



***Integrated
security*** *the Manual*

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The Kvinna till Kvinna Foundation supports women during times of war and conflict to increase women's power and influence. The Kvinna till Kvinna Foundation cooperates with women's organisations that are involved in women's rights and play an active part in peace and rebuilding processes. The Kvinna till Kvinna Foundation informs of the conditions of women in war and conflict and the importance of women's participation in efforts to achieve peace and democracy.

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The Urgent Action Fund for Women's Human Rights (UAF) is an independent human rights foundation with a strategic mandate to support, protect and sustain women human rights defenders. It provides rapid-response grants that enable strategic interventions, and it participates in collaborative advocacy and research. The UAF supports women human rights defenders operating in the toughest theatres of armed conflict, escalating violence and political repression. Led by activists and inspired by feminism, the UAF and its sister organisations, Urgent Action Fund – Africa and Urgent Action Fund – Latin America, have supported women human rights defenders in more than 100 countries and territories around the world for over a decade through the provision of swift, flexible funding.

MDG3 Fund

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This manual is dedicated to:

Natalia Estemirova
Biljana Kovačević-Vučo
Nirmala Thapa

In loving celebration of your lives

Table of Contents

| | | | |
|---|----|--|-----|
| <i>Dedication</i> | 6 | 2.1 The Workshop Basics | 35 |
| <i>Foreword: Defending the Defenders Project</i> | 7 | 2.2 Detailed Sessions | 37 |
| <i>Summary:</i> | 9 | <i>Day One:</i> Introductions, Integrated Security, Challenges and Threats | 37 |
| – What is Integrated Security? | 9 | <i>Day Two:</i> Contextual Analysis, Developing Strategies, Staying Safe and Well | 58 |
| – Creating a Framework for Integrated Security Workshops | 15 | <i>Day Three:</i> Reflections, Recommendations, Protection Options, Next Steps | 69 |
| – Core Workshop Elements | 15 | 2.3 Sample Workshop Structure | 84 |
| – Who Should Read and Use this Manual? | 17 | | |
| – Companion Materials | 17 | <u>PART THREE:</u> | |
| – Manual Layout | 18 | <i>Facilitator's Toolkit</i> | 99 |
| | | Overview | 100 |
| <u>PART ONE:</u> | | 3.1 Wellness Exercises | 101 |
| <i>The Integrated Security Workshop</i> | | 3.2 Threats Exercises | 108 |
| <i>Facilitation Method</i> | 19 | 3.3 Optional Exercises | 120 |
| Overview | 20 | 3.4 Ice-breakers | 131 |
| 1.1 Workshop Objectives | 22 | 3.5 Additional Sessions | 137 |
| 1.2 Creating a Safe Space | 23 | Power Session | 137 |
| 1.3 Facilitation | 28 | Family Session | 142 |
| 1.4 Assessing Context, Priorities and Learning styles | 30 | Our Bodies Session | 152 |
| | | | |
| <u>PART TWO:</u> | | <i>Acknowledgements</i> | 159 |
| <i>Workshop Themes and Curriculum</i> | 33 | <i>Bibliography</i> | 161 |
| Overview | 34 | <i>Endnotes</i> | 164 |

Dedication

Everyone has the right to stand up, to speak out and to defend human rights.

Everyone has the right to defend human rights safely, without fear of retribution, such as physical violence, slander or attacks on their families.

Equally, everyone has the right to defend human rights and enjoy a full life, without sacrificing livelihoods, health or happiness.

We dedicate this manual to all of the human rights defenders who joined us in its creation, and in particular to three women: Natasha Estemirova, Biljana Kovačević-Vučo and Nirmala Thapa.

Each one spoke to us about different aspects of security – both private and public – echoing the stories of so many others.

Biljana Kovačević-Vučo highlighted the price of speaking out against injustice in Serbia. Her uncompromising stand met with vicious personal slander in the media, and death threats behind closed doors. She publicly challenged each attack with dignity and integrity.

Natasha Estemirova told us about another aspect of facing insecurity as a woman human rights defender: the toll it took on her personal life. She described how she coped with the stress of constant security threats as well as with the sadness of working with families of the disappeared in Chechnya.

Nirmala Thapa talked about how she tried to balance life as a woman human rights activist in Nepal with taking care of her family, and what it meant to be a ‘good wife’ in her culture. She explained how she managed to step out of that role to empower other women, despite the pressure to conform.

Tragically, their lives were cut too short.

But their voices, their strength, and their stories will remain a source of inspiration. They are a reminder, to all of us, to continue to do the work we love with passion, and with hope.

They remind us, too, to take the time to cherish and protect our own bodies, hearts and families with exactly the same passion that we give to others.

Defending human rights around the world, in our communities, is so important.

And the life of every human rights defender is equally important to this work.

Foreword

Over the past few decades, human rights organisations across the world have successfully raised the profile of human rights defenders and their vital role in protecting the rights of ordinary citizens. As a result of these efforts, human rights defenders began to enjoy increasing international recognition and respect.

Paradoxically, as awareness of their work blossomed internationally, they were being subjected to escalating violations of their own rights within their own countries – at the hands of their government, armed groups and even their own communities.

In response to these mounting threats, a number of human rights organisations started to work towards developing international legal mechanisms to enshrine the rights of human rights defenders to allow them to do their work, and to do it safely.

These efforts culminated, in 1998, in the adoption by the United Nations General Assembly of the Declaration on Human Rights Defenders.¹ This was followed in 2000 by the appointment of Ms. Hina Jilani as the Special Representative of the Secretary General on Human Rights Defenders, with a clear mandate to work with human rights defenders around the world to document violations committed against them and to recommend specific strategies for their protection.²

The adoption of the Declaration and the appointment of the Special Representative helped enormously in establishing a framework for ensuring the rights and protection of human rights defenders. But this was only the beginning.

In the years following, human rights organisations have continued to consolidate these gains by working to *increase awareness* of the security constraints faced by human rights defenders, while simultaneously *developing an array of practical resources* for their protection. These include deeper analysis of the general security situation of human rights defenders, documented by Front Line: International Foundation for Human Rights Defenders³ and many other human rights organisations, such as Amnesty International, the World Organisation Against Torture (OMCT), the Women Human Rights Defenders International Coalition, and the Urgent Action Fund for Women's Human Rights (UAF). Several of these organisations also match their documentation and advocacy commitments with specific grants to support human rights defenders at risk, and for some, grant-making is their primary focus. Others, increasingly within the academic world, are offering 'protective' fellowships to provide human rights defenders safety and respite.

In 2005, Front Line went a step further in developing the very practical *Protection Manual for Human Rights Defenders* and has since conducted training workshops based on this publication for human rights defenders globally.⁴

While these developments have had a marked impact on increasing the awareness of security risks to human rights defenders *generally*, human rights

organisations have more recently recognised the need for documentation of and tools to address the security risks, vulnerabilities and strategies that are specific to women human rights defenders.

Several human rights groups began working, individually and collectively, on efforts to understand better the particular situation of women human rights defenders and how best to offer them tools for protection. These included the collaboration of Front Line, the Kvinna till Kvinna Foundation and the UAF through the Defending the Defenders Project. During the first phase of this project, beginning in 2005, the partners documented the particular security experiences and protection strategies of women human rights defenders, with to the objective of developing future practical protection guidelines and resources. This collaboration resulted in *Insiste, Persiste, Resiste, Existe: Women Human Rights Defenders Security Strategies (Resiste)*.⁵

Subsequently, the Kvinna till Kvinna Foundation and the UAF implemented the second phase of the Defending the Defenders Project: translating the research for Resiste into practical tools to support women human rights defenders in developing and deepening strategies to stay safe and well.

During this phase, *Integrated Security: The Manual* was designed and tested through a series of around 30 integrated security workshops for more than 300 women human rights defenders from over 50 countries worldwide.

Summary

What is Integrated Security?

Defending human rights is intensely rewarding work.

It is also difficult and is often dangerous.

These aspects of work are hard to talk about. Rarely, if ever, do women human rights defenders have the time, or the safe spaces, to reflect on their security and well-being in a meaningful way.

But over the years, we have started talking. We have created those spaces, through individual conversations and workshops with more than 300 women human rights defenders from all over the world.



What is Integrated Security?

Spaces where we can share challenges and worries, events of immense sadness, and extraordinary triumphs. Spaces where we can form a community, and develop practical ways to strategise, together, on how to keep going. How to stay safe, and sane, and still do the work we love.

We discovered, through these conversations, how much we all have *in common as activists*.

It doesn't matter where you are active – in which country or context. Or how you choose to defend human rights – working directly with violence survivors in shelters or refugee camps. Documenting human rights abuses in conflicts. Changing legal or political systems. As community organisers, journalists, researchers, teachers, lawyers, advocates, social workers.

It doesn't matter who you work for. It does not matter for how long. Whether you stand up and act for five minutes, five years or for a lifetime. Whether you dip in and out of it.

For every single woman human rights defender, the very public work is intensely personal. And the *personal* is integral to your security. It is personal because of what motivates you.

Your personal experience of different forms of violence – as survivors, as witnesses, or both. Your experience of repression, discrimination, hatred, sexism. Your sense of injustice. Your passion to do something about the violence, to make change.

It is personal because of your support system. The people who support you are your friends, family, lovers, your created families, your communities. When they support you, it is amazing. And when they deny, or betray you, it is devastating.

It's personal because of the tools you use – because what you bring to this work is your own body, your sharp mind, your sense of humour, your heart, and your instincts.

The people who **want to stop you** know that human rights work is personal.

That is why their threats are personal – why they deliberately attack your family: your children, your partner, your parents, your relatives. They attack your reputation, your credibility, calling you a spy, a traitor, a prostitute. They attack your body, and your sanity.

They *know* it is personal.

So we asked ourselves, why are we not talking about the personal? When clearly it is so important to our safety, to sustaining ourselves and our work?

The reason? Because it is personal. It's private. We are not supposed to talk about it.

Our conversations about security and well-being



are always difficult at first. While activists can talk for hours *about the work*, it is different when it comes to talking about *themselves*, particularly about how they feel about the stresses and strains of the work, the impact of the work on their lives, their safety.

During a group interview in Sri Lanka, one of the activists stopped in mid-conversation and said: 'Look, I don't get it. What's your point? What does security have to do with this? Why are you asking about when we take holidays or rest? What does this have to do with our work?'

And that was the point, it turned out. Or one of them. That women human rights defenders did not see that how they felt within themselves – how exhaustion, or sadness, or worry about making ends meet – how they keep themselves safe – had anything to do with their 'real' work. For them, it was completely separate.

Most activists had never considered these issues as relevant to their work – they were private. You just don't talk about them.

What is Integrated Security?

The Issues

It took time to get those conversations going. And finally, the worries, and common themes, emerged:

Money: one of the things that activists opened up with – and were comfortable talking about – was money. The endless cycle, and stress of, fundraising. Trying to raise money with dignity. And how the very bare basics for the work – decent salaries and safety, not to mention health insurance, pensions and training – are seen as extras.

Overwork: then we moved on to overwork, how activists work on a 24/7 schedule, without rest or a break (some activists had worked for 20 years without a vacation); the lack of boundaries – how work seeps into every aspect of your life. On top of that, there is the work of living – taking care of your home, elderly parents, children... managing it all.

Grief and loss: we talked about something we so rarely speak of publicly: our grief. About two kinds of grief: that which comes when loved ones fall ill and from losing them – friends, brothers, sisters, mothers, lovers, children; and that which comes from the sadness of the work – the stories, the loss, the violence that you experience every day. How activists suffer these losses in private... and so rarely take (or are offered) the time truly to feel them.

Money (again): the fact that activism doesn't pay the rent, and that there is no safety net if you fall ill, or for when (one day) you retire. So often, activists are trying

to balance supporting themselves and other family members, lovers, friends – trying to make enough money to survive – and still do the work they love...

Guilt: internalised guilt – self-denial, self-flagellation – the feeling that it is just never enough – often compared to others (how do I have the right to feel anything, when others are suffering so much around me?). Then there is externalised guilt – how we judge others (or are judged) for not doing enough...

Relationships with each other: on the one hand, activists are each other's greatest support system, each other's family. But these relationships are complicated, and replete with power dynamics that we are reluctant to talk about. Because another side of being so important to each other is this: a betrayal in the activist world is one that cuts the deepest.

What next? Leadership transition, generational differences: we talked about the things that all activists have in common, across generations. We realised that wherever we are in our careers as activists, whether we are just starting out, or whether we are in a phase of transition, or retirement, it doesn't matter. We *all* want respect. And we *all* want to know what comes next.

Pleasure: we asked the following question: where has pleasure gone in our lives? Where is the fun? When did we last feel our bodies, laugh until it hurt, dance until we dropped? Touch our lovers with ease, with joy?

Spirituality: and what do we do with the big questions that arise daily in our activism – the ones that haunt us – why is this happening? Why the violence? Why can't I stop it? Where can I go to ask these questions when so

often the very places and people we were taught should offer us answers – and sanctuary – are the ones that reject and challenge us?

Safety and fear: finally, we talked about safety – and about fear. How we cope with fear, and how it is connected to our concept of safety and security.

Many activists told us they handled fear by:

- denying it;
- becoming paranoid;
- staying hyper-vigilant/always alert;
- laughing at it;
- belittling themselves for feeling it;
- belittling others for feeling it; and/or
- recognising it, but then minimising it, saying, in comparison to others, it's not that bad...

So often, you suppress it, and banish it to the same place where you have put all your experiences of fear, and violence – as survivors and constant witnesses.

Consequences

Ultimately, though, it has to show up somewhere. As Jelena Djordjevic put it, no matter what we do, it gets written down into our bodies. It affects every aspect of our lives. And frequently it manifests itself as illness. Heartache. Trauma. Irritability, anger, fights with our lovers, friends and family. We end up destroying relationships and are increasingly alone and isolated.

What is Integrated Security?

Full circle

We need to make sure that we are recognising the huge emotional, spiritual, physical costs of this work. The lack of recognition. The lack of freedom. The stress of coping with hatred and violence on a daily basis.

We need to come full circle and recognise how all of this influences your security, your ability to stay safe.

Because it is all connected.

Every aspect of your activist life affects how you think about security – and whether you think about it at all.

And our security affects all aspects of our lives.

Your security is about your health, happiness, well-being, stress levels. Nutrition. Whether you can keep your job. Your identity and who you love. How you feel when you get up in the morning. It is about everything.

How you feel about *yourself* – your sense of worth and self-respect. It all affects the degree to which you believe you are worth protecting – worth the effort. If, deep down inside, you feel that it is not worth taking the time to care for yourself. If you believe your life is expendable, particularly in comparison to others. Or if you are just too busy, or too exhausted, to prioritise security. And conversely, how we feel about a security threat directly impacts on our ability to sleep, our health, our relationship with our lovers and families.

This all influences very directly our decision-making on protecting ourselves. Our ability to strategise.

Recognising strategies

Once we recognised how deeply interconnected all of these issues are to our security, we began to explore

strategies to stay safe and well from a new perspective.

We realised that, despite all of these challenges, you just keep going, and going strong. You all have capacities. You are all resilient. And you all have your private strategies that you use every day.

These strategies are *so often instinctual* – they come from the gut, and they are second nature. That is one of the many reasons they are also not recognised as security strategies.

So they are rarely understood and articulated as ‘real’ security strategies – either by women human rights defenders themselves, or by their supporters. And that is why they are so rarely shared, documented and acknowledged.⁶

But when we started talking about the way women human rights defenders around the world naturally protect themselves, their organisations and programmes, we identified a range of creative, clever and flexible responses to security threats. For example:

Working with visibility: sometimes, women human rights defenders will go underground and remain low profile until a threat has passed. Other times, their work is always ‘hidden’ in some way. For instance, many women’s shelters and centres have no names on their door. Women’s rights groups may not register as formal organisations, or they may publish their work anonymously. Other times, they may choose to respond to a threat very publicly, by challenging an opponent through national or international court systems. Alternately, they may scale up their activities and increase their public profile to attract attention to – and support for – their cause.

Bluffing: there are times when women human rights defenders decide that the best response is simply to stand their ground – and tell a little lie. When one women human rights defender in Asia was challenged at a checkpoint in a war zone, she bluffed her way through it by saying she was on her way to visit someone important in the next town. In one African country, women human rights defenders stopped soldiers attempting to rape them by saying that they were menstruating and wore pads to prove it.

Building allies: many women’s rights groups form strategic relationships with individual allies in the media, government ministries or the police force. In addition they forge alliances with other human rights groups in their country, in the region and internationally. When they have been threatened, they have triggered these support networks for protection.

Symbolic Resistance: sometimes, women human rights defenders use symbolism to speak out when any other form of expression would be silenced. They may simply wear specific colours: black, white or red. They have protested in silence. Others have used music or dance to defuse aggression.

Strategic spirituality: the ways in which women human rights defenders protect their health and their hearts from the challenges of the work are equally creative and powerful strategies. One woman activist from Colombia summed up her strategies to cope with the stress and the insecurity of the work when she said: first, I use music, then I love dancing. These are two ways of saying to the merchants of death that the essence of dignity is happiness.

Creating a Framework for Integrated Security Workshops

Discussing these challenges and strategies helped us to create, together, a framework for empowering women human rights defenders to talk safely about their security in a way that fits their priorities and realities.

The first and most important component of this framework is this:

Women human rights defenders should define security for themselves.

Women human rights defenders described consistently a concept of security that incorporates a range of inter-related priorities, many that are not typically considered as security concerns in a 'traditional' sense. These include the right to:

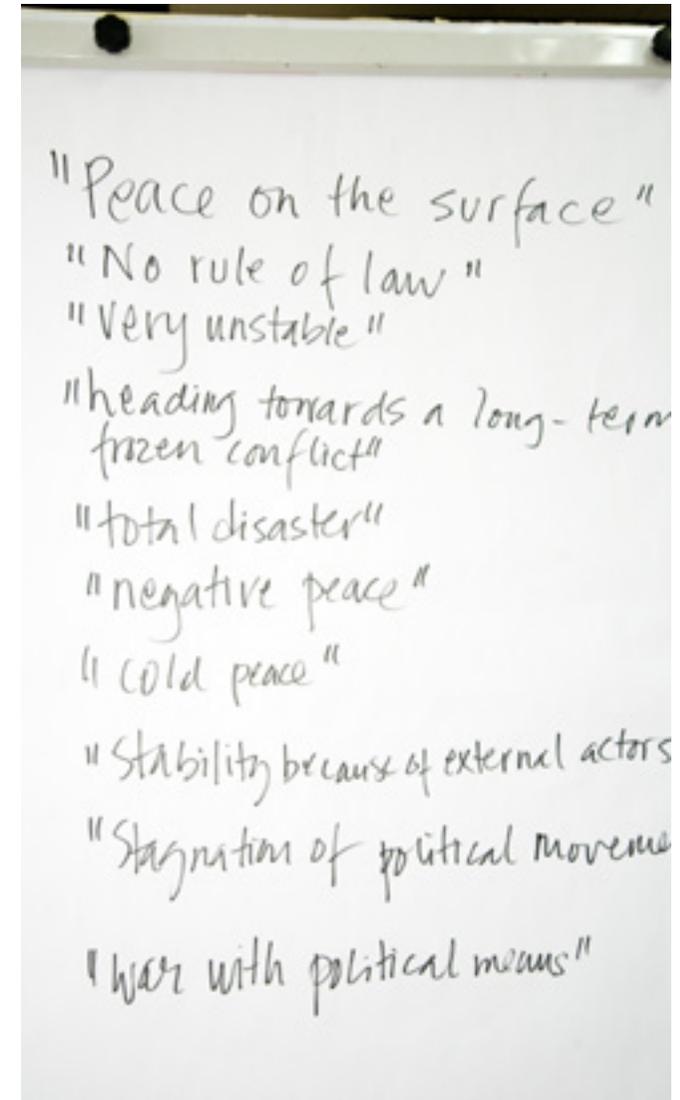
- conduct their work freely, without restrictions;
- work in safe spaces, in their own spaces, without the constant, grinding need to justify the work, or themselves;
- travel without fear;
- stay healthy and happy;
- be able to do the work, and still to take care of the basics for one's self, and one's family;
- justice and recognition; and
- rest, recover and renew.

This concept of integrated security recognises that women's security is about many different, yet interconnected, issues. That justice and reparation are as important as gaining the right to communal land, as the freedom to speak, travel and to work without any obstacles, and as access to spiritual leaders. It is about not having to explain your work. Or that you are human. It is all connected.

The concept breaks down artificial boundaries between the 'public' and the 'private' sides of security. And it links them.

It is also a framework that offers, for the first time, a gendered perspective on human rights defenders' security – recognising that, while women, men and transgender defenders face common challenges, there are many obstacles and response strategies that are specific to their gender identity.

It reaffirms and strengthens women human rights defenders' own capacity to uncover and assess the range of challenges they face, and to share and develop the strategies they need to be safe and well – and continue their work.



Core Workshop Elements

The aim of an integrated security workshop is to create a safe, respectful and structured space for women human rights defenders to share and explore their security challenges and to discuss current and potential strategies for staying safe and well.

It is grounded in the premise that women human rights defenders understand their security challenges best, and use creative strategies regularly to protect themselves, their organisations and their families. However, they rarely, if ever, have an opportunity to reflect on their security situation and to share and develop appropriate response strategies.

An integrated security workshop is designed, therefore, around four core elements that are key to supporting women human rights defenders develop sustainable security strategies:

Safe spaces – spaces that are truly safe, physically and psychologically. That are filled with trust, support and respect.

Time – time to reflect, discuss and assess all aspects of their lives, work, safety and well-being. Time to regain energy, strength and perspective, to rest and recharge. Time ‘away’ from daily work, which must be respected, valued and supported. It is during this

time of reflection that so many instinctive security strategies can be uncovered, recognised and developed.

Each other – solidarity, in the most honest sense: support that is without judgement, agendas or strings. Support that is flexible, adaptable and responsive to how women see, and define, their own security.

A deeply held belief in our own value – self-worth and a commitment to caring for, and protecting, our own bodies and hearts. This is one of the greatest challenges to establishing a culture of safety and self-care – instilling and sustaining the idea that it is worth taking the time and effort to care for ourselves; devoting equal effort, love and patience to ourselves as we do to others. And a recognition that this is an integral part of human rights defence – that human rights defenders have the right to live and work securely, in the broadest sense of the word.

To enable this type of space, the workshop design and approach is extremely flexible and sensitive to culture and context.

Both the workshop style and focal themes are specifically adapted to participants’ priorities and their specific context.⁷

The workshop’s flexibility and adaptability make it more challenging to design.

However, it is this fact, and the recognition that insecurity is experienced and managed differently by different genders, in different contexts, and at different times, that make this approach so specific, targeted and effective.

Tracing the Origins of Integrated Security – from Belgrade to Bogotá⁸

Integrated security is grounded in the realities and insights of women human rights defenders from all over the world. During an interview for *Resiste*, Stasa Zajovic of Women in Black-Belgrade described the organisation’s vision of a collective approach to redefining security and peace:

“Women, especially Women in Black Network activists, are interested in developing a completely different concept of security from a feminist and anti-militarist standpoint. This approach translates into a definition of security that encompasses:

freedom from constant threats – the absence of war, living without fear and violence, freedom of movement, stability, security, smiling children, homes, going for a walk at night unimpeded, etc.;

economic security – employment, food, social justice, the absence of oppression, etc.;

political security – democracy, freedom of thought, freedom of choice, legitimacy, the rule of law, solidarity, the United Nations, etc.;

environmental security – eco-friendliness, environmentalism, unpolluted air and water, etc.;

health security – health protection, accessible medical treatment, etc.”

