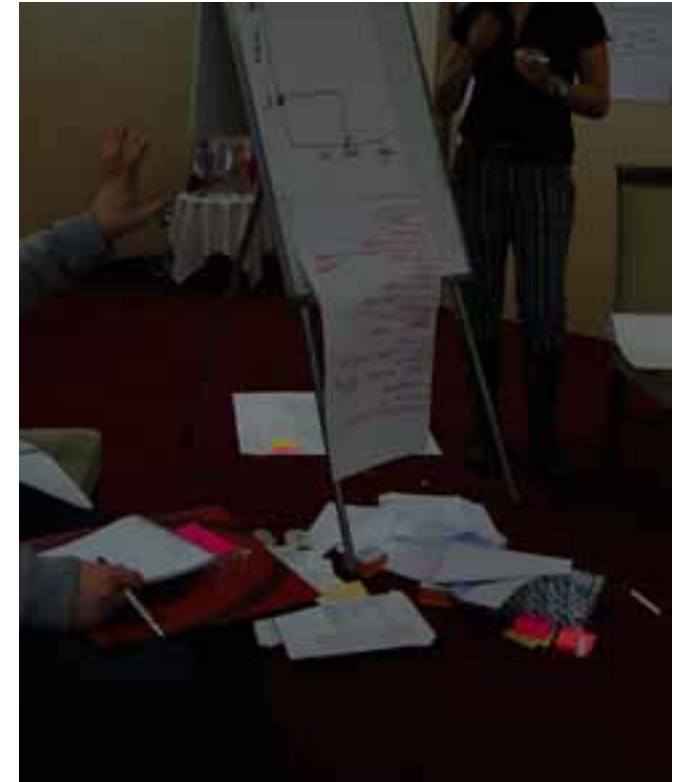
*For the Facilitators, Day One is Critical for:*

- creating a safe, respectful space;
- assessing the priorities of individual participants and group dynamics; and
- conceptual grounding.

The evening of the first day is a key opportunity to adjust and adapt planned Day Two sessions to priority themes and group dynamics that have emerged.

*For the Participants, Day One is:*

- a *transition* from their daily lives to a safe, comfortable space where they can focus on their own needs;
- a day of *release*, when they are given the space, time and respect to tell their stories – often, for the first time in their lives; and
- an *introduction* to new and challenging concepts of security, which take time to absorb in context.



## Session 1: *Opening*

TIME: 15 MINUTES (only *Welcome Session*); 60 MINUTES (*Welcome and Opening Ceremony*).

### ACTIVITIES:

*The opening session is composed of two activities: a welcome from workshop organisers and an optional opening ceremony led by the facilitators.*

### SESSION OBJECTIVES:

- to connect participants to the history of integrated security workshops, helping them to feel part of a larger movement of women human rights defenders globally and giving them a sense of the depth of experience underpinning the workshop method;
- to set a tone of respect for each other and to mark clearly a transition from 'everyday life' to the space of the workshop; and
- to set immediately expectations that the workshop method is unusual (active, peer-to-peer learning)

### ADAPTATION NOTES:

- the *welcome portion* of the opening should be tailored to participants' traditional means of showing respect. In some cultures, a light and brief welcome of a few minutes by any organisation representative is adequate. In other cultures, a welcome would be much more elaborate – *who* opens an event and *how* are extremely important in sending clear signals of respect for the participants and the workshop itself; and
- the *opening ceremony portion* is adaptable – it can range from a simple, yet effective, act, such as lighting a central candle to a more elaborate ceremony. In selecting and designing the act or ceremony, remember that first impressions matter. The ceremony should ground participants in the space and begin connecting the group.



EXERCISE:

# Welcome

FORMAT:

PRESENTATION

TIME: 15 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

*Representatives of the workshop hosting organisation(s):*

- *welcome participants;*
- *introduce facilitators and supporting staff; and*
- *describe briefly the background to the workshop.*

KEY EXPLANATION POINTS:

- this integrated security workshop is grounded in years of collaboration with women human rights defenders from all over the world;
- this has been part of the Defending the Defenders Project, a partnership between Front Line, the Kvinna till Kvinna Foundation and Urgent Action Fund
- during the second phase of this project, the integrated security workshop method was tested and developed through a series of workshops run from 2007–11;
- more than 300 women human rights defenders from over 50 countries in Africa, Asia, the Balkans, the former Soviet Union, Latin America and the Middle East have participated in these workshops;
- this workshop is a continuation of this process;
- these are not your typical security workshops. Instead, they embody feminism in action, meaning that they are challenging, flexible, and full of surprises. They are about partnership, dialogue, respect, responsibility, and creating our own safe space together; and
- this is a space in which to make time for ourselves, for our worries, our thoughts, and our hopes – and come away with new ideas and strategies for staying safe and well.



EXERCISE:

# Opening Ceremony

FORMAT:

GROUP  
EXERCISE

TIME: 45 MIN

REQUIRED MATERIALS: CANDLE(S) (OPTIONAL), ADDITIONAL MATERIALS FOR CEREMONY (OPTIONAL, SEE BELOW).

SUMMARY:

*As appropriate, facilitators mark the opening of the workshop with an opening ceremony.*

KEY EXPLANATION POINTS:

- In many past workshops, we have opened with a simple ceremony. This is intended to:
- mark the beginning of our work together;
- ground us in this space, to help leave the stresses and strains of our outside world behind, clear our minds and bring us together. To create a safe space; and
- to connect us – to the other human rights defenders who have been a part of past workshops, to each other, and to the elements that sustain us.

FACILITATION NOTES:

- Simple openings could include:
- asking participants to take a moment of silence to give thanks for the safe arrival of all, or to honour loved ones;
- lighting a candle in the centre of the workshop space to signal a beginning; and
- an alternate, playful opening could include tossing coloured balls (soft 'stress' balls are ideal) to all participants and asking them to hold on to them for later exercises.

Examples of more elaborate openings include:

- **Nepal 2008:** lighting candles and laying red poppies in a bowl of water. One participant, who was pregnant with twins at the time, lit the first candle.
- **Colombia 2008:** distribution to each participant of individually designed cards with a picture and description of the Mayan symbol corresponding to their birthday.
- **Kenya 2008:** after lighting a central candle, participants greeted and welcomed each other by pouring water and laying a rose in individual bowls. The exercise was completed with a 'hara breathing' exercise (see page 106).

## Session 2:

# ***Introductions and Expectations***

TIME: 75 MINUTES

### ACTIVITIES:

*the introductions session is composed of two activities: first is an introductions and expectation exercise of two parts – a participant introduction exercise and presentation of workshop expectations; and second is a facilitator presentation providing an overview of the workshop.*

### SESSION OBJECTIVES:

- to introduce participants to each other and to facilitators;
- to introduce dynamically the idea that the ‘personal’ and ‘professional’ are integral to the lives of women human rights defenders;
- to support a safe space by having each participant share both stories and the physical manifestations of important moments and people in their lives;
- to help facilitators understand the participants’ priorities and their expectations for the workshop; and
- to set out the basic structure of the workshop, including guiding principles, logistics and ground rules.

### ADAPTATION NOTES:

This introductions and expectations exercise has been consistently effective and should not require specific adaptation.

Some portions of the overview session could be presented during the opening session.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP  
EXERCISE

# *Introductions and Expectations*

TIME: 60 MIN

REQUIRED MATERIALS: ITEMS FROM PAST WORKSHOPS (IF POSSIBLE); AND BLANK CARDS (OPTIONAL).