Across the world in Colombia, women working with Organización Femenina Popular echoed these words, and offered a name for this concept: ‘integrated security’. They explained that: “For us, security has to be integrated, which means employment, social well-being, development and national sovereignty in terms of natural resources. Security is not only for the individual, but also for the community.”

Who Should Read and Use this Manual?

Experienced, Participatory Facilitators

This manual is primarily designed as a tool to be used and adapted by experienced facilitators who are trained in working with participatory facilitation methods and are familiar with human rights defence in various contexts.

Human Rights Defenders

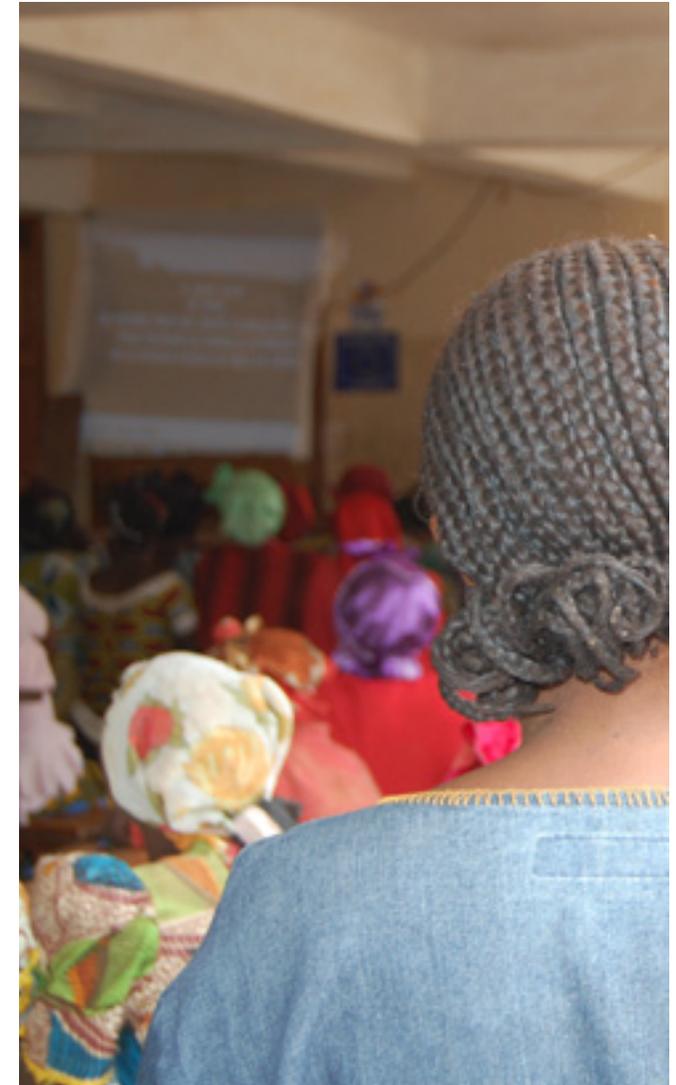
This manual has been created with women human rights defenders who are defending women's human rights around the world, and has been designed to address security and well-being challenges that are specific to their contexts and methods of working. Human rights defenders of *all* genders, working on *all* forms of human rights protection, are encouraged to use this manual to gain a deeper sense of the methods available to explore security in their organisations and movements.

International Human Rights Organisations and Supporting Donors

Any international or regional organisation interested in supporting the security and well-being of women human rights defenders should review the manual to assess ways to engage with their partners on their security and well-being.

Organisations Working in Emergency and Development Contexts

Any organisation that interacts with human rights defenders in the course of their work, such as aid and development agencies, would benefit from reading this manual and many of the companion resources on the work of human rights defenders listed below. National non-governmental organisations (NGOs) working in these contexts are often perceived by aid and development agencies as 'humanitarian' actors, yet in reality, they are engaged in human rights work. Particularly as agencies adopt increasingly a rights-based framework, it is important to recognise the risks that national NGOs and individuals face – as well as the risks faced by national staff of international agencies.



Companion Materials

Facilitators and others should consider reading this manual in conjunction with several other key documents:

Political and thematic context:

*Insiste, Persiste, Resiste, Existe: Women Human Rights Defenders Security Strategies*⁹;

*What's the Point of Revolution if We Can't Dance?*¹⁰;

Claiming Rights, Claiming Justice: A Guidebook on Women Human Rights Defenders – this offers an excellent analysis of the threats and challenges faced by women human rights defenders worldwide.¹¹

Security background and for developing further exercises and additional training:

*Front Line's Protection Manual for Human Rights Defenders*¹²;

*Self-Care and Self-Defense Manual for Feminist Activists*¹³;

While not specific to human rights defenders, *Operational Security Management in Violent Environments* is a comprehensive manual for organisations working in conflicts and crises, with many detailed checklists and balanced guidance on developing protection strategies.¹⁴

Additional, relevant manuals include:

*New Tactics in Human Rights: A Resource for Practitioners*¹⁵;

*Leading to Choices: A Leadership Training Handbook for Women*¹⁶;

*Living in Wellness – Trauma Healing. A Capacitar Manual of Body Mind Spirit Practices for Stress, Trauma and Compassion Fatigue.*¹⁷

Manual Layout

The manual is divided into three parts:

PART ONE

The Integrated Security Facilitation Method

Describes key elements to facilitating and organising a workshop and includes:

- the approach;
- design considerations; and
- facilitation tips – managing group dynamics.

PART TWO

Workshop Themes and Curriculum

Describes the core workshop content and includes:

- *core themes and a suggested curriculum* for designing an integrated security workshop (the building blocks, ‘bare bones’); and
- *a sample framework* for a three-day integrated security workshop.

PART THREE

Facilitator’s Toolkit

Provides a menu of optional exercises, handouts and example texts as well as additional modules for facilitators to allow them to custom design workshops, including:

- exercises, handouts; and
- ice-breakers.

Part One

*The
Integrated
Security
Workshop
Facilitation
Method*



Overview

Part One is a guide on the practical elements of organising and facilitating an integrated security workshop. It is divided into four sections:

1.1 Workshop Objectives

This section presents the common objectives of all integrated security workshops – while noting that each workshop can and will have additional aims that are specific to the situation and priorities of the participants.

1.2 Creating a Safe Space

This section reviews key aspects of organising a workshop, from selecting an appropriate venue to ensuring a comfortable, welcoming environment.

1.3 Facilitation

This section offers guidance on facilitator selection and preparation, with a specific section on managing group dynamics.

1.4 Assessing Context, Priorities and Learning Styles

This section gives step-by-step suggestions on how to ensure that the workshop matches participant needs, including an explanation of the individual participant interview process and examples questions.

Workshop Numbers at a Glance

| <i>How many?</i> | <i>Minimum</i> | <i>Maximum</i> | <i>Comments</i> |
|-------------------------------|----------------|----------------|---|
| <i>Workshop participants?</i> | 12 | 25 | The ideal workshop size is approximately 20 participants. Anything in excess of 25 participants can risk jeopardising group cohesion and limit individual participant's opportunities to engage. |
| <i>Facilitators?</i> | 2 | 4 | The minimum of two facilitators is critical – three is ideal, with one specialised in training on integrated wellness techniques. One facilitator cannot simultaneously hold a group together, process information and continuously adapt the design. If there is interest in training others to facilitate, they could join as additional facilitators. Finally, if time and budget permit, an information technology (IT)/communications trainer can be of great value, offering both group sessions and one-on-one training. |
| <i>Days?</i> | 2 | 4 | The ideal workshop length is three days. It is very important to allow this amount of time, as participants need to rest and interact with other participants to absorb and process the workshop concepts, so they can apply them practically. If there is scope for an additional day, more modules can be explored (<i>see Part Three for ideas</i>). Each day should last eight hours – typically from 09.00–17.00, but facilitators can adjust this schedule to fit participant needs – with two breaks (15 minutes each) and one hour for lunch. |

1.1 Workshop Objectives

Each workshop should be tailored to address participant priorities, and as such, will have specific objectives related to these priorities.

In addition, all integrated security workshops should aim to achieve the following objectives:

Increased awareness: to establish a baseline awareness of security by facilitating a process that enables women human rights defenders to:

- define security, and its parameters, for themselves;
- integrate the 'private' challenges they face, including concerns about family, health, sense of dignity and self-worth, economic security, psychological well-being, into their understanding of security; and
- with this perspective, assess and analyse the range of obstacles, risks and threats that affect their security and well-being, as well as their capacities and vulnerabilities.

Shifting attitudes: to support women human rights defenders embrace the protection of individual and organisational security as an equal, and integral, part of human rights work, specifically in:

- acknowledging the value in taking time to reflect on safety and well-being;
- opening up to possibilities - that it is not only desirable to stay safe and well, but it is possible; and
- recognising resilience - their own and their peers', as well as the strength of their own movements.

Developing sustainable strategies: to enable women human rights defenders to develop protection strategies that are relevant to their lives by:

- recognising and valuing the strategies that they utilise daily to protect themselves, their organisations and their families;
- sharing strategies employed by members of the workshop group, and used by other women throughout the world (drawn from other workshops and research for the Defending the Defenders Project); and
- exploring the 'elements' of strategy development and selection, such as the advantages and disadvantages of various strategies, the allies and support required to implement successful protection strategies and the need for flexibility.

Building organisational and movement capacity: to support women human rights defenders in assessing and prioritising the protection requirements of their organisations and their movements by:

- providing space for developing recommendations that are specific to increasing protection mechanisms at the organisational and movement level;
- identifying allies and networks and coalition and movement building; and
- reviewing the international protection framework for women human rights defenders and practical ways to access urgent and long-term security support.



1.2 Creating a Safe Place

“It was the wonderful, unusual atmosphere here that surprised me – and made such a difference!”

Workshop participant, South Caucasus

All aspects of an integrated security workshop, from its design to implementation to the follow-up phase, are equally important in creating a safe, respectful environment for participants. Each step sends a message to workshop participants that they are respected and valued.

The working spaces should be safe, welcoming and extremely comfortable, allowing participants to relax, let go of the worries of their daily life and focus on the workshop. It also transmits a message of respect for the participants.

Choosing a Workshop Venue

The workshop venue should be:

Safe! All parts of the workshop venue should be assessed for security. Questions to ask include:

Who is running the venue? Do they understand that the workshop is meant to offer a safe space for participants, which means that the venue must be off-limits to other guests who may be staying at the same location – ideally a venue will be reserved only for workshop participants.

Who else is sharing the venue? If it is a shared space, will participants feel comfortable in their rooms and lobby and communal areas (for example, a venue that also caters to groups that may stay up late drinking, with loud music, would be inappropriate).

How safe are the surrounding areas? Can participants walk in the area during the day and in the evening? It is particularly important that participants feel free to take walks and explore the town or natural surroundings without feeling threatened.

Are the workshop organisers/venue owners able to access good health services in case of a medical emergency? Do they have the numbers of the ambulance service, local doctors, a pharmacy and a good health facility to hand? Is there someone at the venue who can assist with an emergency response? Some participants may have medical conditions, an unanticipated illness or in some cases, a late stage pregnancy that could require an immediate intervention.

Is the region safe? The venue must be located in a geographical area that is appropriate for all participants. This is particularly relevant to women human rights defenders working amidst repressive regimes or in some zones of armed conflict (especially if there are participants from different ‘sides’ of a conflict) who may not be able to meet in their own country. In these cases, a venue should be chosen in a safe third country. For example, for groups coming from different parts of the South Caucasus or the Middle East, or participants working in contexts with repressive regimes (such as Chechnya, Burma or Uzbekistan), a third country is the best option.

Combined workshop space and accommodation. For safety, comfort and convenience, it is best that participants are accommodated in the same place as the workshop.

In a natural setting. Past experience demonstrates consistently that a venue located outside of an urban area, with access to nature (forest, mountains or ocean) is ideal for an integrated security workshop. Rural, more secluded areas, also can offer a safer atmosphere for women, allowing them to walk around the venue without fear.



1.2 Creating a Safe Place

Seating Arrangements

Always ask in advance if workshop participants have particular seating preferences. Keep in mind that some people may be uncomfortable in admitting physical challenges that could affect their comfort, such as hearing challenges, back problems, difficulty in sitting for long periods. Activists are accustomed to living with pain and discomfort in their daily lives, so it is important to be prepared to provide as many seating options as possible, and to adapt an exercise accordingly.

Seating arrangements are important to the success of the workshop. In most traditional workshops, participants are seated behind tables, or at desks, in rows or sometimes in a circle. Facilitators are seated at the front, and also are behind a table or a desk.

At an integrated security workshop, participants should be seated comfortably in a circle – without any desks or tables in front of them. They can sit on chairs, but the chairs should be comfortable – armchairs and sofas are best. Have high and low seating options available. Facilitators are seated together, but in the same circle.

This is a very deliberate form of seating, creating connections and a safe space. Tables or desks act as strong barriers to forming a group. They are reminiscent of the traditional, hierarchical ‘school’ environment. Facilitators must be seen as guiding the process, but still very much an integral, and equal, part of the group.

Furthermore, make cushions and blankets available immediately to anyone who wants them. Some participants spontaneously take them early on and/or

lay on the floor or against the wall to get comfortable. Remember that participants may not feel comfortable to speak about physical or emotional discomfort, but would be relieved to have the opportunity to sit comfortably at a three-day workshop.



Photo: Jane Barry

Offering Support

The workshop also provides participants with an opportunity to rest, move and heal. Ideally, it would comprise three key elements:

Movement in the morning (or afternoons): we have offered an open (and optional) session of pilates, tai chi, qi gong and yoga at different workshops – usually in the same space as the workshop. Participants responded well to the opportunity to engage in gentle movement,

and the contemplative practice in the workshop space also contributed to a calm, safe atmosphere.

Movement during the workshop: there are several energisers that use gentle movement to increase participant concentration and connection to their bodies, from dance to stretching and breathing exercises. Self-defence basics also can be taught by a trained facilitator.

Healing opportunities: we have also offered evening sessions by massage therapists (Indian head massage, Swedish massage, acupuncture) to participants. These were particularly well received, and important for participants coping with high levels of stress and/or physical discomfort.

In designing appropriate movement and healing opportunities, it is important to consider how participants experience their bodies. Always keep in mind that physical touch and movement vary from culture to culture, and that many women also are holding emotional pain and memories in their bodies that can be released through movement. Some participants may have limited physical movement – and many women human rights defenders are living with physical pain and discomfort (which they often overlook in order to keep working). For many, this movement and healing work can be a rare, and emotional, experience. Facilitators should always err on the side of caution and keep the exercises and healing options gentle, and allow participants time to absorb the effects of these forms of body work. In some cases, participants may want follow-up sessions or an opportunity to discuss their reactions one-on-one.

1.2 Creating a Safe Place

Use of Workshop Space

The workshop venue should be divided into two main spaces, ideally with access to additional outdoor spaces. The first, where the group will meet initially, is the primary space. The second space should be used for group discussions – best if it is without chairs, so it is the more ‘informal’ space where participants can sit on the floor on cushions. Keep in mind, though, that some participants may be physically uncomfortable on cushions, so also offer lower seats.

For separate group work, allow participants to find comfortable spaces at the workshop venue, or around the room. If weather permits, it is always advisable to make use of outdoor spaces, particularly for work in pairs, triads or small groups.

By moving participants to different spaces during the workshop, the facilitators:

- enhance the focus and attention of participants by ensuring that energy is flowing and shifting;
- signal transitions between sessions; and
- help participants to feel closure after difficult or emotional sessions.

Creating Atmosphere

Pay attention to the establishment of a comfortable atmosphere and feel free to be creative. At past workshops we have developed this atmosphere by:

- diffusing essential oils;
- playing gentle music during breaks;

- having flowers in a central area;
- giving a participant time to show others a video of a beautiful trip to Lake Baikal; and
- sharing participant photos in a slideshow.

Nature as a Resource

“I can’t remember the last time I just looked up at the sky. I haven’t done that since I was a child.”

(Workshop participant, Kenya)

Ideally, the workshop venue should be in a natural setting – near a forest, a body of water or mountains. If this is not possible, make sure that the venue is, at a minimum, in a safe area (see above for more information on venue safety).

During the workshop, encourage participants to spend time walking and exploring the setting. For many women human rights defenders who work in restrictive, insecure environments, taking a walk – or a swim – without fear, in a beautiful space is a rare opportunity.

Try to organise exercises and sessions outside. Consider how to incorporate the natural setting into your workshop design. In Kenya, we ran half of day two in an adjacent jungle (part of a golf course), combining a silent meditation walk through the jungle and a session on integrated wellness in a meadow along the route. In Turkey, participants from the Middle East were given an afternoon to explore the island where the workshop was held – to wander in pairs, groups, or alone and experience time for themselves, without

structure. It is important to ask participants to reflect on their experience in the group, to remind them that, sometimes, just a few hours in nature is a resource and a safety strategy – that it can bring peace, calm and perspective.

The Importance of Fun

Humour and play are vibrant, powerful tools to support participant learning. Laughter, like physical movement and breathing exercises, is a great physical action to release pent up tension, emotion and stress.

Create energisers that are fun and uplifting. Use colour, fabric and toys (such as play dough) to inspire the imagination of participants and their sense of fun. We have employed multicoloured Guatemalan ‘stress’ balls, coloured balloons and animal figurines – each facilitator will have her/his own ideas.

Common Language

Workshops always should be held in the common language of the group. Interpreters can be used if necessary, however, they should be:

- familiar with the workshop concepts and the work of the participants;
- preferably, a woman human rights defender, or a supporter of the women’s rights movement in that region; and
- trusted by the organising group and participants – as the workshop proceedings are confidential and cannot be shared outside the workshop space.

1.3 Facilitation

“Sometimes the job of the teacher is nothing more than this: state the obvious when the obvious is so obvious that we can’t see it; so obvious that it can no longer be safely ignored.”

Reggie Ray¹⁸

Who Should Facilitate a Workshop?

Ideally, an integrated security workshop should be facilitated by two to four facilitators, with two facilitators at a minimum. The facilitators should be diverse in age, perspectives and country of origin.

Facilitators should be familiar with:

- the region of the workshop (if participants are selected on a geographic basis); and/or
- the group or movement that is being addressed (if participants are selected on the basis of thematic focus, such as sexual rights or violence against women).

This contextual familiarity is a critical part of adaptation of the workshop and in establishing connections to the participants – the facilitators are the cultural and contextual mediators. They should know how best to translate the integrated security method and material into a workshop that is relevant and appropriate to the learning styles and situation of the participants.

What Qualities Make for a Good Facilitator?

An integrated security facilitator should be familiar with the workshop concepts of security and well-being of women human rights defenders, but she/he does not have to be an ‘expert’ in them. Instead, the key qualities of a facilitator are:

- understanding/experience of the security and well-being concerns of women human rights defenders;
- experience of and skill in participatory, peer-to-peer facilitation methods;
- openness;
- understanding of group dynamics;
- flexibility;
- love of the work;
- connection to the activist world;
- positive, sense of humour, not afraid to play;
- open to learning during the workshop;
- good listener;
- grounded; and
- deeply respectful.

1.3 Facilitation

Preparation Tips

Facilitators should be:

Well-prepared

- Read key background documents on integrated security (see list of recommended reading in the manual's summary section).
- Do background research on context (see section on prior preparation) and participants' priorities/concerns.
- Prepare an adapted workshop framework before the event.

Ready to Change

- Use Your Creativity and Flexibility

- Be ready to change everything - at any point - to support the participants' learning experience.
- Aside from conceptual grounding and principles, everything in the workshop framework can, and should be, changed and/or adapted to meet the group's needs.

Physically and Psychologically Prepared

The facilitators lead by example in disseminating the integrated security message - that is, it is important to take care of ourselves, and only with adequate rest and self-care can we assess our security situation and respond in a strategic and sustainable manner. This means:

- make sure you are well-rested before the workshop
 - plan to be on site for a minimum of one day before participants arrive, to rest and finalise preparation details;
- during the workshop, take time to rest in your own way - this could be through exercise, meditation, time in nature, and adequate sleep; and
- after the workshop, schedule some time to reflect
 - if practical, stay for an extra day. Remember that the workshop is an emotionally intense experience for everyone, and a 'let-down' phase after all participants have left is natural.

Willing to Challenge Your own Perceptions

Every workshop participant is different, and will come with their own stories, perspectives and urgent concerns. Some may be dealing with health worries, a recent loss in the family or anxiety at being away from their office during a crisis. These unspoken concerns could influence participant reactions to workshop content and style, particularly on the first day. Keep this in mind in assessing individual participant responses - it is often the participants who are most reticent, or conversely, most resistant initially who gain the most out of the workshop process by the end.

Group Dynamics

Given that integrated security workshops are challenging, they should be guided by facilitators who are highly skilled and experienced in managing group dynamics. Some tips on thinking about group dynamics are:

Welcome Challenges!

In every group setting, and particularly in unusual and challenging settings such as integrated security workshops, there will be a phase of conflict, as participants work to assimilate new and difficult ideas. Facilitators should treat this phase as a natural part of the workshop process, and welcome it as an indicator that the process is working as intended. Expect the 'forming, norming, storming, performing and adjourning' cycle of group dynamics!¹⁹

Remember the Context:

- women human rights defenders are constantly working in opposition - their lives are about resistance and challenging norms - it is a standard mode, and for some, it takes time to transition; and
- for most women human rights defenders, this workshop will mark the first time that they have had an opportunity to speak openly about very personal, difficult experiences - of course, this will trigger various emotions, ranging from grief to relief - and anger and shame - all of which need to be respected.

1.3 Facilitation

Remember that Strong Emotions can Result from:

- deep stresses that have been taken into the workshop space;
- a topic, or approach, that has triggered discomfort
 - often because it is too close to home; and
- physical pain or discomfort (headaches, other illnesses).

Balance the Needs of the Individual with the Needs of the Group:

- remember that some participants will be more outgoing and talkative than others (stepping up) – always seek to balance participants’ contributions and draw out those who are reticent to speak (stepping back); but
- a facilitator must never tolerate insulting or discriminatory behaviour.

Use Tools for Supporting Safe Group Dynamics:

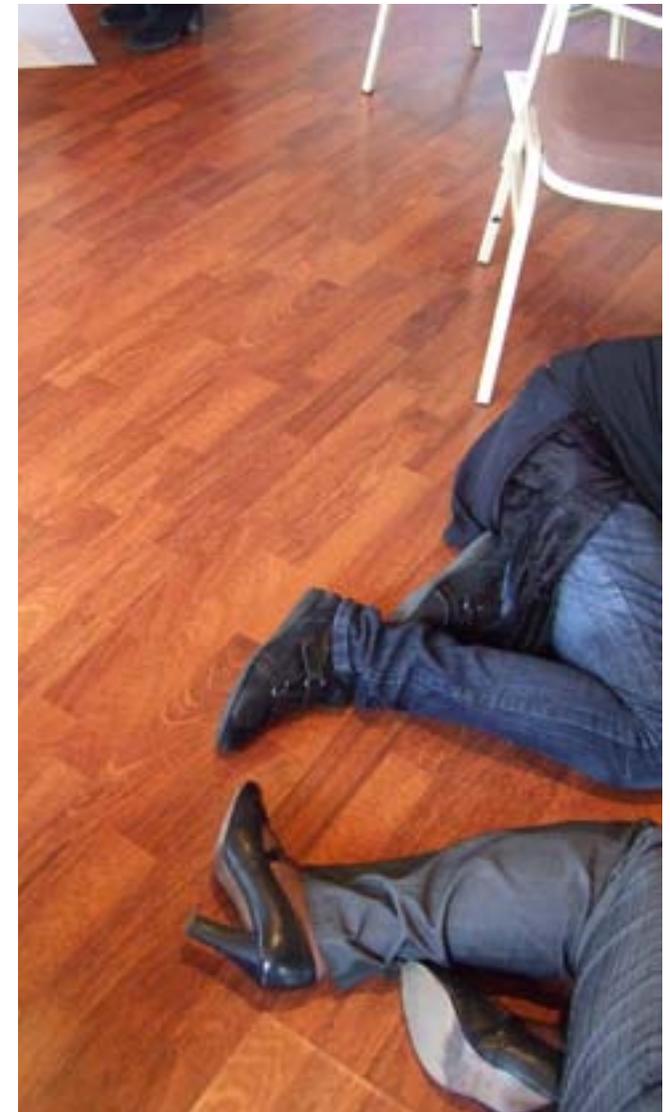
The opening ceremony and presentation of ground rules on the first morning of the workshop are critical in setting a tone of respect for – and responsibility to – the group. Be careful to explain that ‘respect’ means full and honest participation. Responsibility means that each participant has chosen to be in this space, and is responsible for keeping the space safe and a positive learning environment. Ultimately, each participant is responsible for what she will learn and take away from

the process, and is responsible for supporting the group.