SUMMARY:

*This is an exercise to allow participants to introduce themselves in an unusual way – by laying down and describing two items that represent something important in their personal life and something important in their professional (public) life. In addition, they will present their expectations of the workshop after their introductions.*

KEY EXPLANATION POINTS:

In the centre of the room, facilitators will have already prepared a focal area where they should set out items from past workshops (in many workshops, we have traditionally used scarves that were given as gifts to the facilitators from each region – this is very beautiful and creates a strong centrepiece – then we have included items from different workshops, such as country postcards and invitations). If a candle has been used to open the workshop, it should be in the middle, with these items surrounding it.

To open the exercise, remind participants that they were asked to bring two objects – one personal and one professional – representing something very important to them.

Ask each participant to lay out their personal and professional items in the centrepiece, with items touching or overlapping (they can do this simultaneously, but in silence).

*Part one:*

Once they have finished laying out their items, go around the circle and ask each participant to introduce themselves (name, country and organisation) – and then ask them to talk briefly about the objects they put down – why did they choose these items? What meaning do they hold in their lives?

*Part two:*

Once the first round of explanations is completed, ask each participant to say a few words about their expectations of the workshop, specifically highlighting:

- what do I bring to this group?
- what do I want to take away?



EXERCISE:

PAGE 2/2

FORMAT:

GROUP  
EXERCISE

# *Introductions and Expectations*

## FACILITATION NOTES:

If participants did not manage to bring items, they can:

- choose something they may have with them; or
- they can use a blank card either to draw a symbol or to write down the name of the item they would like to put down.

Reassure participants that they will get their objects back at the end of the workshop – if there are very valuable items, they can take them back at the close of each day, but they should set them down again on the morning of each new day. Alternately, they can lay down the item initially and then replace it with a drawing on a card, leaving it there symbolically.

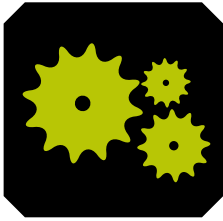
Each person should be brief, as this is a long exercise – and you can tell them that there will be many opportunities over the three days to say more about themselves and to get to know each other; this is just a beginning.

Allow about 1.5 minutes per person for each ‘round’ of questions. Make sure answers are recorded; these are all important for observations and future evaluations.

## *Alternative option:*

Have individuals quickly think of who in their life they would choose to introduce them. Ask them to take five minutes to think of what that person would say. Then ask them to be that person when they introduce themselves. This is a lighter version of the archetypes exercise (see page 127), but it helps participants to step out of the ‘traditional’ way of introducing themselves.





EXERCISE:

PAGE 1/2

FORMAT:

FACILITATOR  
PRESENTATION

# Workshop Overview

TIME: 15 MIN

REQUIRED MATERIALS: NONE

## SUMMARY:

*The workshop overview provides background on the integrated security workshops. It provides a brief description of the workshop agenda and logistics and concludes with 'brainstorming' of basic workshop ground rules.*

## KEY EXPLANATION POINTS:

In this space, we are here to talk about *you*. Your lives, your concerns. We will focus on understanding the threats you face and develop your strategies to stay safe and well – both the ones you already employ, and new ones from around the world.

We will talk in various ways, through group work, exercises, plenary discussions, presentations.

We will introduce some new ideas that are specific to your security – ones that we have developed with Front Line, the Kvinna till Kvinna Foundation and Urgent Action Fund – and published in two books: *Insiste, Persiste, Resiste, Existe* and *What's the Point of Revolution if We Can't Dance?*

We have developed and tested these ideas in a series of almost 30 workshops all over the world, with more than 300 women human rights defenders, men human rights defenders and international human rights groups/donors from over 50 countries.

We will incorporate exercises and ideas from several sources, including Front Line's *Protection Manual for Human Rights Defenders*, Marina Bernal's *Self-Care and Self-Defense Manual for Feminist Activists* manual, and the Capacitar International Inc. toolkits.

Our aim is to create a safe space here, where we can develop and share strategies, and focus on all aspects of

your lives, how they are interconnected and very relevant to your security.