It may be necessary to refer back to these ground rules at different points during the workshop. However, it is important to do this gently and without singling out particular participants.

In addition, remind participants that the ground rules are commitments that each participant makes to one another, and to the group. They can and should be expanded on during the workshop, as necessary.

Finally, many of the exercises included in Part Three: Facilitator’s Toolkit have been specifically designed to enhance group connections and to address challenging group dynamics.



1.4 Assessing Context, Priorities and Learning Styles

Before the workshop, facilitators should adapt this manual to the priorities, context and learning style of the participants. This adaptation should be grounded in an assessment process that includes:

Organisational Interviews and Discussions

Discuss organisational and individual security challenges and protection strategies with national organisations sending participants to the workshop as well as with supporting international and regional organisations.

Relevant Document Review

Review reports on the human rights situation generally and women's rights specifically in participant countries as well as issues particularly relevant to participant focus (that is, sexual and reproductive rights, the environment, and freedom of expression).

Review reports on *the situation of human rights defenders* in participant countries. These may be harder to locate than general human rights reports, but they can be found in documents such as *Steadfast in Protest*²⁰, the reports of the Special Rapporteur on the situation of human rights defenders²¹, and on the websites of

groups such as the International Freedom of Expression eXchange (IFEX), Front Line, and the Women Human Rights Defenders International Coalition.

Individual Participant Interviews

Whenever possible, facilitators should hold individual interviews with participants. Depending on the context, interviews could be conducted in person, or via telephone or software applications such as Skype. For the South Caucasus Integrated Security Workshop in November 2009, the Kvinna till Kvinna Foundation staff conducted a baseline security assessment, which included an analysis of a series of individual interviews with 12 workshop participants.

Some Interview Considerations:

- Because of the sensitivity of the questions, always check with participants on the most secure mode of communication for the interview.
- Keep in mind that the most sensitive and efficient way to interview a participant is through an 'in-person' conversation (that is, face-to-face or by telephone). If this is not possible, e-mail is an alternative. However, ensure that this is a *secure* e-mail conversation. It may be best for facilitators and participants to open separate secure e-mail accounts for this purpose - 'hushmail' is just one example, but note that e-mail security levels can change over time and in different

geographic locations, so it is best to check with communication security experts to identify the most secure option. Bear in mind, too, that participants may find the questions more difficult to answer by e-mail.

- Ensure confidentiality of interviews - explain to participants that the interviews are for the purpose of workshop design only and that they will not be quoted without their express permission.
- The interview process could bring up some difficult emotions among participants - be sensitive to this and be prepared to spend enough time during the interview process listening and empathising - if you expect to spend an hour on the interview, leave at least 90 minutes for it.
- In addition, workshop organisers should be prepared to arrange for follow-up support if needed (if, for example, it is clear that there is an immediate security risk to the person being interviewed, support them in obtaining immediate help - recognise whether emotions have been triggered/remains unresolved).

Questions can Include:

- What are your priority security concerns/challenges/obstacles for yourself and your organisation?
- What strategies do you employ to protect yourself

1.1 Assessing Context, Priorities and Learning Styles

in relation to these challenges? What strategies does your organisation use to protect offices? Personnel?

- Do you have any concerns about the safety of your family? If yes, please describe.
 - In what ways do you think that your human rights work affects your health (physical and psychological)?
 - What strategies do you utilise to take care of your physical and psychological health? Does your organisation support these strategies?
 - Do you have any current physical or emotional concerns that might affect your comfortable participation at the workshop? If yes, is there anything that we can do to make your time with us more comfortable? (Some participants may be pregnant, breastfeeding, uncomfortable sitting for long periods of time, facing the loss of a parent, concerned about the safety of a family member, etc.)
- Assess continuously participants' unspoken concerns – that is, energy levels, health concerns and individual or collective emotions such as grief, guilt, sense of futility and possibility.
 - Pay attention to the effectiveness and appropriateness of various exercises and other workshop elements such as meeting space configuration and location. Facilitators may need to adjust aspects of the workshop to better suit participant learning styles, physical ability, age and to address group dynamics.

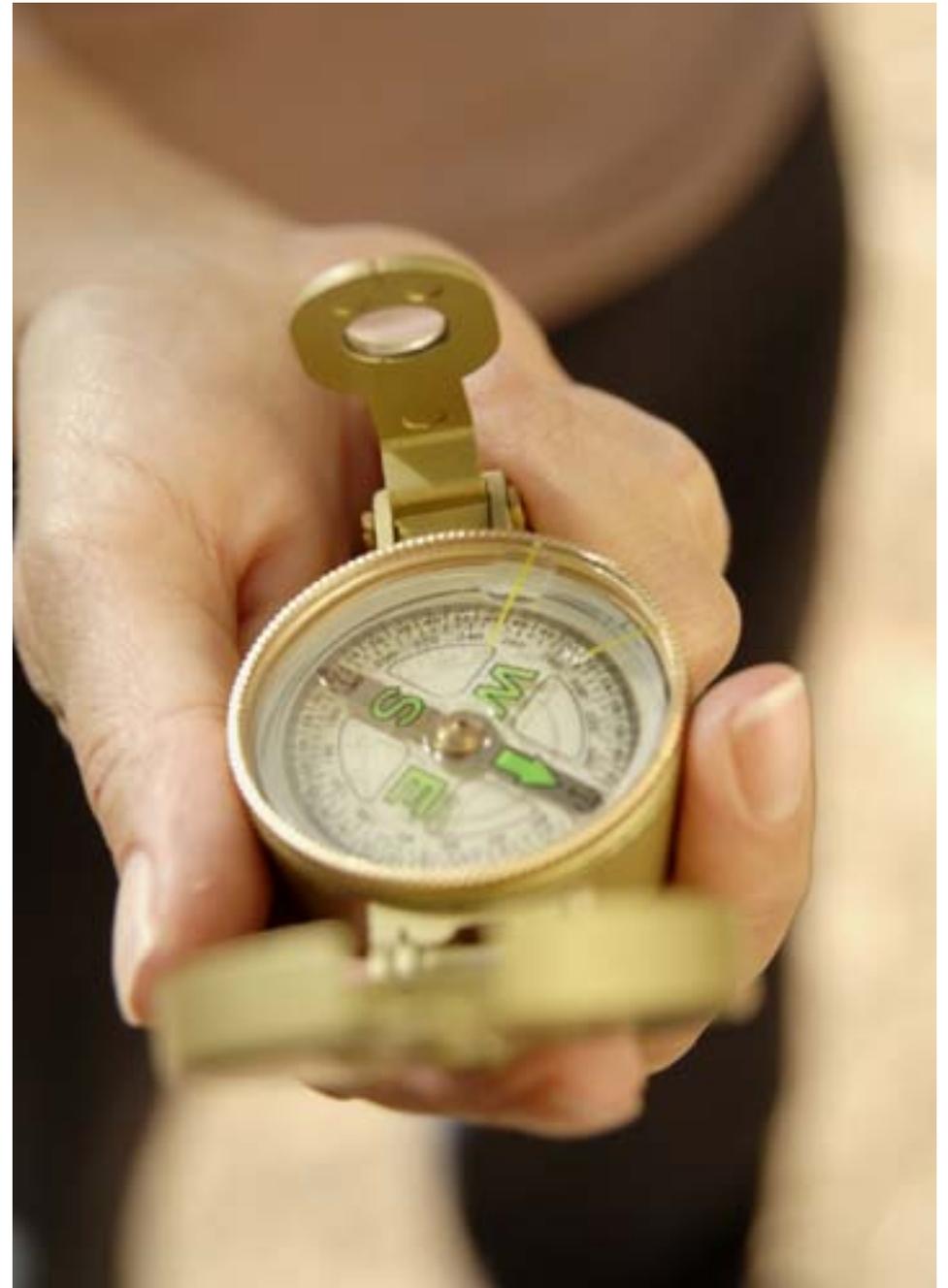
Immediately Before and During the Workshop

- Facilitators meet at least one day before the workshop, on site, to finalise workshop adaptation.
- Create a safe space for participants to discuss, identify and prioritise their key concerns – offer them the opportunity to define security for themselves.



Part Two

***Workshop
Themes
and
Curriculum***



Overview

This part of the manual contains three sections:

2.1 The Workshop Basics

This describes the workshop's components: the core and optional themes that make up the workshop content and the workshop style.

2.2 Detailed Sessions

This presents a detailed description of each of 11 workshop sessions, including format, timing, activities and adaptation suggestions.

2.3 Sample Workshop Structure

This is an example of a working agenda for an integrated security workshop, formatted for easy use by facilitators.

2.1 The Workshop Basics

Components

Six core components form the backbone of an integrated security workshop:

1. The conceptual framework: understanding integrated security.
2. Assessing challenges and threats.
3. Contextual analysis.
4. Building resilience – developing relevant security and well-being strategies.
5. International protection and support mechanisms.
6. Recommendations for next steps (individual, organisational and movement level).

In addition to these components, facilitators can choose to explore specific issues that are particularly relevant to the participant group. These can be incorporated as full modules or as additional exercises during the afternoon of day two and/or on the morning of day three.

Examples of issues that have been raised as a priority in past workshops include:

- **Family challenges:** how to keep our families safe and well; how to stay safe when our family members threaten us; how our families can help to protect us.
- **Power dynamics:** addressing use of power within organisations and movements, particularly with regard to issues of competition, mistrust, betrayal – how to strengthen true solidarity that protects.

- **Grief and loss:** understanding and addressing the physical and psychological impact of working in, and on, violence; coping with the loss of colleagues, friends, loved ones.
- **Leaving home:** discussions on the advantages and disadvantages of temporary or permanent evacuation as a protection strategy, and on mechanisms and options.
- **Physical violence:** how to deal with physical violence (including gender-based violence and/or hostage-taking) – developing specific prevention strategies and action to support defenders during and after an attack.
- **Criminalisation of activists/legal and administrative challenges:** coping with increasing forms of ‘criminalising’ activism, including counter-terrorism measures, repressive NGO laws, financial investigations, complex registration processes, lawsuits against women human rights defenders.
- **Defamation and slander:** responding to attempts to discredit human rights movements and individual women human rights defenders.
- **Detention, arrest and incarceration:** coping with hostage situations and other forms of detention; establishing systems of support in case of detention/attack.
- **Managing stress:** understanding stress, coping strategies, resilience and concepts such as burnout and vicarious trauma.
- **Self-defence:** methods for physical and

psychological self-defence (facilitator should be trained in and/or supported by self-defence professionals).

- **Internet and communications security:** ensuring safe modes of communication, and methods of documentation.
- **Building solidarity:** discussing divisions within the women’s rights movement in a region, as well as challenges to groups and power dynamics – and the critical importance that building bridges and deepening solidarity plays in ensuring the security and well-being of individuals and organisations in the human rights field.



2.2 Detailed Sessions

This manual's training material is divided into learning blocks called 'sessions'. These sessions constitute a cohesive curriculum as they are currently laid out in the manual.

Each session has a consistent structure, and is prefaced by a one-page overview, which sets out the timing, activities and objectives of the session, as well as general adaptation notes. This is followed by a description of each of the *activities* included in the session, including: format, summary, required materials, key explanation points and facilitation options and suggestions. The box below summarises the sessions by day.

Day One:

Introductions, Integrated Security, Challenges and Threats

Morning

Session 1: Opening

Session 2: Introductions and Expectations

Session 3: Integrated Security:
The Conceptual Framework

Afternoon

Session 4:

Understanding and Assessing Challenges and Threats in Context:

- Discussion of challenges currently experienced by human rights defenders.
- Risk analysis, vulnerabilities and capacities.
- Thresholds of 'acceptable risk'.
- The impact of challenges/threats on physical and psychological well-being.

Day Two:

Contextual Analysis, Developing Strategies, Staying Safe and Well

Morning

Session 5: Contextual Analysis: A Framework for Understanding Challenges

Session 6: Developing Sustainable Strategies and Tactics/Understanding Strategies.

Afternoon

Session 7: Integrated Wellness – Strategies

or

Additional Module

Day Three:

Reflections, Recommendations, Protection Options, Next Steps/Closing

Morning

Session 8: Reflections/Workshop Summary

Session 9: Recommendations

- Presentation of key recommendation themes.
- Group work and presentation.

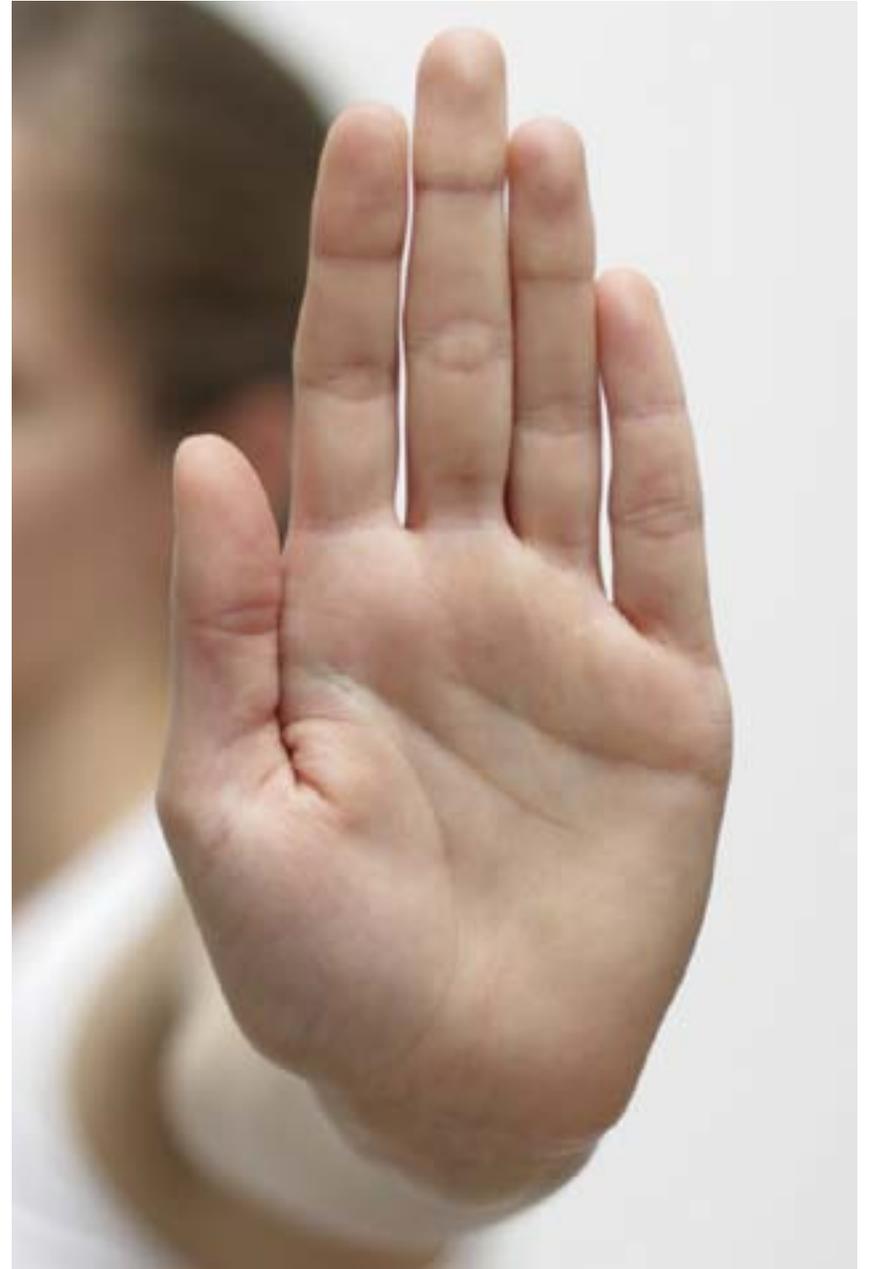
Afternoon

Session 10: International Protection Mechanisms (how to find protection support in times of crisis? Where are our allies?)

Session 11: Next Steps

Session 12: Closing

***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:

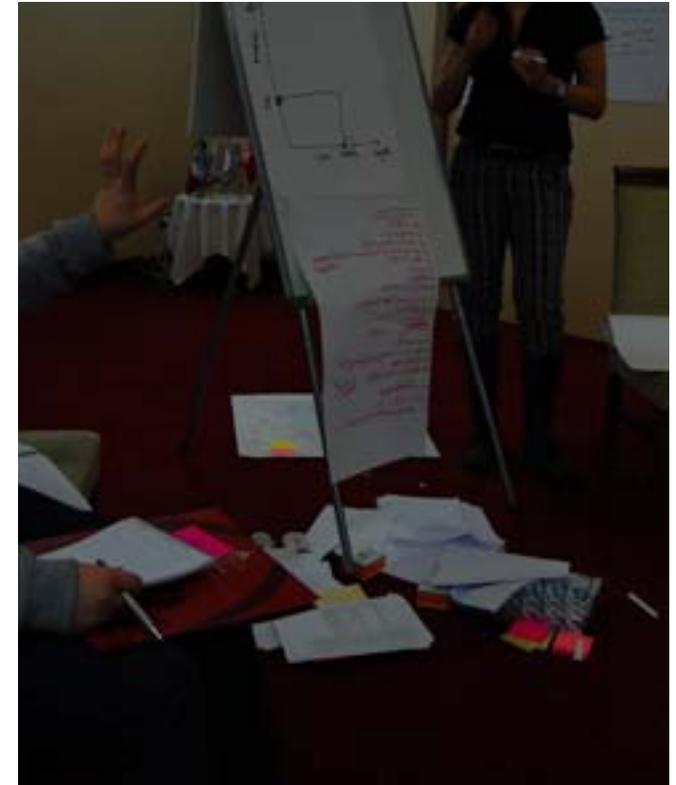
For the Facilitators, Day One is Critical for:

- 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:

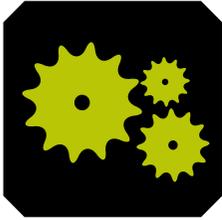
The opening session is composed of two activities: a welcome from workshop organisers and an optional opening ceremony led by the facilitators.

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

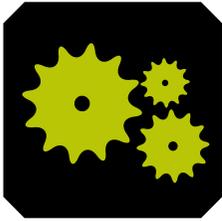
SUMMARY:

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.

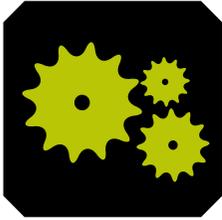
SESSION OBJECTIVES:

- 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).

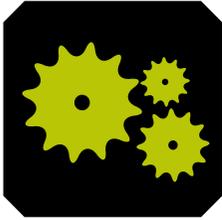
Part one:

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.

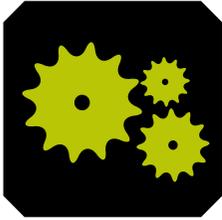
Reassure participants that they will get their objects back at the end of the workshop – if there are very valuable items, they can take them back at the close of each day, but they should set them down again on the morning of each new day. Alternately, they can lay down the item initially and then replace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

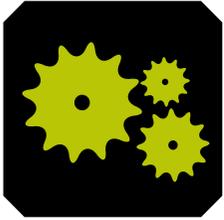
Logistics point person: single out whoever will handle participant questions on accommodation, transport, finance, medical emergencies, etc.

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.

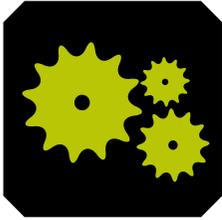
SESSION OBJECTIVES:

- 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:

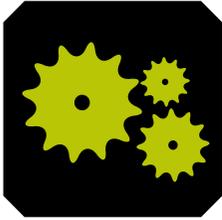
Participants shout out one- or two-word answers to the following question: what does security mean to you? Answers are written on a flipchart. This is the springboard for the following presentation on the integrated security framework.

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:

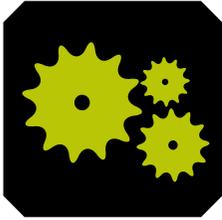
- *Presentation on threats*
- *Threat assessment exercise*

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 THREATS²²

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:

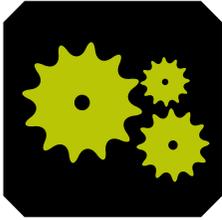
threats are strategic: there is always a reason behind a threat, and there is always a source;

threats are based on fear:

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

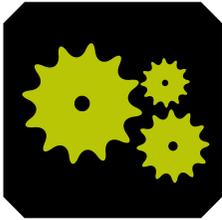
FORMAT:

PRESENTATION

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.

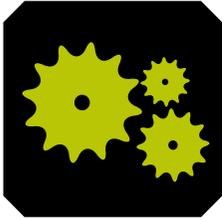
Ask the group to assess the *level of risk* that these threats pose, given their list of capacities and vulnerabilities. They can refer to the Threshold of acceptable risk handout²³.

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.

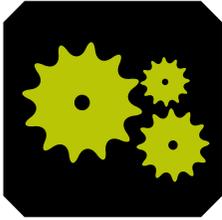
FACILITATION NOTES:

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

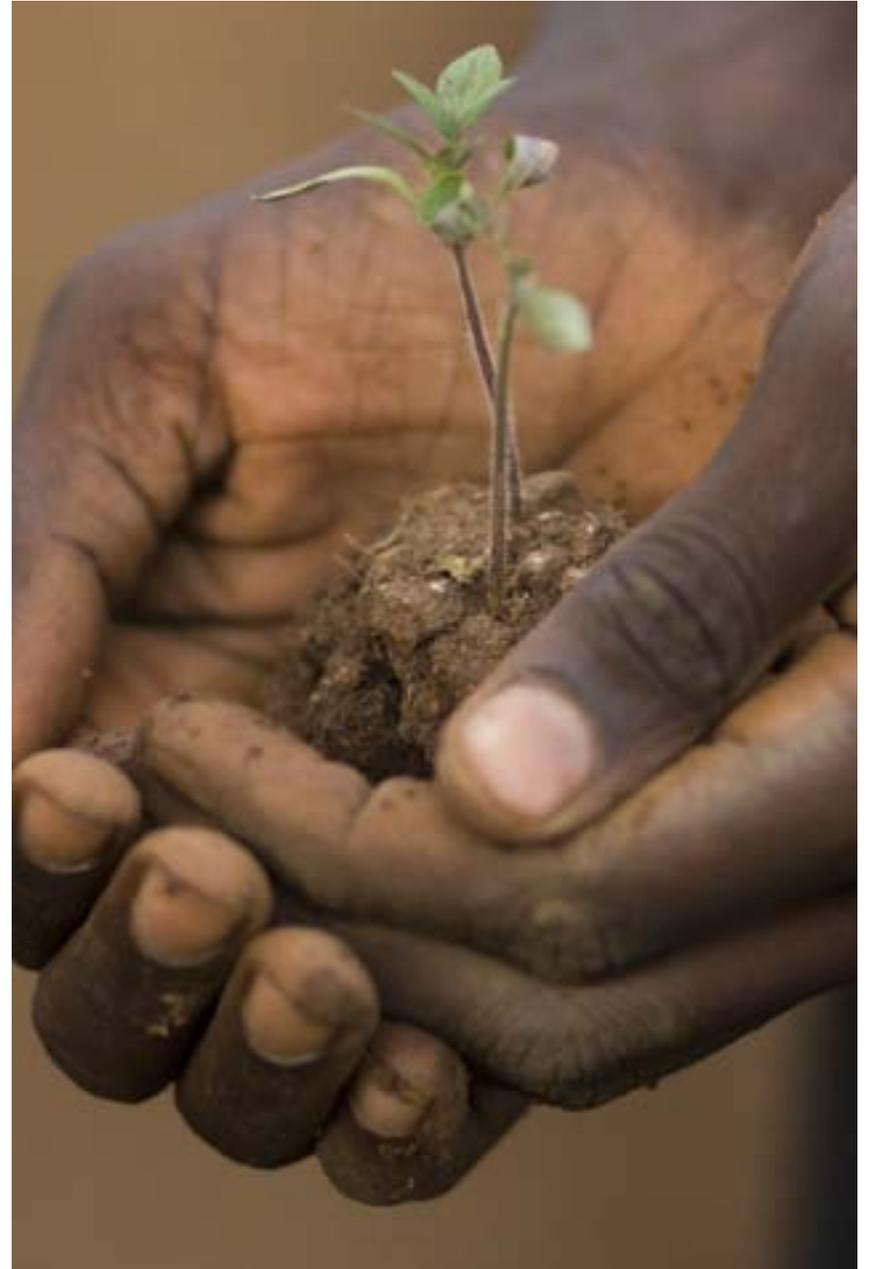
exercise in which facilitators should be very active in supporting the groups as they work.

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.

***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:

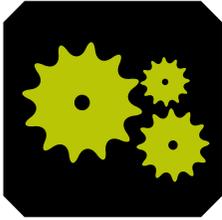
*Presentation on context,
followed by a group
discussion.*

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:

PAGE 1/2

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:

PAGE 2/2

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

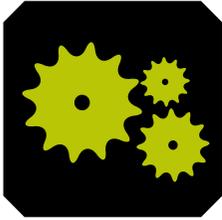
SUMMARY:

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:

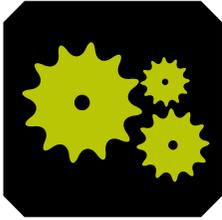
- *How do I use my time?*
Exercise and reactions;
and
- *Integrated wellness strategies exercise and discussions.*

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:FORMAT:

EXERCISE

How do I Use My Time?

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:

PAGE 1/3

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

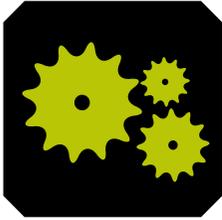
FORMAT:

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:

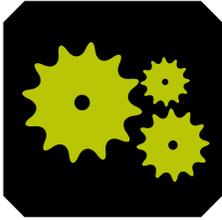
1. Ask each participant to find a comfortable place to work alone. They should write down six different strategies on coloured pieces of paper that they employ to deal with stress and to stay well and safe.
2. As soon as they have completed them, ask the participants to fold their pieces of paper and 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:

PAGE 2/2

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.

***Day Tree:
Reflections,
Recommendations,
Protection
Options,
Next Steps***



Day Three

– Reflections, Recommendations, Protection Options, Next Steps

Sessions:

Session 8:
Reflections/Workshop Summary

Session 9:
Recommendations

Session 10:
International Protection Mechanisms

Session 11:
Next Steps

Session 12:
Closing

Aims:

Day Three is Critical for:

- consolidating learning and concepts;
- shifting participants from the individual to the organisational and from the personal to the political – and making the connections between them;
- understanding protection mechanisms at various levels; and
- discussing next steps.

The evening of the final day may be a good opportunity for a celebration, if participants are spending the night at the workshop location (this is the preferred option, as travelling immediately after the workshop can be tiring).



Session 8:

Reflections/ Workshop Summary

TIME: 60 MINUTES

ACTIVITIES:

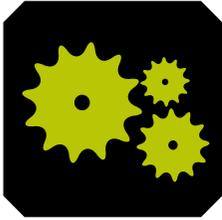
Presentation of workshop summary and key reflections, followed by a group discussion.

SESSION OBJECTIVES:

- to pull together and reflect on the main points from the first two days of the workshop;
- to reflect on particularly important themes and undercurrents of the workshop; and
- to provide space for participants to absorb, respond and add to reflections on the workshop.

ADAPTATION NOTES:

Some summary points can be woven into the rest of Day Three.



EXERCISE:

PAGE 1/2

FORMAT:

PRESENTATION AND DISCUSSION

Reflections/Workshop Summary

TIME: 60 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

A presentation that summarises workshop points and draws out key spoken and unspoken underlying themes.

KEY EXPLANATION POINTS:

A primary task of the facilitators is to listen carefully to participants and to 'reflect' back to them some of the key themes and concerns – spoken and unspoken – raised during the workshop. This is an ongoing process, and part of it will happen during the 'contextual analysis' presentation and discussion on Day Two.

However, it is particularly important that on the final day of the workshop, the facilitators prepare a specific reflection presentation that relates to the themes participants raised on the first two days of the workshop.

This is a time to summarise the workshop and an opportunity to raise deeper, unspoken – yet critical – issues that require participants' attention.

In past workshops, this reflection has addressed themes such as coping with fear, violence, breaking down barriers, grief and dealing with stresses that seem insurmountable.

FACILITATION NOTES:

After the reflection presentation, the group will have an opportunity to respond, to add comments and to elaborate ideas. This is time set aside for reactions, but also can be used to discuss something that is missing or needs more work.

Keep in mind that this can be a difficult process for participants, and reactions can be strong and emotional.

The following is meant as an example for facilitators only – a reflection presentation always should be adapted to the participants' contexts and priorities.



WRITTEN EXERCISE:

PAGE 2/2

FORMAT:

PRESENTATION AND DISCUSSION

Reflections/Workshop Summary

Reflection Text Example:

Challenging Normalised Violence ***(Nepal, 2008)***

'We want to begin our last day with a reflection. And we struggled with it, because this is a hard and heavy topic. But it is too important to skip – this is what we have been hearing throughout the workshop, and we need to talk about it to push through it.

'We have been hearing about impunity, repressive regimes... the big stuff. We've been talking about silence, violence... and what the hell do we do about it all? And we don't seem to have any answers. So I want to go back to the beginning, and talk about that violence.

'As little girls, then young women, then as adults, you are always given this message – that violence – in all its forms – structural, economic, physical, is normal. That it is accepted – and acceptable. You are made to believe that. And you are taught to shut up about it. To take it, and to accept it. Or suffer the consequences of speaking out. You are told that if you challenge it, if you speak up, you may lose your place in society, your family, your friends. Your life.

'And in whatever form you experience violence – as a survivor, as a witness – as both, you absorb that message into your body. That it's normal. That this is just the way the world works and you can't change it.

'And then one day, you just say... enough. It's not normal. I will not accept this. I will not be silent anymore. I will not be invisible. And you become an activist.

'That's what drives you – that is your fountain of strength, your source of energy, your passion. Your sense of possibility. And your realisation that now

you understand change is possible, you have a sense of responsibility to make it happen. To bring justice, to make that change. And you did it. You succeeded – every single one of you, sitting here in this room – you have achieved so much, you have had the most amazing successes.

'But you have been fighting what feels like an uphill battle for so long. Because you are choosing to stand up to, and uncover, impunity. You are working in hugely repressive regimes. You are trying to dismantle institutional violence, one act of courage at a time.

'And it is no wonder that when you come up against the problems you can't seem to solve – like some of the stories we have heard about in our workshops – a child beheaded because she stood up and said no – a village of women raped, then told to shut up or die... it's no wonder that sometimes, it feels like there are no strategies.

'That this is just too big. That you can't solve this one. That you are just hitting a wall. That, once again, you have to stay silent in the face of violence. And that feeling cuts you off from the source of what gives you your energy. You ask yourself... what if I just can't change this? What if I can't make a difference? But you can.

'We are here, together to break down that wall. Together we can push through it get to the other side and find ways, and strategies to continue speaking out, to stop that violence. You are facing hard problems. Maybe the hardest in the world. There are no easy answers.

'But there are answers. And strategies. You don't have to do it on your own. We're here to find those answers together.'

Session 9:

Recommendations

TIME: 60 MINUTES

ACTIVITIES:

Group exercise to develop recommendations and discussion.

SESSION OBJECTIVES:

– to identify and develop key recommendations for organisations and movements on specific aspects of safety and well-being of women human rights defenders.

ADAPTATION NOTES:

none



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE,
AND PRE-
SENTATION

Recommendations

TIME: 60 MIN

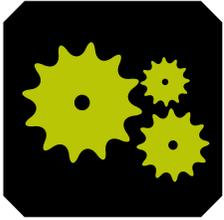
REQUIRED MATERIALS: FLIPCHART PAPER AND MARKER PENS.

SUMMARY:

An exercise to pull together detailed recommendations on the integrated security priorities of workshop participants for organisations, movements and supporting bodies.

KEY EXPLANATION POINTS:

- begin with a brainstorm on specific priority themes that participants want to develop to take back to their organisations and movements;
- break into groups of four (three if there is enough time) and develop the recommendations from the brainstorm into specific steps that should be taken to implement them; and
- take each step, and answer each of the following questions:
 1. What can you/your organisation do to implement this recommendation step?
 2. What can your network/movement do to implement this recommendation step?
 3. What can international organisations do to implement this recommendation step?



EXERCISE:

PAGE 2/2

FORMAT:

GROUP EXERCISE, AND PRESENTATION

Recommendations

WORKSHOP EXAMPLE:

Recommendation: address the threat of sexual and gender-based violence against women human rights defenders in the region

| <i>Recommendation steps</i> | <i>What can you or your organisation do to implement the recommendation?</i> | <i>What can your network/movement do to implement the recommendation?</i> | <i>What can international organisations do to implement the recommendation?</i> |
|---|---|--|--|
| <i>Prevention (before)</i> | | | |
| <ul style="list-style-type: none"> • Self-defence training (physical and legal preparation) | <ul style="list-style-type: none"> • Organise training: conduct a needs assessment; choose trainers; select locations; prepare modules | <ul style="list-style-type: none"> • Exchange of experience • Participation in trainings | <ul style="list-style-type: none"> • Financial support • Experience in self-defence training |
| <ul style="list-style-type: none"> • Legal preparation • Information on the laws protecting victims of violence | <ul style="list-style-type: none"> • Information meetings, booklets, pamphlets, menstrual calendars (with information on the back), television and radio programmes, work with the media | <ul style="list-style-type: none"> • Preparation and dissemination of information | <ul style="list-style-type: none"> • Make use of international experience |
| <i>In case of an attack (immediate response)</i> | | | |
| <ul style="list-style-type: none"> • Activate human rights network, support group, hospital | <ul style="list-style-type: none"> • Legal support (contact a pro bono lawyer) • Acquire information on hotlines | <ul style="list-style-type: none"> • Provide information | <ul style="list-style-type: none"> • Moral support • Rapid response |
| <i>After an attack</i> | | | |
| <ul style="list-style-type: none"> • Gather all evidence/documentation to bring to court | <ul style="list-style-type: none"> • Lawyers for defence • Psychological support | <ul style="list-style-type: none"> • Moral support • Psycho-social Rehabilitation | <ul style="list-style-type: none"> • Help to influence court decision • Support rehabilitation process • Prevention funds for lawyers and social workers etc. |
| Rehabilitation for the family | Visits to the activists' family (to give psychological and moral support) | Provide bulletins on legal protection to violence survivors | |

Session 10:

International Protection Mechanisms

TIME: 60 MINUTES

ACTIVITIES:

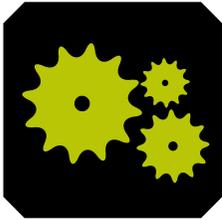
Presentation on the international protection framework for women human rights defenders.

SESSION OBJECTIVES:

- to identify and develop key recommendations for organisations and movements on specific aspects of safety and well-being of women human rights defenders.

ADAPTATION NOTES:

The recommended support groups and mechanisms will vary by region, this should be researched and the information updated for each group.



EXERCISE:

PAGE 1/5

FORMAT:

PRESENTATION
AND GROUP
DISCUSSION

International Protection Mechanisms

TIME: 60 MIN

REQUIRED MATERIALS: FLIPCHART PAPER AND MARKER PENS; HANDOUTS.

SUMMARY:

This is a presentation on and discussion of the international protection mechanisms available to support the safety and well-being of women human rights defenders – how to access them and put them into practical use.

KEY EXPLANATION POINTS:

Internal protection: the first line of protection and support for any civil society organisation is always internal – that is, within your own organisations, movements, communities and family. You are the best people to assess what you need and to devise strategies for yourself.

External protection: the next line of support should be the international community. There are three main types of organisation/institution that can support you.

International partners/donors: The first type is your *existing partners and donors*. Some donors have special security response funds set aside specifically to support their partners (such as the American Jewish World Service in the United States and ICCO (an inter-church organisation for development cooperation) in the Netherlands). Most donors, though, would be responsive to supporting their partners' security if they received a specific request. In addition, you should regularly:

- include line items for security and sustainability (including training, retreats, health care, pensions) in the budgets that you submit to your donors;
- ask for separate contingency funds (or an internal rapid-response fund) to react to unexpected security and/or health crises; and

- maintain a dialogue with funders on their security concerns and challenges – the better informed funders are about the situation, the more responsive they can be in a crisis.

International organisations supporting human rights defenders:

the second line of protection comes from an array of *international organisations* with a mandate to protect and support civil society organisations. These organisations offer a variety of services, ranging from advocacy, lobbying, capacity-building and training to fellowships and grants for protection.

Within this group of organisations, there are a number that provide rapid-response grants to individuals and organisations facing security challenges. A list of some of these organisations is included in the table below.

Each organisation has its own particular funding criteria and possibilities, so it is best to contact them directly with questions about whether a situation matches their criteria before applying for a grant.

Support for civil society actors working in the field of freedom of expression (with the media as journalists, freelance reporters, camera operators, photojournalists and writers) tends to be more widely available – there are several additional networks that are not listed here. However, it is important to note that these organisations can have a more flexible view of what constitutes a



EXERCISE:

PAGE 2/5

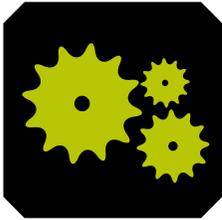
FORMAT:
PRESENTATION
AND GROUP
DISCUSSION

International Protection Mechanisms

'journalist' than expected – for example, bloggers or civil society activists who also publish reports and articles can be included.

Some organisations that may provide security grants are:²⁵

| Organisation | Criteria comments (all support is global unless otherwise noted) | Website | Organisation | Criteria comments (all support is global unless otherwise noted) | Website |
|--|--|---|--|---|--|
| American Jewish World Service | Emergency support to existing partners in 36 countries in Africa, the Americas and Asia. | http://www.ajws.org/ | International Federation for Human Rights (FIDH) and the World Organisation Against Torture (OMCT) | The Observatory for the Protection of Human Rights Defenders, a joint programme created in 1997 by the FIDH and the OMCT, has the following objectives: 1. To provide emergency protection to human rights defenders in the field (dissemination of urgent interventions, international fact-finding, solidarity or judicial observation or defence missions, material assistance to defenders). 2. To cooperate with national, regional and international mechanisms, whether existing or to be created (submissions of information to those mechanisms and participation of human rights defenders in regional and international conferences). 3. To mobilise public opinion, the international community and the media as protection agents for defenders (through press releases, annual reports, missions reports, urgent video appeals and video reporting). | http://www.fidh.org/spip.php?rubrique180 http://www.omct.org/index.php?id=OBS&lang=eng |
| Astraea Lesbian Foundation for Justice | Astraea funds lesbian- and trans-led organisations and cultural media projects that directly address the depth and complexities of lesbian and trans issues. In addition, it supports lesbian, gay, bisexual, transgender and intersex (LGBTI) organisations, women's organisations, and progressive organisations that have lesbians and trans people in leadership roles and in which lesbian and trans issues form an integral part of the work. Through the Emergency Fund for US and International Regions, Astraea provides rapid-response emergency grants to organisations confronting an unforeseeable organising opportunity or immediate political emergency. | http://www.astraeafoundation.org/grants/grant-applications-and-deadlines/ | Front Line: International Foundation for the Protection of Human Rights Defenders | Grants to human rights defenders facing security challenges. Other types of support include: identification cards to fellowships, lobbying, training and a 24-hour hotline: +353 12100489 | http://www.frontlinedefenders.org/guidelines-grant-applications |
| The Euro-Mediterranean Foundation of Support to Human Rights Defenders (FEMDH) | Financial support is given to human rights defenders in difficult situation or under threat, with the specific objective of allowing them to continue their activities. In addition, it focuses on small structures and groups in order to reinforce their capacities to implement innovative actions in the region. The project applies to defenders who act on the human rights situations in Algeria, Egypt, Israel, Lebanon, Libya, Jordan, Morocco, Syria, Tunisia and the West Bank and Gaza Strip (WBGS). | http://www.emhrf.org/ | | | |



EXERCISE:

PAGE 3/5

FORMAT:

PRESENTATION AND GROUP DISCUSSION

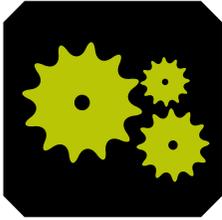
International Protection Mechanisms

| Organisation | Criteria comments (all support is global unless otherwise noted) | Website |
|---|---|---|
| Fund for Global Human Rights (FGHR) | The FGHR is primarily a longer-term human rights grant-maker, but will consider supporting emergency situations on a case-by-case basis – it complements and works closely with other emergency donors on this list. | www.global-human-rights.org/ |
| Urgent Action Fund for Women’s Human Rights (UAF) (also UAF–Africa and UAF–Latin America) | Urgent Action Fund, as part of women’s rights movements worldwide, supports human rights defenders working to create cultures of justice, equality and peace. We provide Rapid Response Grants (RRGs) that enable strategic interventions in three categories: Situations of armed conflict, escalating violence or politically volatile environments; Precedent-setting legal or legislative action; Protection and security of threatened women’s and LGBTIQ human rights defenders. Grant requests are accepted 365 days per year, in any language and in any format. Each request receives a response within 72 hours and funds can usually be wired within a week. While our sister funds UAF - Africa and UAF - Latin America manage RRG requests from the African continent and Spanish-speaking Latin America and the Caribbean respectively, UAF supports activists throughout the rest of the world. | http://www.urgentactionfund.org |
| Reporters without Borders | Rapid responses to the protection and assistance needs of journalists and bloggers who have been arrested or threatened, families of murdered journalists, and members of local media in difficulty. | http://www.rsf.org/en-pays228-Helping_journalists.html |

| Organisation | Criteria comments (all support is global unless otherwise noted) | Website |
|-----------------|--|---|
| Rory Peck Trust | Direct financial support to freelance news gatherers – cameramen and women, journalists, fixers, drivers and translators – and their families, who are in crisis. This may be because of death, injury, imprisonment, kidnapping or because the freelancer is in hiding or exile as a result of their work. <ul style="list-style-type: none"> • Moral support • Psycho-social Rehabilitation | http://www.rorypeck-trust.org/ |

There is a limited number of organizations that offer support in the form of safe spaces. Of particular note are:

- The International Women’s Partnership for Peace and Justice in Thailand, which runs workshops, retreats and training courses for activists that centre on the integration of feminism, social action and spirituality to achieve sustainability and transformation at the personal, community and society level.²⁶
- FreeDimensional, which establishes ‘Creative Safe Havens for Activists in Distress’ at community art spaces around the world that offer residencies to activists.



EXERCISE:

PAGE 4/5

FORMAT:

PRESENTATION
AND GROUP
DISCUSSION

International Protection Mechanisms

The third line of protection involves using existing **International Protection Mechanisms** as practical tools to report threats and to seek support.²⁷ Several examples of protection mechanisms are provided here:

European human rights system:

*Ensuring Protection – European Union (EU) Guidelines on Human Rights Defenders*²⁸

These guidelines (available in several languages) are a very important, practical tool for supporting human rights defenders. They are meant to be used by EU missions (embassies and consulates of EU member states and European Commission delegations) working with human rights defenders. Each embassy should have the guidelines, and have developed a 'local implementation strategy' that is specific to their country context.

Human rights defenders should contact representatives of relevant embassies and missions in their countries to ensure that the guidelines are available to all and to discuss the protection mechanisms described within them. This is an important protection strategy. In Serbia, for example, human rights defenders have worked with European embassies to facilitate access to visas for defenders, and to access funding.

The guidelines are valuable in numerous ways, such as²⁹:

- leading to periodic meetings of embassy

personnel and human rights defenders;

- providing visible recognition of human rights defenders and their work;
- observing trials involving defenders;
- visiting defenders in jail;
- delivering emergency visas;
- elaborating local strategies for implementation of the guidelines; and
- promoting regional and international mechanisms for the protection of defenders.

Regional Human Rights Courts:

- Inter-American Court of Human Rights: <http://www.corteidh.or.cr/index.cfm?&CFID=487586&CFTOKEN=78136649>.
- African Court on Human and Peoples' Rights: <http://www.african-court.org/en/home/>.
- European Court of Human Rights: http://www.echr.coe.int/echr/Homepage_EN.

UN mechanisms:

- UN Declaration on Human Rights Defenders: <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N99/770/89/PDF/N9977089.pdf?OpenElement>.
- The UN Special Rapporteur on the situation of Human Rights Defenders: <http://www2.ohchr.org/english/issues/defenders/mandate.htm>.

- The UN Special Rapporteur on violence against women, its causes and consequences: <http://www2.ohchr.org/english/issues/women/rapporteur/>.
- Committee on the Elimination of All Forms of Discrimination against Women (CEDAW Committee): <http://www.un.org/womenwatch/daw/cedaw/committee.htm>.

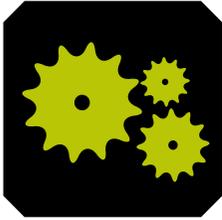
Regional human rights bodies:

The Inter-American human rights system

- The Inter-American Commission on Human Rights (IACHR): <http://www.cidh.oas.org/DefaultE.htm>.
- The IACHR created a Human Rights Defenders Functional Unit in 2001 (<http://www.cidh.org/defenders/defensores.htm>).
- IACHR Rapporteurship on the Rights of Women: <http://www.cidh.org/women/Default.eng.htm>.

The African Human Rights System

- African Commission on Human and Peoples' Rights (ACHPR): http://www.achpr.org/english/_info/news_en.html.
- Special Rapporteur on Human Rights Defenders in Africa: http://www.achpr.org/english/_info/index_hrd_en.html.
- Special Rapporteur on the Rights of Women in Africa: http://www.achpr.org/english/_info/index_women_en.html.