## Agenda and logistics:

**Suggested timings:** we will be together for three days, starting at 09.00 and ending at 17.00. Coffee breaks in the morning and afternoon, and lunch at 13:00.

**Basic agenda:** explain the general agenda for the workshop; put it on a flipchart for easy reference.

**Logistics point person:** single out whoever will handle participant questions on accommodation, transport, finance, medical emergencies, etc.

## Creating ground rules:

Although the group should engage in brainstorming on a set of agreed ground rules, the following list sets out some of the basics that should be included:

**Don't sit on your needs!** Make it clear that participants should feel free to ask for breaks, and that they should sit comfortably – flag the fact there blankets, cushions and water are available.

**Anonymity, confidentiality and trust:** everything we say in this space is done so under conditions of anonymity. We will be supporting each other in this space and developing a relationship with and trust in each other. There will be



EXERCISE:

PAGE 2/2

FORMAT:

GROUP  
EXERCISE

# Workshop Overview

times when what we say must be in confidence, and cannot be shared outside of the workshop.

**Deep respect:** a big part of creating and holding a safe place together is really demonstrating our respect and care for one another. This means taking the time to listen deeply to each other, without interruption (*so please keep mobile telephones turned off, do not use your computer to take notes, do not speak when someone else is talking, do not interrupt another participant – whatever is culturally appropriate/specific*).

**Responsibility:** facilitators are charged with helping to create this space. As participants, you are responsible for yourselves, for each other, for holding this space together and keeping it safe – for sharing and learning together. It is critical to emphasise that at the core of the workshop is shared learning – facilitators are not teachers, they are guides – and the success of the workshop depends on the group.

**Step Up, Step Back:** responsibility also means knowing your particular style – whether you tend to be quiet and hold back, or whether you tend to talk openly and jump into conversations. Be aware of that style and sometimes do the opposite!

**Stay positive and open to possibilities:** please remain open to possibilities and be particularly respectful of other participants when they are exploring them with you.

**A final note on mobile telephones:** ground rules on these devices can be the most challenging for participants (particularly for those from activist cultures where they play such a vital role). According to one facilitator, one method of achieving observance of these ground rules is to ‘give each other the gift of their full and intentional presence in this space’. If a reminder is needed, try asking everyone to pretend that they are on an aeroplane, and to switch all telephones off. A more extreme alternative is to collect all mobile telephones during workshop sessions and place them in a nearby room.

## FACILITATION NOTES:

The ground rules can be written on a flipchart. Alternately, they can be written on separate pieces of paper and posted around the room, or laid down in the middle circle of the room to serve as reminders of the commitment.

## Session 3:

# ***Integrated Security: The Conceptual Framework***

TIME: 105 MINUTES

### ACTIVITIES:

*This session consists of three activities: a 'brainstorm' during which participants shout out words that define security in their lives; an 'integrated security presentation' in which facilitators explain the development and meaning of the concept; and a 'group discussion' that gives participants an opportunity to reflect and ask questions.*

### SESSION OBJECTIVES:

- to introduce the integrated security framework; and
- to ensure that participants have an opportunity to define their own concept of security, and to challenge 'received' ideas about the parameters of security.

### ADAPTATION NOTES:

This session has been consistently effective and should not require specific adaptation.

The group discussion session is the first 'open session', where participants have an unstructured opportunity to begin sharing their stories and concerns. Facilitators should be flexible and allow time here for whatever arises – this will flow into the next, more structured session on assessing challenges and threats.



EXERCISE:

# *Defining Security for Ourselves*

FORMAT:  
BRAINSTORM

TIME: 15 MIN

REQUIRED MATERIALS: FLIPCHART PAPER AND MARKER PENS.

SUMMARY:

*Participants shout out one- or two-word answers to the following question: what does security mean to you? Answers are written on a flipchart. This is the springboard for the following presentation on the integrated security framework.*

KEY EXPLANATION POINTS:

- There is always energy – and great honesty – in our initial thoughts.
- Can you tell us the first thoughts and the first words that come into your head when you hear the words ‘safety’ and ‘security’?
- Do not think about it, just shout it out!
- We will not discuss the answers, just list them for now.
- There are no ‘right’ or ‘wrong’ answers – this is your definition of security.

FACILITATION NOTES:

- have one facilitator write the answers on a flipchart while another facilitates the process;
- depending on how much information is gathered, use stacking or other methods to combine the ideas and incorporate them into the next session;
- this is a fun exercise, once people get the hang of it and start to shout out... everything (which is the point). It is meant also to be empowering, because it is redefining security, breaking down the public–private barriers and taking security out of the usual restricted, patriarchal constructs; and
- this exercise sets the stage for the following, major presentation on ‘integrated security’, outlining the workshop’s conceptual framework.

EXERCISE:

# *Integrated Security Presentation*

FORMAT:

PRESENTATION,  
GROUP  
DISCUSSION

TIME: 60 MINREQUIRED MATERIALS: NONESUMMARY:

*This is a strong presentation and sets the tone for the workshop as it introduces its conceptual framework. Key points include how ‘well-being’ and ‘safety’ are interlinked, and an introduction to the ‘personal’ side of security.*

FACILITATION NOTES:

- This presentation can be adapted from the manual’s section on ‘What is integrated security?’ within the Summary, which explains the concept of integrated security.
- In addition, portions of this presentation must be adapted specifically to the participant’s context – this information is drawn from pre-workshop interviews and research (as explained in Part One), as well as from the first part of Day One.
- After the presentation, request participants’ reactions to the integrated security presentation. Did anything surprise them, or particularly resonate with them?
- This will be the first opportunity for the participants to begin talking about their experiences and the impacts of the work on their lives. This session should be essentially open and unstructured, with facilitators ensuring that all participants have a chance to speak. The reactions and stories that emerge will help guide the next session on challenges and threats, as many challenges will manifest themselves.
- At the end of this session, facilitators will need to a) respond to specific reactions and b) extract some key themes from the stories for their closing remarks,

underlining that these and other stories more will be discussed in the next session.

*Alternative option:*

Introduce and weave into the text the presentation on ‘threats’ in this session, rather than in the following Session 4, to keep the discussion flowing.

## Session 4:

# ***Understanding and Assessing Challenges and Threats in Context***

TIME: 135 MINUTES

### ACTIVITIES:

- *Presentation on threats*
- *Threat assessment exercise*

### SESSION OBJECTIVES:

- to give participants space to discuss the challenges and threats they are facing;
- to ground conceptually concepts such as ‘capacities’, ‘challenges’, ‘obstacles’, ‘risks’, ‘threats’, ‘thresholds of acceptable risk’ and ‘vulnerabilities’; and
- to help participants assess challenges and threats in a structured way.

### ADAPTATION NOTES:

Challenges and obstacles versus threats: some group members, particularly those who have experienced very extreme levels of threat, will understand immediately the concept of ‘threats’. For others, the terms ‘challenges’ or ‘obstacles’ may be easier to work with than ‘threats’. This is because the threats they may face are more subtle – or so ‘normalised’ that they do not perceive them as ‘threats’. Instead, they may consider an attack or arrest as real ‘threats’ but the threat of violence against them (as women) as part of normal life. In such cases, substitute the words ‘challenges or obstacles’ for threats, and keep in mind that the group may need additional support in analysing these challenges/obstacles – in which case, Session 5: Contextual Analysis is particularly important for setting these challenges/obstacles into a clear context.