EXERCISE:

PAGE 5/5

FORMAT:

PRESENTATION
AND GROUP
DISCUSSION

International Protection Mechanisms

FACILITATION NOTES:

- Although this is a presentation, it should quickly turn into a dialogue with participants, who should add resources and supportive organisations to the list.
- The system of organisations, mechanisms and institutions that support human rights defenders will change and develop over time – the information included above should serve as a starting point for discussions, and facilitators should update information as well as ensure that it is relevant to participants' regional context.
- Copy or summarise Chapter 9 of *Claiming Rights, Claiming Justice* – a useful handout.
- In addition, refer to the excellent website on the human rights defenders mechanisms for updated information on protection mechanisms within inter-governmental organisations: <http://www.humanrights-defenders.org/about/>.

Session 11: *Next Steps*

TIME: 15–30 MINUTES

ACTIVITIES:

Brainstorm exercise

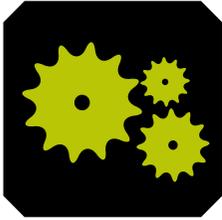
SESSION OBJECTIVES:

- to discuss specific ‘next steps’ that individuals and/or organisations will take to implement their integrated security strategies
- to consolidate, and commit to, acting on next steps

ADAPTATION NOTES:

For some groups, the ‘next steps’ discussion may be focused specifically on their individual and organisational strategies. However, in some cases, a group of human rights defenders may want to use part of this brainstorming process to also develop key ‘advocacy’ points to take to international and regional actors (for example, at conferences or in individual advocacy meetings). In addition, this can also be used as a tool to discuss how to increase solidarity between human rights movements as a key integrated security strategy.

If Session 9: Recommendations is replaced with an alternate session, this Session can instead be used as a forum for a shorter discussion of recommendations.



EXERCISE:

Next Steps

FORMAT:

BRAINSTORM
EXERCISE

TIME: 15–30 MIN

REQUIRED MATERIALS: FLIPCHART PAPER, MARKERS

SUMMARY:

KEY EXPLANATION POINTS:

- Facilitators ask participants to brainstorm concrete ‘next steps’ that they will take, individually and organisationally, to implement key integrated security strategies.
- These next steps can be divided up into ‘internal’ actions (i.e. what individuals and organisations will do themselves) and ‘external’ actions (i.e. what international human rights organisations and donors can do to support participants’ security and well-being).
- This is also a consolidation of the Session 9: Recommendations process, where some key points from this discussion can be drawn into the brainstorm.

FACILITATION NOTES:

This is an important process to begin closing the workshop, and to leave participants with a sense of clear commitment and focus on their security and well-being.

Keep the ‘next steps’ actions specific and achievable.

The brainstorm notes can be written up and sent out (securely) to participants if appropriate.

Session 12: *Closing*

TIME: 15 MINUTES

ACTIVITIES:

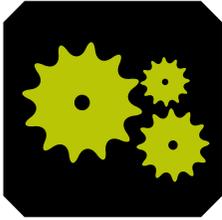
Closing exercise

SESSION OBJECTIVES:

- to close the workshop with a celebration of each participant; and
- to remind participants that celebrating successes is a key strategy for staying safe and well, despite the ongoing challenges of the work.

ADAPTATION NOTES:

For groups that may find a closing ceremony challenging, use an exercise like the 'reciprocity web' or 'goodbye cocktail party' (see Part Three: Facilitator's Toolkit).



EXERCISE:

Closing

FORMAT:

CLOSING
EXERCISE

TIME: 15 MIN

REQUIRED MATERIALS: ONE CANDLE PER PARTICIPANT, ONE PLATE/CANDLE HOLDER (*OPTIONAL*), MATCHES.

SUMMARY:

KEY EXPLANATION POINTS:

- Facilitators ask all participants to stand in a circle and hand out a candle to each person.
- Facilitators explain that each person will be asked to take a few minutes to share a success/achievement they are proud of (this can be anything – ‘personal’ or ‘professional’).
- Facilitators then ask the first person to speak and to light their candle using the main candle in the centre.
- Once that person has finished describing what they are proud of, they turn to the person next to them, light that person’s candle, and then that person speaks in turn.
- This continues until everyone has spoken, including the facilitators.
- Then, each participant lays down their candle in the circle in front of them.
- Take a moment of silence as a group.

FACILITATION NOTES:

This exercise also is a reminder of what gives us strength, and how important it is to take time to feel and celebrate our successes – individually and collectively. This exercise balances out the energy of some of the difficult and draining aspects of the workshop to help participants remember their own strengths and what is possible. In addition, it is a great example of an important strategy for staying safe and well: sharing and celebrating our tremendous successes.

2.3 Sample Workshop Structure

The following integrated security workshop structure formed the basis of the facilitators' workshop framework for the South Caucasus Integrated Security Workshop, held in November 2009.

Day One

| Time | Type | Title | Minutes | Description |
|-------------|--------------|--|---------|---|
| 9:00–09:15 | Presentation | Opening | 15 | Opening by Eva Zillen, The Kvinna till Kvinna Foundation, with a few words on how the workshop came about. |
| 09:15–10:15 | Exercise | Introduction and expectations exercise | 60 | <p>Ask each participant to lay out one personal item and one work-related item, with items touching or overlapping in the middle of the circle formed by the group. Go around the circle twice and ask each participant to answer the following questions:</p> <p><i>First round:</i></p> <p>a) Introduction: name; where I am from; who I work for; and in what capacity. b) Personal/professional items: tell us about the objects you laid down and what they mean to you.</p> <p><i>Second round:</i></p> <p>c) Expectations:</p> <ul style="list-style-type: none"> • What do I bring to this group? • What do I want to take away? <p><i>Notes:</i></p> <p>a) Reassure participants that the items will be returned. a) If someone did not bring items, she/he can draw a representation on a blank card, or write down the word for it.</p> <p>In addition to introductions, this exercise allows facilitators to understand better participants' expectations and then to clarify the purpose of the workshop in the next session.</p> <p>Asking people to explain their personal/professional items is a good way of introducing themselves and will provide a good segue into our explanation of the linkages between the private and the public.</p> |
| 10:15–10:45 | Presentation | Workshop overview | 30 | <p>See text for examples</p> <ul style="list-style-type: none"> • Introduce interpreter. • Stress confidentiality and anonymity. |

2.3 Sample Workshop Structure

Day One

| Time | Type | Title | Minutes | Description |
|-------------|------------------|--|---------|---|
| 10:45–11:00 | Exercise | Defining security for ourselves | 15 | <p>Brainstorm: participants shout out one- or two-word answers to the following question: what does security mean to you? This is a fun exercise, once people get the hang of it and start shouting out... everything (which is the point). It is also meant to be empowering, because it is redefining security, breaking down the public/private barriers and taking security out of the usual restricted, patriarchal constructs.</p> <p>Someone besides the facilitator should be writing down answers on a flipchart. We will keep these up and refer to them afterwards. Depending on how much information is gathered, use 'stacking' or other methods to combine the ideas and incorporate them into the next session.</p> <p>This exercise sets the stage for the following, major presentation on integrated security, outlining the workshop's conceptual framework.</p> |
| 11:00–11:15 | Break | | 15 | |
| 11:15–11:45 | Presentation | Integrated security (workshop framework) | 30 | <p>This is a strong presentation and sets the tone for the workshop as it introduces its conceptual framework. Participants' reactions may suggest that this is a lot of material to absorb, but it works. Key points include how well-being and safety are interlinked, and an introduction to the 'personal' side of security.</p> <p><i>NB: portions of this presentation must be adapted specifically to the participant's context – those sections are marked in the text – this information is drawn from pre-workshop interviews and research.</i></p> |
| 11:45–12:45 | Group discussion | Reactions/ reflection | 60 | <p>Ask for participants' reactions to the integrated security presentation. Did anything surprise them? Did anything resonate in particular with them?</p> <p>This 'reactions' session should raise a lot of issues for the participants.</p> <p>During this process, participants should begin to talk about their situations and share their stories.</p> <p>We have found in other workshops that each group needs this open space just to talk about their concerns without too much structure. Here, our role as facilitators is to listen and to hold the space.</p> <p>At the end of this session, facilitators will need to a) respond to specific reactions and b) include some key themes from participant stories in their closing comments and explain that we will discuss these and other stories more in the next session on threats and risks.</p> <p><i>Optional: Introduce and weave in elements of the following presentation on threats here, to keep the discussion flowing.</i></p> |

2.3 Sample Workshop Structure

Day One

| Time | Type | Title | Minutes | Description |
|-------------|----------------------------|---------------------------------------|---------|---|
| 12:45–13:00 | Presentation | Understanding threats | 15 | <p>This is a brief presentation that provides grounding for thinking about threats and sets the stage for the next exercise. We can link this to the threats outlined by the group.</p> <p>Participants may want to keep the space open to continue the discussion on integrated security and their personal experiences of security concerns – that is fine, the schedule can be amended if necessary.</p> <p>Alternately, if you are finding that the group is naturally entering into a discussion of threats, then you can go straight into the following exercise and integrate 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’, others prefer less talking by you and more of a dynamic dialogue.</p> |
| 13:00–14:00 | Lunch | | 60 | |
| 14:00–14:15 | Energiser | TBD | 15 | <p>Depending on the mood of the group and cultural appropriateness, select an energiser (or design one specifically for the group). Examples include:</p> <p>Calling out names – good if energy is low and/or negative, and does not involve any physical touch – this is good for a very quick, positive, light and fun ‘pick-up’.</p> <p>Alternately, offer guidance on a series of basic movements (stretches combined with breathing exercises).</p> |
| 14:15–14:30 | Group exercise explanation | Threats: what, who and why? | 15 | <p>Select a few key threats from the previous plenary discussion (as the ‘what’), and put these on a flipchart. Then, as an example of the following exercise, ask the group to analyse who are the sources of the threat, the reasons for the threat (the why) and what is behind the threat. This is the introduction to the next exercise.</p> <p>On occasion it takes some encouragement to get the group to list the ‘who’ and/or to be specific. As for the ‘why’ and ‘what’ is behind the threats, this is always an interesting discussion – and it reinforces our point in the text about uncovering what is behind the threats in order to combat them.</p> |
| 14:30–14:45 | Energiser | Group selection (for work on threats) | 15 | <p>Divide into four (or five) groups.</p> <ol style="list-style-type: none"> Preselected groups: put post-its on the back of every participant 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 make the moves and sounds of the animals or the shapes to each other in order to identify what is on their back. Randomly-chosen groups: offer an item that people can select, such as stones (four or five colours) or toy animals (four or five types), with each stone colour or animal type forming a group. <p><i>Note: The facilitators should consider whether or not participants should choose their own groups randomly, or if facilitators should preselect them – this will depend on group dynamics (that is, if it is clear that some participants need to be supported to be more active or less dominating).</i></p> |

2.3 Sample Workshop Structure

Day One

| Time | Type | Title | Minutes | Description |
|-------------|----------------|---|---------|---|
| 14:45–15:30 | Group exercise | Threats group work (break included within the group work) | 30 | In groups, each participant lists two important threats they are facing (one personal and one private), then based on a previous explanation, describes the vulnerabilities, capacities and the source (who) and the reasons (why) behind the threats. Next, participants consider the level of risk (based on the Front Line risk formula) and the ‘acceptability’ of this level of risk. |
| 15:30–16:30 | Presentation | Threats: report back | 60 | Around 10 minutes per group is allocated for presentations (four groups), so this will need to be facilitated carefully – should be 40 minutes. Set aside about 10 minutes for questions/clarifications. This will allow facilitators to group threats highlighted in the exercise and in earlier discussions into themes (for example: administrative/legal; physical; family, health; internal/movement; information and communications). See if it is possible for presenters to group similar threats, or to summarise some of them without going into too much detail – also tell the group that they will work with these threats again – we are not finished with them! |
| 16:30–16:45 | Exercise | Feedback | 15 | Go around in a circle and have participants answer the following question (in a few words): what am I taking away from today? <i>Note:</i> This is an informal evaluation session. It will tell us what has been absorbed and help us to calibrate the next couple of days. <i>[Also, you can hand out the individual security framework exercise. Participants can consider it and fill it out for Day Two. But this depends on the group’s energy levels and what they may need – some groups may like the idea of ‘homework’.]</i> |
| 16:45–17:00 | Exercise | Closing | 15 | Facilitators also may want to have a simple closing ritual. This should be selected based on the mood of the group – it is very important that the energy surrounding closure is positive and uplifting. Possibilities include something fun and unexpected, such as: <ul style="list-style-type: none"> • Playing some upbeat, dancing music. • Releasing coloured balloons. • Throwing a beanbag/ball to each other to get energy moving. |
| Review | | | | In the evening, facilitators review the day together, reworking and making adjustments to Day Two on the basis of the discussions. |

2.3 Sample Workshop Structure

Day Two

| Time | Type | Title | Minutes | Description |
|-------------|------------------------|---|---------|--|
| 09:00–09:30 | Discussion or exercise | Introduction/ reflection | 30 | <p>Introduce the day and, depending on the outcome of Day One, and the group dynamics, open up with:</p> <p>An exercise to address group dynamics: if it is time to move the group to a deeper level, and/or there are difficult group dynamics and a need to connect participants, use an exercise such as ‘speaking the unspoken’. Another challenging exercise is ‘archetypes: who I brought into this room’. A lighter exercise that addresses group dynamics is ‘what I want from . . .’, ‘when was the last time I...?’; or</p> <p>An exercise to explore a particular issue or theme – for example, our history of activism. Here you could use ‘why I became an activist?’, ‘stones and flowers’ or ‘what would I do with a day without worry/fear/a day when I felt completely safe?’, ‘time I felt safe?’; or</p> <p>An open discussion/reflection: after an evening of rest, what are participants’ thoughts about the previous day? (This would be appropriate if it is obvious that participants need some more unstructured time to talk).</p> |
| 09:30–10:00 | Presentation | Strategies | 30 | <p>Refer to some key points from Day One. Then set the tone for Day Two by saying we are now going to focus on our strategies.</p> <p>This is an explanation/overview of different kinds of strategies. If ‘unspoken fears’ was used as the previous exercise, point out that this is an example of a strategy looking at our challenges – and dispelling them together. Strategies are integrated, often unspoken. They are integral to the way that you think about protecting others.</p> <p>Here we draw on some examples of strategies from around the world, and ones that we are hearing from the participants.</p> <p>Reinforce that there is no judgement of strategies, but 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 still worth trying at another point.</p> <p>There is a set text on strategies, but it is important that we integrate 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 crop up throughout the day. Our point here is that participants may not consider all the different things they have been doing as ‘strategies’).</p> |
| 10:00–10:45 | Group discussion | Reaction to strategies’ presentation/ shared strategies | 45 | <p>Open up to the group to allow it to respond to the presentation on strategies. Brainstorm on various strategies activists use to stay well and safe, because this is also an opportunity for them to share their own strategies. Keep emphasising the private side if it is not coming up enough. Summarise, then move to group work after the break.</p> |

2.3 Sample Workshop Structure

Day Two

| Time | Type | Title | Minutes | Description |
|-------------|--------------------|--|---------|--|
| 10:45–12:00 | Group work | Developing strategies (includes break) | 15 | <p>Break into groups; each person returns to the two current threats they are dealing with: one private, one public. Then list current and potential strategies to deal with these problems; their capacities, allies and what they are missing.</p> <p>Note that while they will list different threats, the strategies (as well as the capacities, allies and what is missing) may apply to both threats.</p> <p>The important part of this exercise is the process of the group work – as they work through each other’s threats and strategies together, they will really support each other in thinking them through.</p> |
| 12:00–13:00 | Group presentation | Threats and Strategies | 60 | <p>Groups report back on their threats and strategies.</p> <p>There is not a lot of time here to go through all of the details – but participants should be happy because they have had a chance to work through the key issues that are bothering them in the group activity.</p> <p>If there is time, though, strategies also can be discussed with a particular eye on analysing their strengths and weaknesses, adding to the list of potential strategies.</p> |
| 13:00–14:00 | Lunch | | 60 | |
| 14:00–14:15 | Energiser | Core Movement | 15 | <p>This is usually a time when participants need an upbeat and somewhat physical energiser. Depending on the cultural context and gender balance, some form of dance movement can work very well here. For example:</p> <p>‘Fuduwa’ is fun to get bodies moving and remind us of the importance of fun and pleasure. This could be adapted or completely replaced by a dance movement from a different region (that is, you could bring in Nepali arm movements, Arabic belly-dance movements, Latin American flamenco or salsa).</p> <p>For an outgoing group, it may be possible to ask each participant to demonstrate a favourite dance move or any movement or stretch.</p> <p>For a more reserved group, do a series of simple rotation and stretching exercises – moving from gently rotating the head, then the neck, shoulders, hips, knees and ankles. This should be done gently and with care.</p> |
| 14:15–14:45 | Exercise | Use of time | 30 | <p>Place the written exercise on everyone’s seat during lunch. After the energiser, ask participants to fill it out themselves silently (they can sit wherever they are comfortable).</p> <p>The written exercise is for participants to keep – it will not be handed in. Some participants can get a little stuck on the process of quantifying their time in this way (that is, it is hard for them to make exact calculations, they do not add up correctly, etc.) – just 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.</p> |

2.3 Sample Workshop Structure

Day Two

| Time | Type | Title | Minutes | Description |
|-------------|---------------------|--|---------|--|
| 14:45–15:00 | Reactions | Reflections/ reactions | 15 | <p>Group reacts to how they felt about the exercise (for the ‘use of time’ exercise, you are not asking for details of their answers, but rather how it felt to look at these questions in a structured way).</p> <p>This is usually an interesting session, as most participants find the exercise both challenging and intriguing. Many have said that they were shocked to look in depth at how they were using their time and how little they had for themselves.</p> <p>This session introduces the next discussion on integrated wellness strategies.</p> |
| 15:00–15:30 | Group work | Individual integrated wellness strategies | 30 | <p>Ask each participant to write down six strategies they use to deal with stress, to keep well and safe.</p> <p>These are written down on coloured pieces of paper and then put into bowls as soon as they are completed.</p> <p>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 finish it during the break). Note that sometimes, participants resist and say that they do not have that many strategies – you have to point out to them that they do, and that ‘coping’ strategies (such as eating chocolate, smoking and drinking) are also strategies. Highlight too that there is no judgement.</p> |
| 15:30–16:00 | Break | | 15 | Facilitators use this time to organise strategies into themes and prepare to read them out. |
| 16:00–16:30 | Presentation | Summary of integrated wellness strategies | 30 | <p>Have the participants go to the workshop’s ‘second space’ and get very comfortable – ideally they lie down and close their eyes. Then the facilitator reads out the themes, with examples, elaborating a little on each one, and asks the participants to feel the possibility of each strategy – how it feels in their body, the thought that they could take time for that?</p> <p>This is a really nice exercise: it shows the group how much is already there among them, and that most strategies entail no cost, so are all possible, it is just a matter of taking the time/prioritising – which connects back as well to the ‘use of resources’ exercise.</p> |
| 16:30–17:00 | Group discussion | Reactions | 30 | <p>Ask the group to react to the exercise, adding comments and/or additions.</p> <p>This is a point at which there should be a spontaneous discussion of the strategies. Participants will add more strategies – debate why some may or may not work for them. This is also a good point for facilitators to reflect (that is, to reinforce great strategies that came up, look at themes, and add other strategies or themes that were missing).</p> |
| 17:00–17:15 | Exercise | Closing | 15 | <p>Still in the ‘second space’ where you got comfortable, go round in a circle and highlight one thing that you will take away from the day.</p> <p>Then move to the ‘first space’, and do a closing exercise, such as:</p> <p>Feelings: ask each participant to go into the middle of the circle and ‘mime’ how they feel (that is, demonstrate without words, just movements). This is a helpful ‘informal evaluation’ process, allowing us to check in with participants on how they are ending the day.</p> <p>Alternately, facilitators could play some music here and engage in some gentle movement as well.</p> |
| Review | | | | In the evening, facilitators review the day together, reworking and making adjustments to Day Three on the basis of the discussions. |

2.3 Sample Workshop Structure

Day Two

| Time | Type | Title | Minutes | Description |
|-------------|----------|--------------------------------|---------|---|
| Alternative | Exercise | Integrated wellness strategies | 45 | <p>The 'river exercise' (as an <i>alternate exercise – if time is short or the group will not respond to a longer process</i>): each participant sits for a few minutes with six pieces of paper on which she/he writes down the strategies that they employ to keep themselves well. Each piece of paper represents stones, which are set out in the shape of an imaginary flowing river. The task then is for the participants to enter the river and step on the stones that they connect with. For some, it will be their own stones, whereas for others it will be the ones that they connect with/that resonate with them. When you stop, tell us why the stone is important to you; tell us why you stopped there. Everyone goes into the river, remembering and sharing these strategies. While one person is speaking, it is important that we listen. Comments are for later.</p> <p>After the session, have a brief discussion on how the process went (how it felt, not details of the strategies). You could post strategies on the wall so that people are surrounded by them.</p> <p>For facilitators: ask people for silence. The most important part of the exercise is your explanation; bring participants to a clam space, be very focused and composed when you speak (this sets the tone). This exercise needs to occur in a peaceful place. Participants may ask: which way does the river flow? It does not matter. Should we step only on our stones? Step on what you see regardless of whether or not it is your stone.</p> |
| Alternative | Plenary | Closing | 15 | <p>Go round in a circle and say one thing that you take away from the day.</p> <p>In addition, you could ask each participant to go into the middle of the circle and 'mime' how they feel (that is, demonstrate without words, just movements). This is a helpful 'informal evaluation' process, allowing us to check in with participants on how they are ending the day.</p> <p>Alternately, facilitators could play some music here and engage in some gentle movement as well.</p> |

2.3 Sample Workshop Structure

Day Three

| Time | Type | Title | Minutes | Description |
|-------------|--------------------------------|---------------------------------------|---------|---|
| 09:00-09:15 | Exercise | Opening/ ice-breaker | 15 | Use a simple greeting exercise (where everyone moves around the room and greets the others as they wish – this can be energetic or it can be more relaxed; it will depend on the group). The choice of opening on Day Three will depend on progress made over the past two days and the energy of the group at this point, so it is good to be flexible. |
| 09:15-11:00 | Exercise | Additional Module | 105 | You could discuss a specific theme here such as ‘families’ or whatever has come up (it could also centre on power, or internal movement challenges). You could also ask: ‘what does our analysis of threats and strategies mean for the movement?’ (This is an example question; exercise to be determined during the workshop.) |
| 11:00-11:15 | Break | | 15 | |
| 11:15-12:00 | Group work | What support do we need to stay safe? | 45 | <ul style="list-style-type: none"> • What is needed to stay safe and well a) internally (within ourselves, communities) and b) externally (within international community)? • What is missing? |
| 12:00-12:30 | Discussion | Protection presentation | 30 | Where do we find protection support in a time of crisis? Who and where are our allies? <ul style="list-style-type: none"> • Internally (your own capacities, colleagues, family, community, regional). • Externally – within the international community: a) protection funding (emergency funds and general donors); and b) human rights defender protection mechanisms. Other participants have an opportunity to speak here. |
| 12:30-13:00 | Plenary discussion/ brainstorm | Next steps | 30 | <ul style="list-style-type: none"> • Recommendations on specific next steps. |
| 13:00-14:00 | Lunch | | 60 | |
| 14:00-14:15 | Energiser | TBD | 15 | Possible energiser choices include: <ul style="list-style-type: none"> • ‘reciprocity web’ (supportive, good for closure); • ‘I have the power’ (very serious, powerful); and • ‘human knot’ (energetic, light, fun). |