EXERCISE:

PAGE 1/2

FORMAT:

PRESENTATION

# Threats Presentation

TIME: 15 MIN

REQUIRED MATERIALS: FLIPCHART WITH DEFINITIONS OF CONCEPTS SUCH AS 'CAPACITIES', 'CHALLENGES', 'RISKS', 'THREATS' AND 'VULNERABILITIES'.

## SUMMARY:

*This is a brief presentation that grounds thinking on threats and sets the stage for the next exercise.*

## TOOLS TO ASSESS THREATS<sup>22</sup>

Key risk-related concepts are as follows – facilitators should prepare the definitions on a flipchart beforehand:

**Risk:** the possibility that some harm will occur;

**Perceived risk:** the idea, or absorbed concept, that a threat is real;

**Threat:** a declared or indicated intention to inflict harm;

**Capacity:** any resource (including abilities and contacts) that improves security;

**Vulnerability:** any factor that makes it more likely for harm to materialise and that may result in greater damage

*Note that capacities and vulnerabilities are flip sides of the same coin.*

## KEY EXPLANATION POINTS:

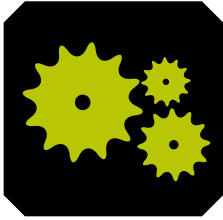
**threats are strategic:** there is always a reason behind a threat, and there is always a source;

**threats are based on fear:** ironically, a woman human rights defender only will face threats because she is effective, and because her work is perceived as a challenge to existing systems and power structures;

**threats can be subtle and particularly gendered:** while we are very familiar with threats such as direct physical violence and arrest, there are many other ways in which women human rights defenders are threatened, such as through isolation, defamation, slander, psychological intimidation and threats to family members at their place of work and in schools;

**threats hold far less power when we examine them clearly** and extract them from this hidden, subtle context, by:

- recognising the *strategies and motives* behind threats;
- understanding the *what, the why and the who* behind threats;
- assessing your vulnerabilities, and your capacities to combat these threats; and
- determining *what level of risk is posed, and what level of risk is acceptable to you, your organisation and your family.*



EXERCISE:

PAGE 2/2

FORMAT:

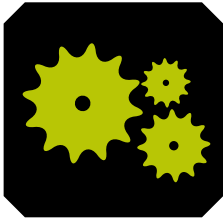
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# *Threats Presentation*

## FACILITATION NOTES:

- Some aspects of these talking points can be incorporated into earlier sessions or integrated into a more dynamic discussion – if you find that the previous session has resulted in the group naturally entering into a discussion of threats, then you can go straight into the following exercise and incorporate some of the threats text as commentary. This depends on the group – some need to spend more time with you to ground them in ‘theory’, whereas others prefer you to talk less and for there to be more of a dynamic dialogue.
- It may be helpful to distribute the ‘Threshold of acceptable risk’ handout for reference (see Part Three: Facilitator’s Toolkit).





EXERCISE:

# Threats Brainstorm

## Assessing Risk: Threats, Vulnerabilities, Capacities

FORMAT:

GROUP  
EXERCISE  
REVIEW

TIME: 15 MIN

REQUIRED MATERIALS: FLIPCHART WITH DEFINITIONS OF ‘CAPACITY’, ‘RISK’, ‘THREAT’ AND ‘VULNERABILITY’ AS WELL AS THE RISK ASSESSMENT FORMULA.

SUMMARY:

*This provides an introduction to and an explanation of the following group exercise.*

KEY EXPLANATION POINTS:

Facilitators select two key threats from the group (either raised in previous discussions or during the discussion after the threats presentation). These are the ‘what’. Write them up on the flipchart. Ensure that one threat is a traditional ‘public’ threat and that the other is a ‘private’ threat.

Then, as an example for the following exercise, facilitators should ask the group to analyse:

- who are the sources of the threat; and
- the ‘why’ – what is behind the threat.

Next, ask the group to list the:

- capacities to address the threat; and
- vulnerabilities to the threat.

Ask the group to assess the *level of risk* that these threats pose, given their list of capacities and vulnerabilities. They can refer to the Threshold of acceptable risk handout<sup>23</sup>.

*Alternative option:*

In addition to these questions, ask the group to describe the potential impact/consequences of the threat – that is, if the threat is realised, what will happen in the ‘public’ sphere and the ‘private’ sphere?

Example structure:

Threat	Who?	Why?	Capacities	Vulnerabilities	Risk Level
Graffiti on the wall next to the house of a woman human rights defender, denouncing her as a Western spy or saying she is rich	Local criminal groups, probably encouraged or paid by the government	To discredit her, ruin her reputation in the community	Access to media, international support	Neighbours already uncomfortable, family is nervous	Moderate
Harassment at a checkpoint that she has to cross every week to get to villages	Soldiers	To intimidate her, extort money	Good reputation and support from villagers	Often travelling alone, transport is unreliable	High



EXERCISE:

PAGE 1/2

FORMAT:

GROUP  
EXERCISE

# *Threats Group Work*

## *Assessing Risk: Threats, Vulnerabilities, Capacities*

TIME: 30-60 MIN

REQUIRED MATERIALS: FLIPCHART WITH DEFINITIONS OF 'CAPACITY', 'CHALLENGES', 'PERCEIVED RISK', 'RISK', 'THREAT' AND 'VULNERABILITY'. FLIPCHART SHOWING EXAMPLE (SEE TABLE ABOVE), AND ENOUGH FLIPCHART PAPER AND MARKER PENS FOR FOUR OR FIVE GROUPS.

SUMMARY:

*Exercise to assess actual threats participants are facing, using the risk assessment tool described above.*

KEY EXPLANATION POINTS:

Divide participants into groups of four.

Within the groups, each participant lists two important threats they are facing – one 'private' and one 'public'. It is important that they list current, pressing threats (we will use these again in a later exercise).

Next, participants should describe the source of the threat (the 'who') and the reasons/motivations (the 'why') behind the threats.

Then they should list their capacities and vulnerabilities vis-à-vis each threat (note that there could be repetition in the answers to both questions – this is fine).

Finally, they should assess the 'level of risk' posed by each threat. These should be listed on flipchart paper.

Small groups will report back on their threats.

FACILITATION NOTES:

This exercise provides a good time to give participants a chance to move around and to lighten the atmosphere – you will have been talking about difficult topics for several hours now. Make the group selection process fun.

Facilitators should consider whether participants should choose their own groups randomly, or whether they should preselect them – this will depend on group dynamics (that is, if some participants clearly require support to be more active or less dominating). Group selection exercise options are as follows:

- **Preselected groups:** put post-its on everyone's back with an animal or a shape representing one of the four groups. Everyone finds each other without saying the name of the animal or shape – that is, they have to copy the moves and sounds of the animal or present the shape to each other in order to figure out what is on their back.
- **Randomly chosen groups:** offer participants an item such as a stone (four or five colours) or toy animal (four or five types), with each stone colour or animal type forming a group.

It can be difficult for some to recognise 'private' threats (and for some to recognise any threats at all), so this is an



EXERCISE:

PAGE 2/2

FORMAT:

GROUP  
EXERCISE

# ***Threats Group Work***

## ***Assessing Risk: Threats, Vulnerabilities, Capacities***

exercise in which facilitators should be very active in supporting the groups as they work.

One alternative to the exercise is to list the challenges/threats (generally) and during the analysis process, ask participants to include the 'private' and 'public' consequences of each challenge/threat.

The purpose of doing this exercise as a group, even though the task requires outputs per individual (that is, their two threats), is to provide a supportive environment in which to discuss and draw out threats. This can be done in pairs or triads, but should not be done alone.

*See Part Three: Facilitator's Toolkit for 'Exercise: defining the threshold of acceptable risk' as an option for individual written work – consider sequencing and accompaniment carefully here – this exercise works best after a group discussion of threats.*