2.3 Sample Workshop Structure

Day Three

| Time | Type | Title | Minutes | Description |
|-------------|--------------------|--------------------------------------|---------|--|
| 14:15–14:45 | Presentation | Workshop summary/key issues | 30 | <p>This pulls together the three days, reviewing what we did each day (Day One = Understanding integrated security, analysing threats, developing strategies; Day Two = Developing strategies to be safe and well; Day Three = Looking deeper at strategies/power relationships). We have offered tools in the form of handouts, group work and ways to analyse threats and develop strategies, but most important, we have introduced a new concept: the integrated nature of security, and our strategies. The way to develop strategies is through this process: a) by creating a truly safe space; b) recognising the enormous power and strength inherent in the strategies that are within you; and c) by sharing and deepening our strategies together.</p> <p>This presentation should be prepared the night before and on the morning of the third day. It will also reflect spontaneously the outcome/process of the workshop.</p> |
| 14:45–15:15 | Plenary discussion | Reaction to key issues presentation | 30 | <p>The group has an opportunity to respond to the presentation, to add their comments and to elaborate. This is time set aside for reactions, but the group may need to discuss something that we are missing or something that needs more work.</p> |
| 15:15–15:30 | Break | | 15 | |
| 15:15–16:00 | Group discussion | Evaluation and feedback/what next? | 45 | <p>Ask participants to answer the following questions:</p> <ul style="list-style-type: none"> a) How did you view safety and well-being before, and how you see it now? Is there a difference? b) What three things are you taking with you from the workshop? c) Was there anything that surprised you, moved you, anything that could be done differently? |
| 16:00–16:15 | Closing exercise | Celebrating success/proudest moments | 15 | <p>Standing in a circle, each person lights a candle from the middle candle, then shares a success/achievement they are proud of (it can be anything – ‘personal’ or ‘professional’). This is also to remind us what gives us energy, and how important it is to take time to feel and celebrate that success individually and collectively.</p> <p>This exercise is important, because it balances out the energy associated with some of the difficult and draining aspects of the workshop and helps participants to remember their own strengths and what is possible. It is also a great example of an important strategy for staying safe and well: sharing and celebrating our tremendous successes.</p> |

Part Three

Facilitator's Toolkit



Overview

This section offers facilitators a menu of tools to use to design the workshop. These tools or 'building blocks' include:

3.1 Integrated Wellness Exercises

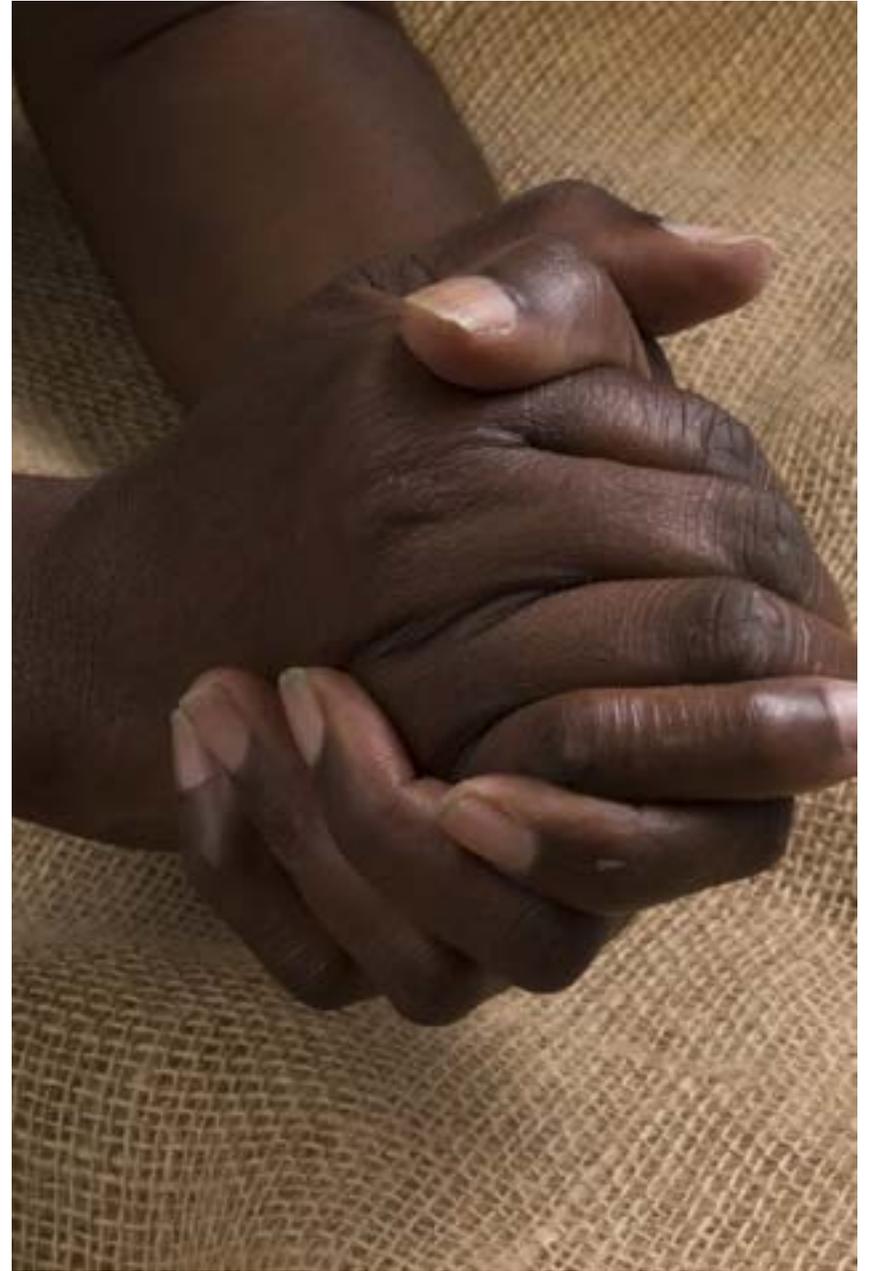
3.2 Threats Exercises

3.3 Alternative Exercises

3.4 Ice-Breakers

3.5 Additional Sessions

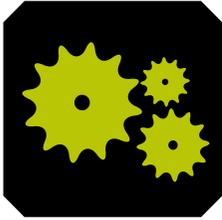
3.1 Integrated Wellness Exercises



3.1 Integrated Wellness Exercises



| Title | Selection considerations | When to use | Timing |
|------------------------------------|--|---|------------|
| My pillars exercise | This is an excellent exercise for use in a workshop that has a deeper focus on wellness. | Day Two, morning or afternoon | 45 minutes |
| Pillars personal plan | Use in conjunction with 'My Pillars Exercise' | Day Two, morning or afternoon | 45 minutes |
| The river exercise | All workshops should include some form of discussion of well-being strategies, this exercise is a strong, interactive format to help the group identify and discuss strategies. | Day Two, afternoon or Day Three, morning | 60 minutes |
| Well-being barometer exercise | This is a good exercise to open up either a session or a day of work on wellness, it is very dynamic, so a good energiser as well. | Day Two, morning | 30 minutes |
| Body Map Exercise | This is a very powerful exercise that helps participants connect to their bodies, emotions and experiences by drawing a life-size outline of their bodies and placing symbols on the drawing on the areas where they feel strong emotions. | Day Two, never in the end of the day | 60 minutes |
| Finger holds for managing emotions | This is a quick, practical exercise that teaches simple tools for managing extreme emotions. It can be used as an energiser as well and is good to use after an emotionally challenging exercise. | Day Two, morning or afternoon or Day Three, morning | 20 minutes |
| Hara breathing exercise | This is a good exercise to begin a session and in particular to help a group to focus and to clear stress. | Day One, morning or Day Two, morning or afternoon | 30 minutes |



EXERCISE:

*My Pillars*³⁰

FORMAT:

GROUP
EXERCISE

TIME: 45 MIN

REQUIRED MATERIALS: BLANK PAPER, PENCILS OR PEN

SUMMARY:

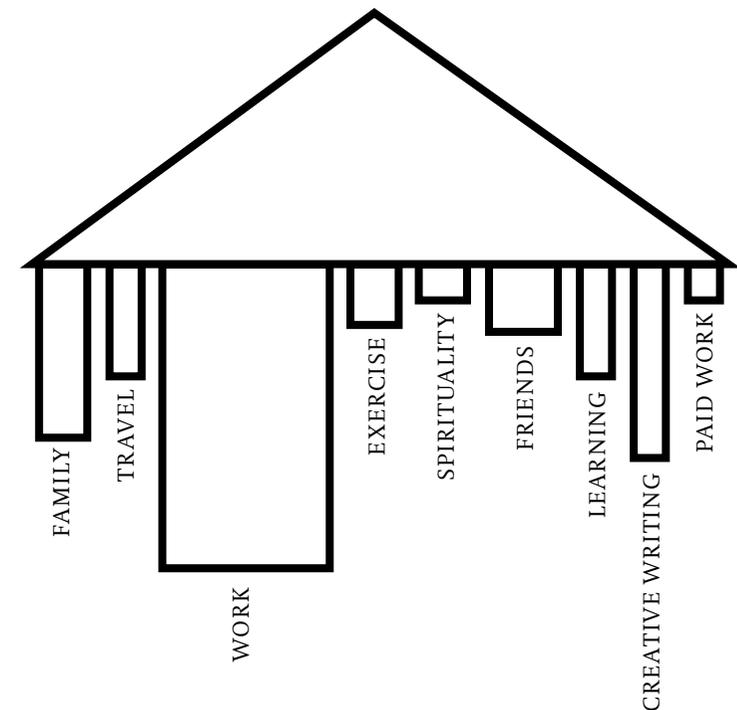
This exercise is a useful way for participants to reflect on elements or 'pillars' of their life and to assess how much time and attention they devote to each, in order to determine what is and isn't in balance.

KEY EXPLANATION POINTS:

- Ask participants to draw a house that illustrates their current life. They should do this individually, without discussion.
- First, they draw the roof of a house. Then they are asked to draw the pillars that represent the different aspects of their life that are important to them and 'hold up' their house. These pillars should be labeled. The pillars should be drawn in proportion to how important they are and how much time they spend on them.
- Once they have completed their 'house', they return to the group and each participant presents it.

FACILITATION NOTES:

An example of how a completed 'house with pillars' might look is presented below:





EXERCISE:

FORMAT:

Pillars Personal Plan

INDIVIDUAL
AND
GROUP
EXERCISE

TIME: 45 MIN

REQUIRED MATERIALS: BLANK PAPER, PENCILS OR PEN

SUMMARY:

This activity should be a follow-on to the ‘pillars’ exercise. Once participants have assessed what elements they would like to focus more attention on in their lives, they then develop a personal plan to take steps to develop the ‘underdeveloped’ pillars.

KEY EXPLANATION POINTS:

- Ask participants to choose four pillars that they would like to work on (that are important but not developed).
- For each pillar, they should then identify three goals they would like to achieve to develop that pillar. For each of these goals, they should describe what skills are needed to achieve them and what inner strengths/power they already have to accomplish this goal.
- Goals should be achievable and realistic.
- Participants can add pillars if necessary.
- Participants should work on their own for around 15 minutes, and then in pairs for an additional 15 minutes.
- A presentation or discussion should follow.

The pillar plan could look like the one below:

Pillar #1

| Goal | Skills needed | Inner strengths/ power to achieve |
|------|---------------|--------------------------------------|
| 1 | | |
| 2 | | |
| 3 | | |

FACILITATION NOTES:

- It can be challenging for participants to develop concrete goals and personal plans. Facilitators should be active in circulating and supporting participants during this process. In addition, facilitators should consider pre-selecting pairs to ensure that participants that may be struggling are matched up with stronger participants.

Alternate option:

- For groups that need more support, consider using triads instead of pairs for the joint work on personal plans.
- If there isn’t time for a group discussion of the plans, participants could choose a partner from their organisation or a friend who can remind them to develop the expressed goals.

EXERCISE:

*The River*³¹

FORMAT:

GROUP
EXERCISE

TIME: 60 MIN

REQUIRED MATERIALS: COLOURED PAPER (6 PIECES PER PARTICIPANT), MARKERS

SUMMARY:

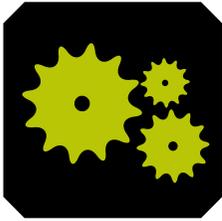
This exercise is excellent for both identifying and sharing self-care strategies.

KEY EXPLANATION POINTS:

- Ask each participant to sit for a few minutes with six pieces of paper on which they write the strategies that they employ to keep themselves well (in one or a few words). Each piece of paper will represent 'stones'.
- Once a participant has finished writing out their strategies, they should set them out in the shape of an imaginary flowing river. Wait until all participants have placed their strategies along the length of the river.
- Then, ask each participant to walk down the river by stepping on the 'stones' (strategies) that they feel are important (it does not matter in which direction they walk along the river). Some may choose to step on their own stones, whereas others may just select the stones that resonate with them (not their own). When a participant stops on a stone, they are asked to explain why that stone (strategy) is important to them. The group simply listens to each participant, without making comments.
- After the session, the facilitators should lead a brief discussion on how the process went (how it felt, not about the details of the strategies). It is possible also to post strategies up on the wall afterwards so that people are surrounded by them, and refer to them again later in the workshop and in summaries – to remind everyone of the many strategies available to them.

FACILITATION NOTES:

- This exercise should be facilitated in a peaceful place, preferably in nature, if possible. It is a very focused and calming exercise, so facilitators need to set the tone for this.
- Note that in some contexts, participants would prefer not to step on the 'stone', for example, if spirituality or prayer has been listed as a strategy. It is fine for them to stand near the 'stone' instead.

EXERCISE:

*Well-being Barometer*³²

FORMAT:

GROUP
EXERCISE

TIME: 30 MINREQUIRED MATERIALS: SET OF QUESTIONS FOR BAROMETERSUMMARY:

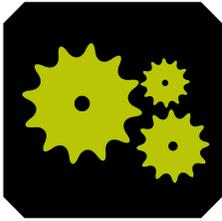
This is an interactive, energetic exercise that works well to stimulate participants' thinking about integrated wellness, it is equally useful for facilitators to assess attitudes of the group.

KEY EXPLANATION POINTS:

- Ask participants to stand up, and explain that one end of the room represents the place where you strongly agree to a statement, the opposite end is where you strongly disagree, and the middle is neutral.
- Ask participants to place themselves in each space depending on how they answer each of a series of 10–15 statements.
- Give simple statements at first (such as: 'I am a cat lover'), so that participants can get a feel for the exercise.
- Then, give more complex and challenging statements that have been prepared for the group, such as: 'my organisation supports me when I need a break'; 'I rest when I need to'; or 'I am not prejudiced'. For the first set of 8–10 statements, the facilitator asks for between two and five comments; the last five statements are made without comment.

FACILITATION NOTES:

- This exercise should move quickly, it is very interactive and good as an ice-breaker.
- Participants are free to change positions if they hear a comment that helps them think more deeply about the statement.
- Facilitators should have a set of questions prepared in advance that are most relevant to the group and the type of issues we want to explore. Though the example questions are about integrated wellness, they could also address key issues, such as solidarity, power or trust.

EXERCISE:

Body Map³³

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

TIME: 60 MINREQUIRED MATERIALS: LARGE BLANK PAPER (ONE PER PARTICIPANT), MARKERS, ARTS AND CRAFTS MATERIALS*SUMMARY:

This is a very powerful exercise that helps participants connect to their bodies, emotions and experiences by drawing a life-size outline of their bodies and placing symbols on the drawing on the areas where they feel strong emotions.

KEY EXPLANATION POINTS:

- **Individual work:** ask each participant to create a life size outline of themselves. Within this figure, then ask them to draw (or use any materials they would like) the places where they feel deep emotions. Emotions can include anger, pain, love, joy, happiness, emptiness – it is up to the participant to choose the emotions, but they should try to strike a balance between what they perceive as ‘positive’ and ‘negative’ emotions. They can use a symbol to express that emotion, either drawn or with materials on hand.
- **Individual presentations within group:** ask each participant to present their drawing and explain the emotions that they felt (hurt, anger, love, happiness), and when they first felt that emotion in that particular place. They are also welcome to give any other observations or comments. Other participants should not comment on the presentations.
- **Work in pairs:** ask participants to go into pairs to talk about one thing that hurts them. The person who is listening should not offer opinions or advice, but simply listen openly and with compassion. This is an opportunity to engage in deep and focused listening to someone else – and to understand how even a little support is enough to release pain.

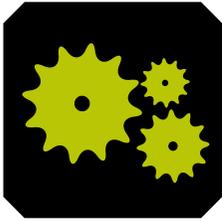
FACILITATION NOTES:

- This is a very powerful and moving exercise. Expect it to release deep emotions for participants, and keep the space as safe and supportive as possible. The exercise should never be used at the end of the day, it must be followed by further exercises that will help develop strategies to work with the issues that have been surfaced.
- Some participants may find this exercise difficult, and leave areas of their ‘bodies’ blank. Facilitators should gently ask follow-up questions in these cases to draw the participant out and ask about areas that are blank.

Alternative Option:

- If time is limited, don’t do the final work in pairs. However, do leave some time and space for participants after the exercise to work with some of the emotions that have been released – if possible, give a break to the group here, and perhaps an opportunity to go for a walk.

*OPTIONAL MATERIAL, INCLUDING GLUE, PLAYDOUGH, YARN, ETC.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

*Finger-holds for Managing Emotions*³⁴

TIME: 20 MIN

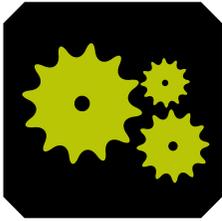
REQUIRED MATERIALS: NONE

SUMMARY:

This is a light and practical exercise that offers participants tools for immediate self-care by teaching simple finger-holds to release extreme emotions. It is also good as an icebreaker in between sessions.

KEY EXPLANATION POINTS:

- Explain that the following exercise, based on Polarity and Indonesian culture, is a simple way to manage emotions by holding the fingers.
- It is also connected to the art of Jin Shin Jyutsu, a Japanese acupressure technique.
- Emotion is like a wave of energy that moves through the body. Often with strong emotions the energy of the body becomes blocked. Through the fingers run meridians or channels of energy.
- Through each finger runs a channel of energy that corresponds to the different emotional states (*see the next page*).
- The fingerholds are a very helpful tool to use in daily life. In difficult or challenging situations when tears, anger or anxiety arise, the fingers may be held to bring peace, focus and calm so that the appropriate response or action may be taken. The practice may also be done for relaxation with music, or used before going to sleep to release the problems of the day and to bring deep peace to body and mind. The practice may be done on oneself or on another person.
- Ask participants to gently hold each finger with the opposite hand for two to five minutes until they feel a steady, rhythmic pulse. This will help move and drain blocked energy, and bring back a sense of balance and harmony to the body. They can work with either hand.
- Explain that deep breathing while holding each finger can also help to bring the body-mind-spirit to a state of peace and harmony.
- As they hold each finger, ask participants to breathe in deeply; recognize and acknowledge the strong or disturbing feelings or emotions you hold inside yourself. Breathe out slowly and let go. Imagine the feelings draining out your finger into the earth. Breathe in a sense of harmony, strength and healing. And breathe out slowly, releasing past feelings and problems.
- Explain that often, as you hold each finger, you can feel a pulsing sensation as the energy and feelings move and become balanced.
- Summarise the exercise by explaining that this is something that participants can do at any time, when they feel stress, anger, anxiety, or any other strong emotion. It only takes a few minutes, and is a useful tool in difficult situations.

EXERCISE:

PAGE 2/2

FORMAT:GROUP
EXERCISE

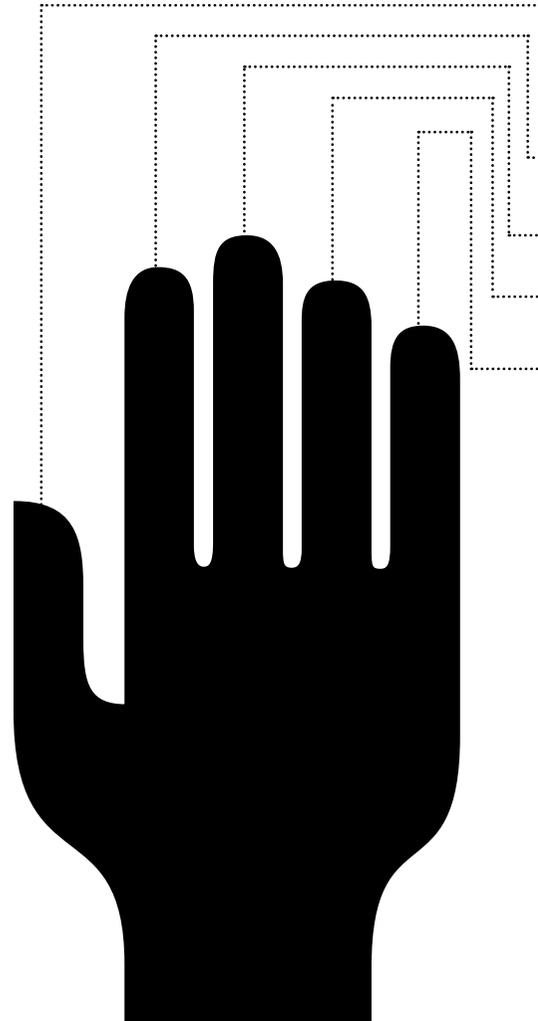
Finger-holds for Managing Emotions

FACILITATION NOTES:

- This exercise helps balance the energetic pathways that run through the fingers (referred to as meridians), which brings harmony to the entire body.
- This is a nice exercise to offer as a simple tool for self-care, and helps to emphasise that we carry the tools for self-care within ourselves.
- This exercise can be very useful following a challenging or emotional session, to help release emotions and shift the group into a space where they feel more hopeful and empowered.

Alternative Option:

- For participants who have challenges using their hands and fingers, or who are missing fingers or limbs, discuss this exercise beforehand and assess their comfort levels with it – they may be able to adapt it to hold other parts of their hand that correspond to the correct meridians, they could place fingers on the center of the palm (either side), which helps with fatigue and depression.
- An experienced facilitator who is familiar with ‘mudras’ (sometimes referred to as hand yoga) could continue this exercise by teaching specific mudras to the group.



Thumb = Emotional pain, sadness, grief, tears

Index Finger = Fear, terror

Middle Finger = Anger, rage, resentment

Ring Finger = Anxiety, worry, preoccupation

Small Finger = Lack of self-esteem, victimhood



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

*Hara Breathing*³⁵

TIME: 30 MIN

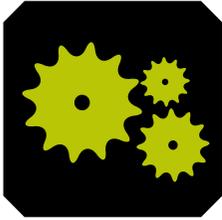
REQUIRED MATERIALS: NONE

SUMMARY:

This is a simple breathing exercise that will help participants to become calm, centered, and clear. It should help to restore energy, and to set the tone for further exercises.

KEY EXPLANATION POINTS:

- Ask participants to get into a sitting or lying position (whichever is comfortable), close their eyes and quietly bring their attention to their body. The spine should be straight, in whichever position. If a participant is lying down, ask them to cover their navel area with their hands.
- Take a few deep breaths to clear your body and mind.
- Then, take a breath and bring it down all the way to your hara (literally your belly or your abdomen, the hara is a central area of power and essence – it is also referred to as the Sea of Energy). Explain that our hara is located about two fingers below your belly button, in your center, on the midline of your body and closer to the spine. This is your area of power in the body.
- Next, breathe in through your nose. While you're breathing in through your nose, place the tip of your tongue on the roof of your mouth behind the front teeth. This is important as you're connecting the Yin Conception Vessel (runs up the middle of the front of the body) to the Yang Governor vessel (which runs up the middle of the back of the body, over the head, and terminates just above the upper lip).
- As you exhale, remove your tongue from the roof of your mouth and exhale through your mouth. As you inhale through your nose, have the tongue touching the roof of the mouth. As you exhale through your mouth, remove the tongue from the roof of your mouth.
- Practice inhaling and exhaling a few times. Now you're ready to start breathing from your belly. When you breathe from your belly, the muscles of the abdomen should be doing part of the work of breathing. You'll be able to feel your abdomen expand and contract while breathing just like you can feel your chest expand and contract while breathing. Practice breathing from your belly for a while. While you're doing this, air is getting into all of your lungs. When you breathe just from the chest, air does not always reach all places in your lungs. More important, when you're breathing from your belly, it encourages Qi (power) to flow smoothly through all parts of your body.
- Breathe through your belly, inhaling through your nose while the tongue is touching the roof of the mouth, exhaling through your mouth with the tongue not touching the roof. Practice for a while.
- Now you're ready for Hara breathing. You've already located the hara. Don't worry about not knowing exactly where this point is located, just so you know the general location. As you breathe from your belly, as you inhale with tongue touching roof of mouth, visualize a stream of golden particles entering through your nose



EXERCISE:

PAGE 2/2

FORMAT:

GROUP
EXERCISE

Hara Breathing

and being sucked down to the area of the Hara. As you hold your breath, visualize the flow of golden particles circulating through your body, bringing energy and health to all parts of it. Now exhale. As you exhale you can visualize the breath taking black particles (toxins, bad Qi, etc.) out of your body. Now breathe in more healing, golden particles, circulate, and breathe out the negative.

- Do the breathing exercise a few times. You may want to start out with 5 breaths.

FACILITATION NOTES:

- This is a very calming exercise that can be used at the beginning of the day, particularly if no other centering techniques (such as yoga or qi gong) are used beforehand.
- It can also be used after an emotionally difficult session as a form of energiser.

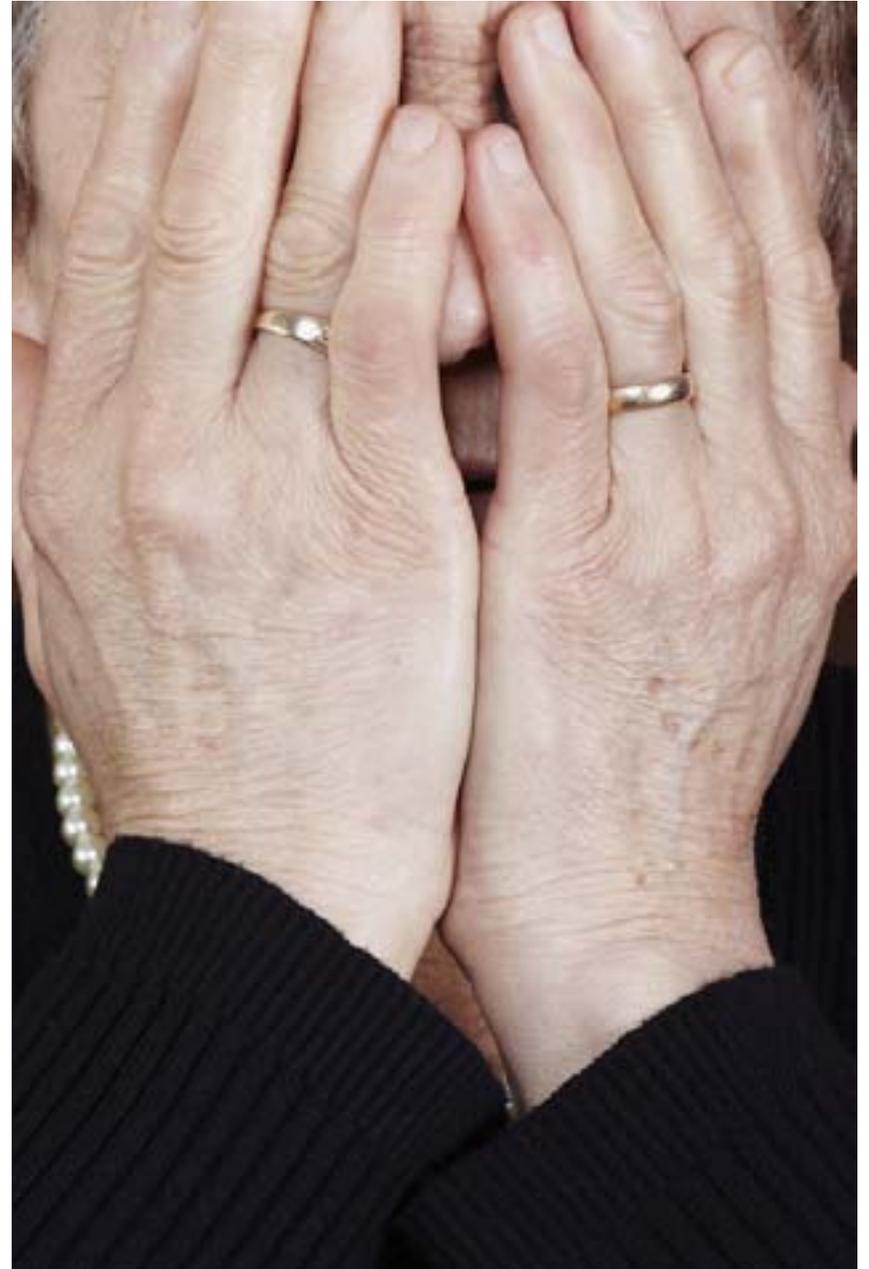
Alternative option:

This exercise can be done more quickly if we focus only on breathing into and out from the hara, without teaching the technique of touching the tongue to the roof of the mouth on the inhale and removing on the exhale. In this case, the aim of the exercise is simply to help participants feel the location of the hara in their body, as a source of power and energy.

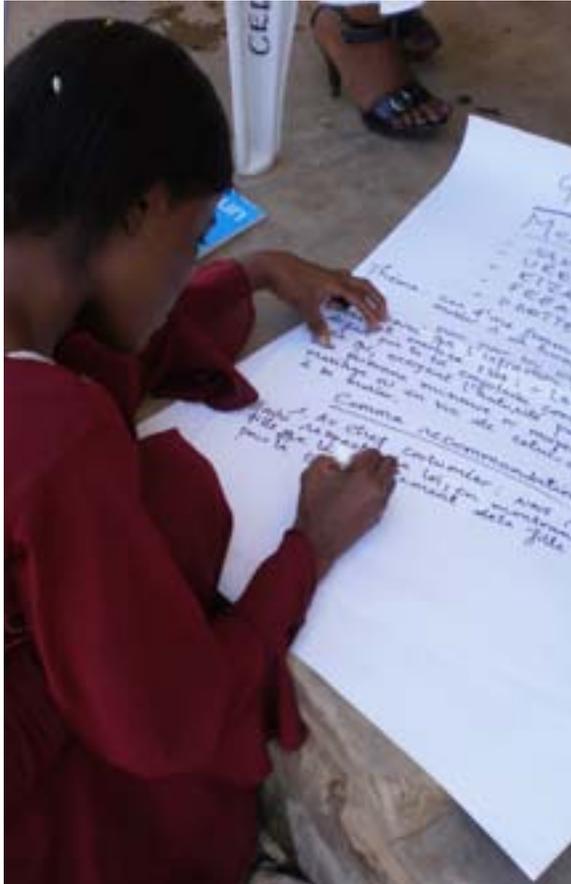
In this case, it can also be followed by teaching the martial art technique of 'ki-up', which is a self-defense form of shouting from the hara area. This can also be taught on its own as a quick energiser.

3.2

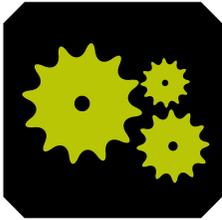
Threats Exercises



3.2 Threats Exercises



| Title | Selection considerations | When to use | Timing |
|---|---|---|------------|
| Example text for introducing threats | All or part of this text can be adapted by facilitators to present the concept of threats to the group, in preparation for exercises to analyse threats. However, these points can also be woven into discussions after the integrated security presentation as well. | Day One, morning or afternoon | 20 minutes |
| Threats assessment: written exercise | This exercise should be used for groups working in depth on threats, and particularly for groups that work best with written tools. Alternately, it can be given as a hand-out for participants to take home. | Day One, afternoon, could also be used as a handout | 45 minutes |
| Defining the threshold of acceptable risk | This is an optional exercise, for use with groups that need to go more into depth with threat assessment. It would be particularly useful for groups that tend towards a 'fatalistic' attitude towards risk. | Day One, morning or afternoon | 45 minutes |



EXERCISE:

PAGE 1/2

FORMAT:

PRESENTATION

Example Text for Introducing Threats

TIME: 20 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This presentation is an example of how the concept of threats and risk can be introduced to the group, facilitators should use this to develop their own explanation points.

KEY EXPLANATION POINTS:*Threats are Strategic:*

It is clear that there are strategies behind many of the threats human rights defenders receive. These are targeted threats.

- These are about who you are and what you do.
- There is intent to do harm, and there is an objective.
- That objective is to hinder, or stop your work. To hurt you, to discourage you.

Even though we do not always know who is behind them, these threats also *always have a source* – an individual or a group of individuals, acting alone, or as part of a sanctioned institutional policy.

Threats are Based in Fear:

There is an irony to threats, as well.

People only react when what you do attracts their attention and on some level, *threatens* them although it sounds strange, ‘threats are almost a measure of effectiveness’.

You are not normally threatened or attacked if what you are doing is ineffectual. It is when you touch on powerful interests that your opponents take notice. And get scared – of you.

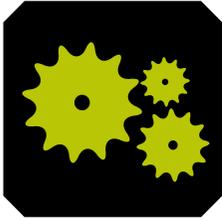
And women human rights activists do scare their opponents.

Sometimes this is simply because there is a lack of awareness or knowledge, about who you are and what you do. The media or community members might portray you as home-wreckers, wanting a world without men. Or they may call you a spy or traitor. But when they get to know you better, you can dispel these fears. People begin to understand that you want a better world for everyone.

Sometimes, though, your opponents really should fear you. Because if women activists win their battles, there will be losers. Powerful people will lose political control. Money. Freedom. Their lives.

Repressive regimes will fall. Organised criminal gangs will see their profits from human trafficking and drug-running disappear. Politicians and corporations will be exposed for corruption. Scores of people will face trial at last. Many will spend the rest of their lives in jail.

This is why so many people – politicians, paramilitaries, friends and even family members – try their best to stop you.



EXERCISE:

PAGE 2/2

FORMAT:

PRESENTATION

Example Text for Introducing Threats

Subtle Tactics:

They will use a number of different tactics to threaten you. Direct violence is one. But there are so many other ways – often more subtle.

Isolating women is a key tactic, particularly because women human rights defenders draw so much of their power – and protection – from relationships and from solidarity with others.

There are a number of ways to isolate women directly:

- cut them off from local, national and international sources of support;
- limit freedom of movement; or
- imprisonment (in jails or in their own home).

There are more indirect, but effective ways of increasing isolation as well, such as planting seeds of doubt and mistrust within communities (through defamation and slander) and even among women defenders themselves.

Another tactic is to wear women down psychologically to discourage them from continuing their work. Sometimes this is done through persistent, constant harassment – such as when the police visit and search offices daily for weeks on end.

Other times it is through ongoing surveillance intended to create a climate of fear.

Conclusion

We need to be clear about the threats you are facing – to uncover them, to extract them from this hidden, subtle, context, by:

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

By talking about these threats, sharing them openly, in a way, we shine a light on them.

And by seeing them together, by using tools, we can recognise and strengthen our strategies to combat them.

FACILITATION NOTES:

- Facilitators should adapt this text as appropriate to the group and the flow of the workshop, the key points can also be woven into group discussions.
- This is a good presentation, in full or adapted form, to prepare the group to discuss threats and analyse them through the threats analysis exercises.

EXERCISE:

Written Exercise: *Threats Assessment*³⁶

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

TIME: 45 MINREQUIRED MATERIALS: COPY OF 'WRITTEN EXERCISE: THREATS ASSESSMENT' IN APPROPRIATE LANGUAGE.SUMMARY:

This exercise uses a written questionnaire to help participants assess the security of various aspects of their lives, including safety at home, at the office, in social environments, in their communications and documentation, safety of their family and friends, during travel and in relation to state structures. It can be used either as an exercise in the workshop, or can be a handout to take back home.

KEY EXPLANATION POINTS:

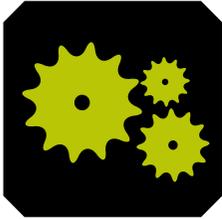
- Ask participants to fill out the written exercise, below, either alone or in pairs.
- Once the exercise is completed, facilitators can use it as a framework for a group discussion, asking questions about which sections surprised them, were difficult or unusual.

FACILITATION NOTES:

- This exercise can be very useful for more 'analytical' groups who prefer to work with written material.
- Facilitators should make sure to circulate among participants as they work on the written exercise to offer support.
- For groups that might find this exercise challenging, set up the work in pairs or triads.

Alternative option:

This exercise is also a good handout for participants to take back to colleagues and their organisation, as it offers a useful and detailed checklist of security threat considerations.



EXERCISE:

PAGE 1/8

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

| When/where | Considerations and Questions | How Secure are You? (0-10) | Threats (list most likely and highest impact threats) |
|----------------|---|----------------------------|---|
| At home | Consider: the characteristics of house building materials, doors, windows, cupboards. Protective barriers. Night lights. Is there a safe room in your home? | Overall: | |
| | Physical safety inside your house (windows, doors, entrance) | | |
| | Around your house/immediate neighbourhood | | |
| | Who has access to your house? | | |
| | Who knows where you live? | | |
| | Other _____ | | |
| At your office | Consider: are your offices open to visitors from the general public? Who knows your office location? Are there areas reserved only for personnel? Do you have to deal with unknown people who come to your place? Is there a safe room in your office? | Overall: | |
| | Physical safety inside your office: windows, doors, entrance, ability to screen visitors (security cameras) | | |
| | Around your office/immediate neighbourhood | | |
| | Who has access to your office? | | |
| | Who knows the location of your office? | | |
| | Cash and document storage | | |
| | Other _____ | | |



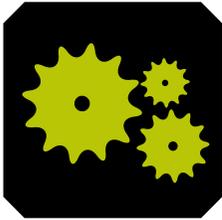
EXERCISE:

PAGE 2/8

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

| when/where | Considerations and questions | How secure are you? (1-10) | Threats (list most likely and highest impact threats) |
|---------------------------------|--|----------------------------|---|
| When you travel nationally | Consider: what is your level of exposure, that is, the need to be in, or to pass through, dangerous areas to carry out normal daily or occasional activities? Do you cross checkpoints frequently? Possibility of accidents: do you wear seatbelts whenever possible? Are vehicles in good working order? | Overall: | |
| | a) In vehicles (your own, taxis, those of your organisation) | | |
| | b) In public transport (buses, metro, trains, trams, rickshaws, etc.) | | |
| | c) On foot or bicycle | | |
| | d) Other _____ | | |
| When you travel internationally | Consider: possibility of detention crossing borders, risks in other countries, possibility of being trapped outside of your home country. Possibility of illness/medical emergency in transit. | Overall: | |
| | a) In transit (airports, train stations) | | |
| | b) In foreign cities, hotels | | |
| | c) Other _____ | | |



EXERCISE:

PAGE 3/8

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

| when/where | Considerations and questions | How secure are you? (1–10) | Threats (list most likely and highest impact threats) |
|--------------------------------------|---|----------------------------|---|
| In your paid employment (livelihood) | Consider: how reliable are your income sources? Do you support anyone else (family, friends, partner(s))? Do you have other potential sources of income/benefits? | Overall: | |
| | a) Your current paid job | | |
| | b) Other income sources (part-time work, consultancies, etc.) | | |
| | c) Your benefits (if any): health insurance, leave, pension, etc. | | |
| | d) Other _____ | | |
| When you are out socially? | Consider: How safe are the venues and homes you visit? Who is aware of the location of these places? Do you travel there and back alone? How often do you use alcohol or other stimulants to relax socially? | Overall: | |
| | a) In venues (bars, clubs, cafes, friends' houses, etc.) | | |
| | b) In transit (to and from venues) | | |
| | c) When you drink alcohol, use stimulants | | |
| | d) Other _____ | | |



EXERCISE:

PAGE 4/8

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

| when/where | Considerations and questions | How secure are you? (1-10) | Threats (list most likely and highest impact threats) |
|--|---|----------------------------|---|
| In your relationships with family, friends and partner(s)? | <p>Consider: can you be 'yourself' in all of your close relationships – that is, do you sometimes have to hide your work or interests from your loved ones? Do you often argue? Do you ever feel physically or emotionally threatened? To what extent do you trust your partners/friends to help keep you safe and to support you?</p> | <p>Overall:</p> | |
| | a) With your family members | | |
| | b) With your friends | | |
| | c) With your partner(s) | | |
| | d) Other _____ | | |



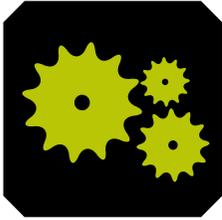
EXERCISE:

PAGE 5/8

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

| when/where | Considerations and questions | How secure are you? (1–10) | Threats (list most likely and highest impact threats) |
|--|--|----------------------------|---|
| In your ability to protect your family members, friends, partners? | Consider: how safe are your family members (people you support, including children, parents, extended family members, partner)? Have they been threatened because of your work (physically, phone calls, pressure at their place of work, harassment at school)? Has the stress of your work affected them? If you were detained, arrested or hurt, have you put measures in place to support them/ protect them? | Overall: | |
| | a) Family members (children, parents, extended family members) | | |
| | b) Your partner (husband/wife/girlfriend/ boyfriend) | | |
| | c) Friends | | |
| | d) Other _____ | | |
| In your work relationships/ networks? | Consider: how often do you experience conflict, jealousy, arguments, or competition with your colleagues? To what extent do you trust your co-workers to keep you safe and to support you? Do you have access to supportive allies in national and international networks? | Overall: | |
| | a) Co-workers in your organisation | | |
| | b) Colleagues in other partner organisations | | |



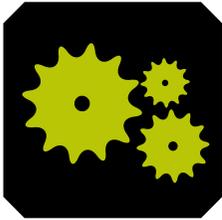
EXERCISE:

PAGE 6/8

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

| when/where | Considerations and questions | How secure are you? (1-10) | Threats (list most likely and highest impact threats) |
|---|--|----------------------------|---|
| | c) Colleagues in other human rights organisations | | |
| | d) Colleagues in international organisations (allies, donors, etc.) | | |
| | e) Other _____ | | |
| In your relationships with state legal systems? | Consider: can you start legal processes to claim your rights? (Access to legal representation, physical presence at trials or meetings, etc.) Can you procure appropriate assistance from relevant authorities for your work and protection needs? Are you denied legal registration or subjected to long delays? Can your organisation keep proper accounts and meet national legal standards? | Overall: | |
| | a) Ability to register and operate legally, to keep accounts and legal standards | | |
| | b) Ability to claim rights and protection within the legal system (in general) | | |
| | c) Ability to access support/claim rights in case of detention/arrest | | |
| | d) Other _____ | | |



EXERCISE:

PAGE 7/8

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

| when/where | Considerations and questions | How secure are you? (1-10) | Threats (list most likely and highest impact threats) |
|--|--|----------------------------|---|
| In your communications? | Consider: are telecommunication systems in place (radio, telephone, internet)? Do you enjoy easy access to them? Do they work properly at all times? Can they be cut before an attack? | Overall: | |
| | a) Internet | | |
| | b) Telephone (landlines), mobile telephones | | |
| | c) Other _____ | | |
| In your information and documentation processes? | Consider: can you keep information in a safe and reliable place? Could it be stolen? Can it be protected from viruses and hackers? Can you send and receive information safely? Do you have a safe place to back up any information (either in-country or outside). | Overall: | |
| | a) Information in your office (hard copies, in files) | | |
| | b) Information at your home | | |
| | c) Other _____ | | |



EXERCISE:

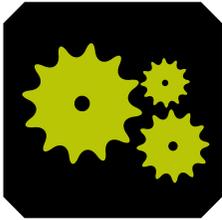
PAGE 8/8

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Written Exercise: *Threats Assessment*

| when/where | Considerations and questions | How secure are you? (1-10) | Threats (list most likely and highest impact threats) |
|--------------------------|---|----------------------------|---|
| In your support systems? | Consider: do you have a good support system, people you can turn to in times of stress – to debrief after you have witnessed violence? If you experience violence personally, do you have a network to support you a safe place to talk, to offer sensitive care (physical and emotional)? | Overall: | |
| | a) Coping with stress and violence as a witness | | |
| | b) Coping with stress and violence as a survivor | | |
| | c) Access to outlets: exercise, nature (whatever works for you) | | |
| | d) Access to care (mental and physical) in an emergency or in case of illness | | |
| | e) Access to spiritual/contemplative practices: to sacred places (in nature or houses of worship, or with friends/family); to spiritual leaders, teachers, guides, books, materials | | |
| | f) Other: _____ | | |



EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

*Defining the Threshold of Acceptable Risk*³⁷

TIME: 45 MIN

REQUIRED MATERIALS: BLANK 'THRESHOLD OF ACCEPTABLE RISK CHART' IN APPROPRIATE LANGUAGE

SUMMARY:

This is an exercise that helps participants explore risk and threats in depth, and to assess their own perceptions of risk and the impact of potential threats. It can also be used on a flipchart to simply explain the concept of risk 'thresholds'.

KEY EXPLANATION POINTS:

- Explain that the 'threshold of acceptable risk' was first developed by Koenraad Van Brabant in the excellent *Operational Security Management in Violent Environments*. The example shown below lists just a few of the types of threats that one might assess.
- Ask participants to list five priority threats currently affecting them as individuals.
- After each threat, write down the 'likelihood' of the threat being realised – that is, that the threat would turn into action.
- Next, after each threat, write down what 'impact' the threat would have on you if it were realised.
- Then, ask participants to complete a blank version of the 'threshold of acceptable risk' chart (or put this on a flipchart), placing the threat in the position that relates both to its likelihood and its impact. This will indicate the degree of risk posed by the threat. The degree of risk is greatest in the case of an incident that is most likely to occur, *and* that will have the greatest affect on you, your organisation and your work.
- Finally, participants should draw the line where they locate their threshold of *acceptable risk* – the point beyond which the risk is simply too high to continue an activity.

- Once each participant has completed their own chart, facilitators should lead a discussion around the concept of acceptable risk, and ask participants what surprised them in this process.

FACILITATION NOTES:

- The risks listed in the chart below are examples only. Facilitators should use examples of other challenges or threats that arise in the workshop discussion, such as: slander, serious illness, threats to family members or loss of livelihood.

Alternative Option:

- This chart can also be used in a group discussion – to introduce how risks become considered as 'acceptable' and inevitable parts of the work, without a conscious analysis of their real consequences.
- The exercise could also be used in small groups, as described above for individuals.

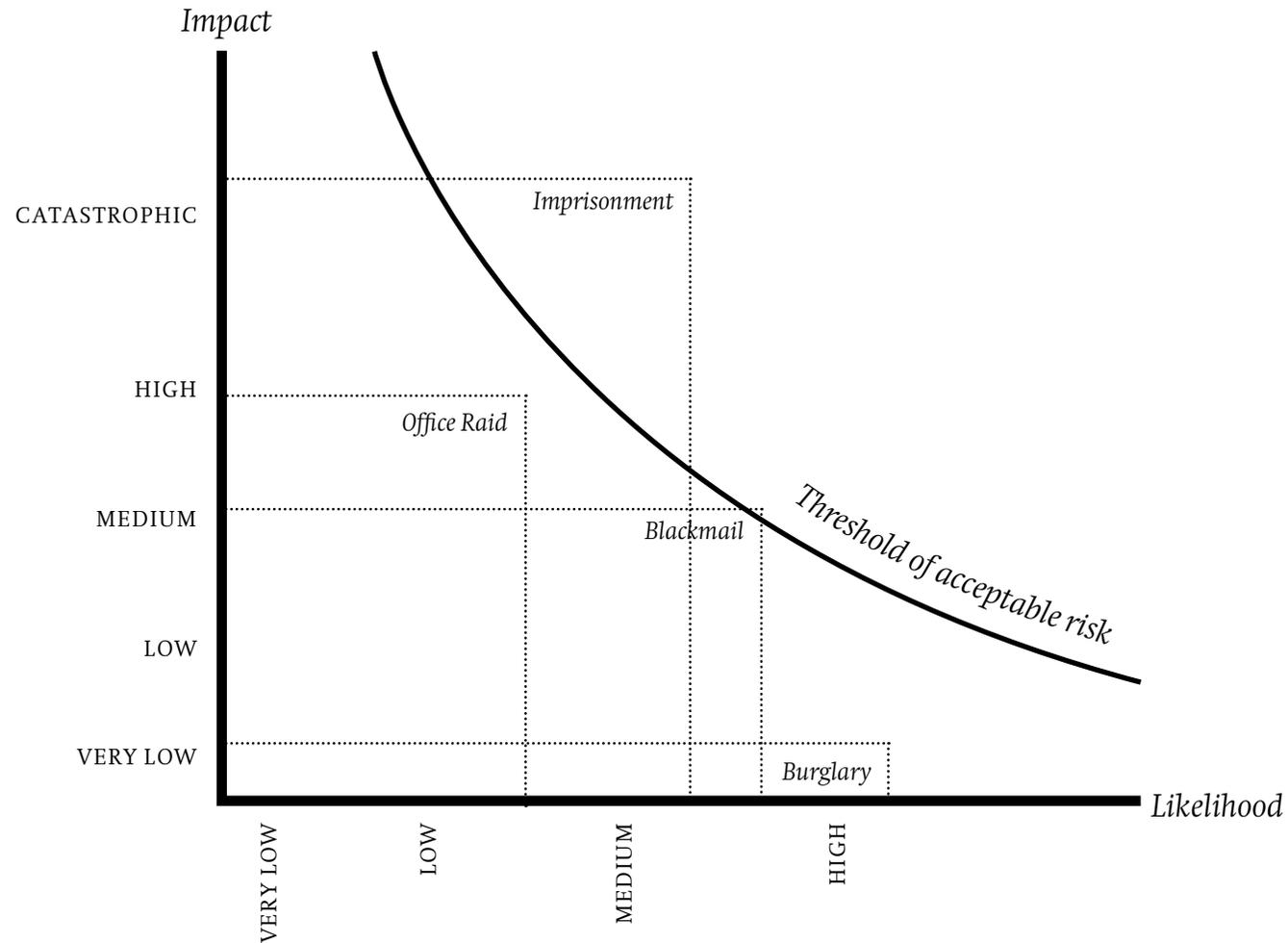


EXERCISE:

PAGE 2/2

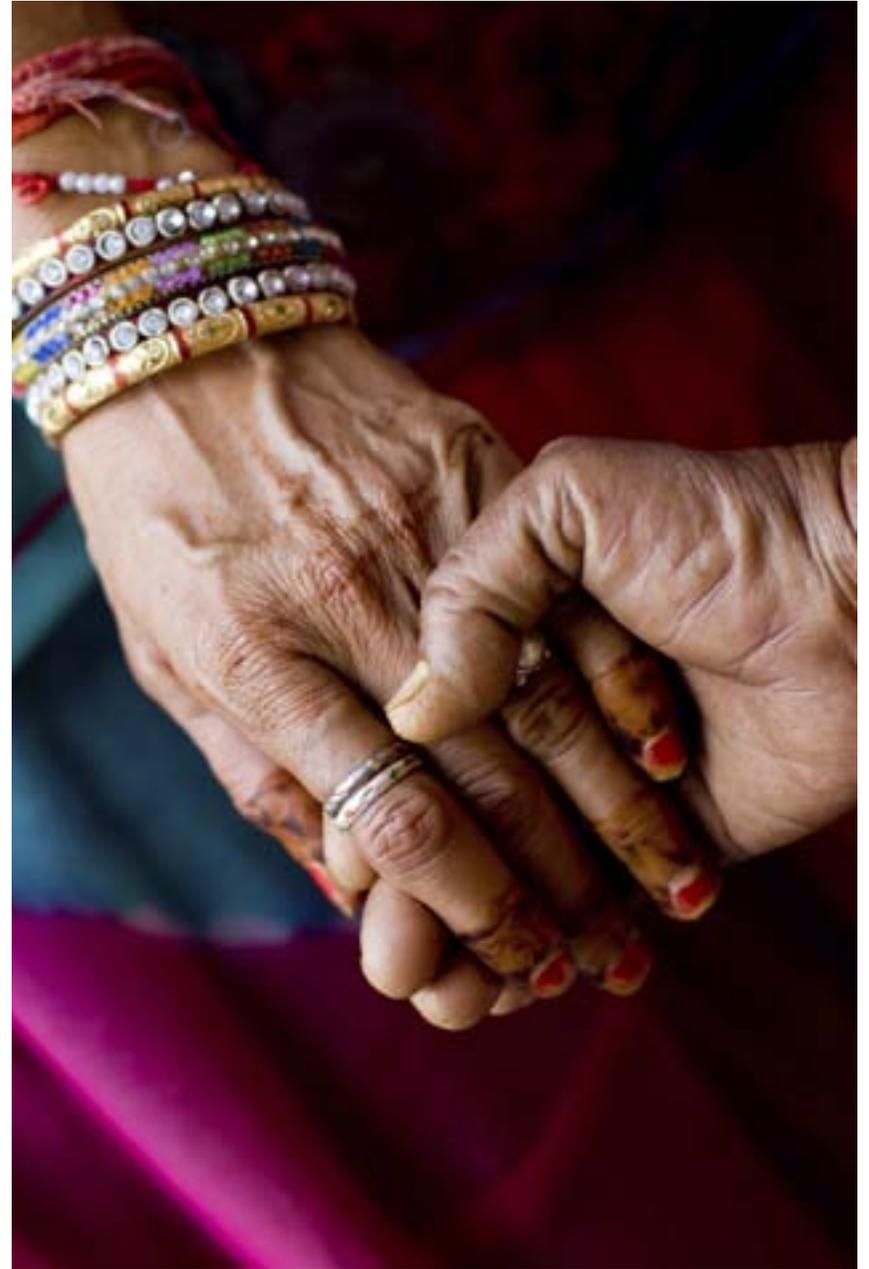
FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Defining the Threshold of Acceptable Risk



3.3

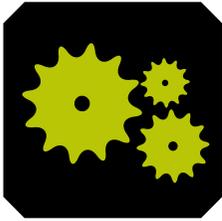
Alternative Exercises



3.3 Alternative Exercises



| Title | Selection considerations | When to use | Timing |
|--|---|---|------------|
| Opening ceremony | Design and adapt this opening ceremony carefully, as it sets the tone for the workshop. This can be as simple as sitting in silence as a group or as elaborate as a full greeting ceremony. | Day One | 30 minutes |
| Archetypes – who did I bring into this room? | Excellent if the group needs to strengthen connections and some participants are becoming dominant or are holding back. | Day Two <i>or</i> Day Three | 30 minutes |
| Talk about the passion: why I became an activist | Similar to archetypes in that it surprises participants and leads them to relinquish some of their ‘shields’ and share some of their ‘stories’. | Day Two <i>or</i> Day Three | 45 minutes |
| What do I want from . . . ? | Very good to help a group recalibrate and be reminded of maintaining a safe and respectful space. | <i>Anytime</i> | 20 minutes |
| When was the last time I . . . ? | Excellent for establishing deeper connections and understanding common bonds; combines humour and strong emotions. Facilitators must gauge what will work for different cultures and mixed gender groups. | Day Two <i>or</i> Day Three | 30 minutes |
| Speaking the Unspoken | Excellent for establishing deeper connections and understanding common bonds; helpful for participants who are holding back from opening up safely. This is a very powerful exercise, and requires care with regard to sequencing and managing energy shift. This should be followed by something that respects the emotions released, but careful to lift the mood of the group. | Day Two <i>or</i> Day Three | 30 minutes |
| I have the power | A very strong exercise that increases the individual’s sense of strength as well as the group’s sense of solidarity, respect and support. | Day Two <i>or</i> Day Three | 30 minutes |
| Lineage line | A good means of closure if group members need to feel a stronger sense of support and solidarity as they leave the workshop or end the day. Particularly good for groups that are very isolated. Potentially also useful for groups coping with a high level of grief or loss. | <i>End of</i> Day Two <i>or</i> Day Three | 20 minutes |
| Letting go and commitments | A good, ‘grounded’ closure. It can also be a strong balancing exercise if the ‘speaking the unspoken’ exercise has been used earlier . | <i>End of</i> Day Two <i>or</i> Day Three | 30 minutes |



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

Opening Ceremony

(Example from the Kenya Integrated Security Workshop)

TIME: 30 MIN

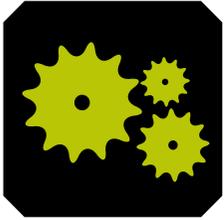
REQUIRED MATERIALS: ONE LARGE CANDLE, ONE LARGE WOODEN PLATTER, GREEN MATERIAL, ONE ROSE (OR OTHER FLOWER) PER PARTICIPANT, ONE SMALL BOWL PER PARTICIPANT, TWO PITCHERS OF WATER, MATCHES OR A LIGHTER

SUMMARY:

This is an example of an opening ceremony for the Kenya Integrated Security Workshop. It is a welcoming for each of the participants that helps to step away from the stress of daily life and focus on creating a safe space together, as a group.

KEY EXPLANATION POINTS:

- Prior to participants arrival, facilitators should place a large candle on top of a round wooden platter in the centre of the workshop space. Put this on top of a large piece of green material. Lay out a scarf from a past workshop, and postcards from the workshops (these are important for the introductions exercise that follows). Lay a red rose on the seat of each participant's chair and put a small bowl on the floor in front of them (set to the side of the chair). Two pitchers of water are on the facilitators' table.
- When all of the participants are seated, the facilitator explains that this is an opening ceremony to mark the beginning of the workshop.
- The facilitator introduces the candle lighting by explaining that first we begin with light – bringing us clarity, energy, warmth – literally light to counter the darkness and the difficulties that you face in your work.
- One participant, or the facilitator, then lights the candle in the middle of the circle and initiates a moment of silence.
- The facilitator introduces the water element by saying: 'next, we pour water for each other – as a symbol of refreshment and renewal'.
- The facilitator then pours water for the second facilitator from a pitcher into the empty bowl, then the second facilitator pours water for the the first. Next, ask each participant to pour for the person next to them (facilitators can also pour for the participants if necessary).
- The facilitator then introduces the earth element by saying: 'next, we lay down flowers – as a celebration of beauty. A celebration of ourselves – and each other. To celebrate the fact that we made it here safely to this place, that we are here together and that we have three days for ourselves, alone. The earth supports us, nourishes our physical bodies and it gently grounds us in place – here, with each other, in the moment.'
- Ask each participant to lay down their rose in the bowl of water, and then to place them in the inner circle closest to the candle. As they lay it down, keep in their minds, that this is their space, it is for no one else. For their well-being and their safety. A place where they can impart worries that are unspoken – remove weights from their shoulders, from their hearts and bodies – and share their concerns safely.



EXERCISE:

PAGE 2/2

FORMAT:

GROUP
EXERCISE

Opening Ceremony

(Example from the Kenya Integrated Security Workshop)

- The facilitator introduces the air element by saying: ‘finally, we celebrate air – and breathe! Many of you have travelled a long way to get here. You have left behind loved ones. All of you are leaving behind a lot of work – and that may weigh heavily on your heart – because a part of you may want to be fully here, and a part of you is still with the work – the reports you need to write, people you need to see, etc. This is a time to release that tension.’
- Finally facilitator leads a simple hara breathing exercise to release tension and to set focus (see ‘hara breathing’ exercise in the section on integrated wellness exercises for details).

FACILITATION NOTES:

- This is a very peaceful and grounding opening. It may appeal more in certain cultures than others – for example, while this worked well in Kenya, it may not have been as well-received in some of the former Soviet Union contexts.

EXERCISE:

Archetypes: Who did I Bring into this Room?

FORMAT:

GROUP
EXERCISE

TIME: 30 MIN

REQUIRED MATERIALS: BLANK CARDS, COLOURED CRAYONS OR MARKER PENS (OPTIONAL)

SUMMARY:

This is an unusual exercise that helps participants introduce themselves to each other and to build trust and group cohesion.

KEY EXPLANATION POINTS:

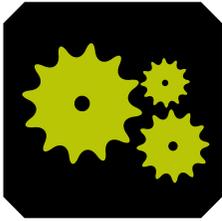
- Hand out blank paper in the shape of cards or blank index cards.
- Explain that, in almost every situation, we enter a space with one of our 'archetypes' by default – the persona that we use to be in that space and with others. This persona is like a shield – it protects us. It can be anything – the mother, the joker, the trickster, the leader, the maverick, the scholar, the bitch, the martyr...
- Ask participants to think about 'who I am in this space?'; 'which personality have I brought in?'
- Try to give it a name if you can. On one side, write down that name and, if inspired to do so, draw some simple representations of that archetype.
- When everyone is finished, ask them to lay out their cards and to describe who they chose and why.

FACILITATION NOTES:

- Explain that our 'archetypes' or 'public identities' are our shields – how we want others to see us – but that they also put distance between us. Sometimes, especially in a safe place, we need to lay down those shields and to be the person who is underneath. That makes us vulnerable, and it is scary, but it is one of the ways in which we establish safety and trust with each other – by taking that risk, and speaking from that place.

Alternative option:

- For a more detailed discussion – and one that mirrors the 'pros' and 'cons' of all our integrated security strategies – have participants turn the card over. On the reverse, at one end of the card, have them write down the positive aspects of their chosen archetype. Then turn it around and, at the other end, write down the negative aspects. Have them incorporate their observations into their description of the card that they chose.

EXERCISE:

Talking About our Passion: Why I Became an Activist

FORMAT:

GROUP
EXERCISE

TIME: 60 MINREQUIRED MATERIALS: NONESUMMARY:

This exercise is used to introduce participants to each other on a deeper level. It is useful for establishing group connections and commonalities, and to begin to explore issues of motivation, passion and the personal history behind the public work.

KEY EXPLANATION POINTS:

- Ask participants to take a few minutes to think about why they became an activist.
- Once they are ready, and have that story in their mind, tell them to forget it – that is not the one you want them to talk about.
- Ask them to tell the real reason they became an activist... the story underneath.

FACILITATION NOTES:

Explain that everyone has their ‘first’ story – the one we hold on the surface, the one that we are comfortable with. This is the intimate story we share on occasion, the one that becomes our history. But it is the other stories we want to unearth, the ones that reveal the deeper, truer reasons behind our activism – that help us to reconnect to ourselves, to the passion and those beginnings.

And when these deeper truths are shared in this space, we connect to each other on another level. We see that we have a lot more in common than we ever expected.

In addition, this helps us to form connections before ideological differences regarding our organisational or theoretical frameworks emerge – first we see each other as coming from similar places.

This exercise can then flow naturally into discussions about our identities: who we are as activists and what connects us.

Alternative Option:

This exercise can be used any time you want to encourage participants to leave their comfort zone and get to a deeper truth. You could, for example, ask for an example of a situation in which they were hurt or betrayed by another activist – then ask for a different story, in which they were the one to hurt or betray someone.

EXERCISE:

What do I Want from Myself? From the Group?

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

TIME: 15 MINREQUIRED MATERIALS: TWO BLANK CARDS PER PARTICIPANT IN TWO DIFFERENT COLOURS, TWO BOWLS OR CONTAINERSSUMMARY:

This is a quick exercise that helps to create a safe and trusting space by asking participants to identify both what they want the group to offer to them (for example, trust, respect, honesty, compassion) and what they want to be able to bring to the group. This is important for ensuring that participants are taking responsibility for being present and participative themselves, as well as taking responsibility for the group dynamic.

KEY EXPLANATION POINTS:

- Hand out two blank cards to each participant.
- Ask participants to write down quickly the answers to the following questions (in one or a few words):
 - a) *What do I want from myself today?*
 - b) *What do I want from the group today?*
- Make sure these are colour coded – that is, that everyone answers the questions using the same colour card.
- Tell participants the answers will be anonymous, and they need to go with their first instincts.
- Have participants fold their answers and place them in corresponding containers (put a coloured card with the question on top of the container as a guide).
- When completed, facilitators either can post them around the room (particularly answers to ‘what I want from the group’) and/or the facilitators or participants can read them out aloud.

FACILITATION NOTES:

This is a good exercise if you are finding that the group is struggling to bond or connect and you need to do more to bring members together, or to get issues into the open. This can be a standalone exercise, and can take place before the ‘unspoken fears’ exercise. Alternately, it could be used during the opening of day two.

EXERCISE:

When Was the Last Time I...?

FORMAT:

GROUP
EXERCISE

TIME: 30 MINREQUIRED MATERIALS: BLANK CARDS (PREPARED WITH QUESTIONS IN ADVANCE)SUMMARY:

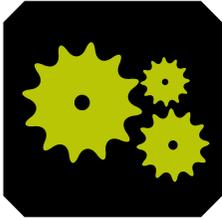
This is a moderately complex exercise that can be used to open up discussions of well-being strategies – it requires some preparation beforehand and a good sense of the participants' needs and experiences.

KEY EXPLANATION POINTS:

- Prior to the exercise, facilitators design a set of cards, one per participant, plus a few extras. Each card is blank on one side and has one question on the other side. The questions are designed with the participants in mind, and are intended to reveal and release stories that need to come out at this stage (that is, before we move deeper into strategy development).
- Examples of questions from past workshops include: 'When was the last time you: 'screamed out your anger?'; 'felt unconditional love?'; 'wept for your loss?'; 'had great, satisfying sex (with or without a partner)?'; 'forgave a betrayal?'; or 'laughed until you cried?'
- Hand out the cards with questions face down and tell participants not to turn them over.
- Explain that, while each card was written with a particular participant in mind, they are being distributed randomly so you do not know if you have received your own card or a card designed for someone else.
- Then, ask each person (one at a time) to turn over their card and answer the question.

FACILITATION NOTES:

- Facilitators should use this exercise if they think they could comfortably design questions that would work for the group. One way of doing this is to sit quietly, think about each participant individually, and ask yourself – what does this person need to feel or release?
- A nice part of never knowing if you got the card that was meant for you is that you have an even deeper investment in everyone else's answers – because every answer could have been meant for you.
- This is a very personal exercise and it connects people in the group very quickly. However, it could be off-putting for participants who are not ready to move this quickly.

EXERCISE:

Speaking the Unspoken

FORMAT:

GROUP
EXERCISE

TIME: 30 MINREQUIRED MATERIALS: ONE BLANK CARD PER PARTICIPANT, A METAL BOWL, MATCHES AND WATERSUMMARY:

This is a very powerful exercise that can shift a group and build a deep connection between participants. It is intended to help participants talk about the issues that they are holding back. While it was initially developed to talk about unspoken fears, it can be used for any issue that facilitators want to draw out from the group.

KEY EXPLANATION POINTS:

- Hand out one piece of paper (or small card) to each participant. Then ask them to write down their deepest, unspoken fear (using one word or a few words). Tell them not to hesitate, and emphasise that the answers will be anonymous. When finished, they should put the paper, folded, in a bowl in the middle of the circle.
- The facilitator mixes these up, and then asks everyone to select one piece of paper randomly from the bowl. Once all of the participants have one in their hands, tell everyone to take a deep breath. Each person then reads their paper aloud. After all have been read, they are returned to the bowl.
- Next, the facilitator offers one (or several) participants the opportunity to set the papers alight. Wait in silence while they burn. Then put out the fire with water and take the bowl out of the room.
- Follow this with a simple breathing exercise. This is important to ensure that the exercise closes properly.
- Afterwards, the facilitator offers a brief reflection, for example, in the case of an unspoken fear:

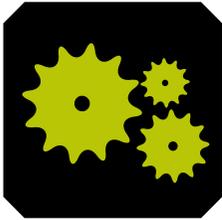
This is the strategy – how we deal with fear. We name it. We extricate it from our bodies, from our nightmares; we bring it into the light of day. We share it – with people we trust. We look at it, together, in a safe place.

And, just as we looked at threats, we look at where our fears come from, the ‘why’, the ‘who’ and the ‘what’.

This is a safe place, which we have created together – where we can hold each other’s fears, where we listen, with love and respect. We understand that our fears are common and shared. And that together, we release them.

FACILITATION NOTES:

- This is a very challenging exercise, but it is very powerful. If it is used, take care to make sure there is time after the reflection for reactions.
- Ensure that the exercise is used once there is enough trust within the group and that there is enough time afterwards to work with any emotions triggered – this means that, ideally, it occurs on the morning of Day Two – in the middle of the workshop.

EXERCISE:

I Have the Power

FORMAT:

GROUP
EXERCISE

TIME: 30 MINREQUIRED MATERIALS: NONESUMMARY:

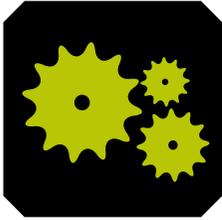
This is a seemingly simple, but very moving, exercise to support participants in recognising the power and strength they have within to keep themselves safe and well.

KEY EXPLANATION POINTS:

- Each participant sits in the middle of the room on a chair, with the facilitator behind him/her (the facilitator could put his/her hands on the participant's shoulders to offer support if that is culturally/contextually appropriate—remember that physical touch can be supportive or upsetting, so always ask permission to touch a participant).
- The participant is asked to tell the group the powers they have within themselves.
- When all participants have spoken, the facilitator explains that this exercise is: to remind you of how strong you are, and how much you have within you. So often we hear about power that is scary, destructive; this is about the power to keep ourselves strong and safe.

FACILITATION NOTES:

- Use this exercise at the end of the day, as a strong and positive closing exercise.
- While it is important not to limit the participants as they describe the power they have, as a guideline, facilitators could suggest they list 3–5 powers.



EXERCISE:

Lineage Line

FORMAT:

GROUP
EXERCISE

TIME: 20 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

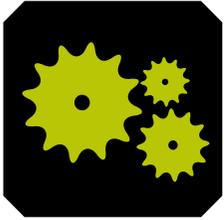
This is a strong exercise that is useful for closing a day and particularly helpful for groups dealing with grief or loss. In the exercise, participants are asked to acknowledge and connect to the people who have supported them in the past, support them now and will support them in the future.

KEY EXPLANATION POINTS:

- Ask all participants to stand up in a circle.
- Ask them to honour and recognise everyone who stands 'behind them' – those people who struggled before them in the past, who brought them to where they are: family, leaders, other activists, historical figures.
- Then everyone who stands with them, supporting and inspiring them today.
- Then everyone who will come next, following after us – those we support and cherish.
- A facilitator explains that this reminds everyone that they are never alone – these are the people who stand behind us and with us.

FACILITATION NOTES:

This exercise can be very emotional and inspiring, as it is an acknowledgement of all the people in our lives who have supported us, which includes those who are no longer physically with us. Facilitators need to frame this as honouring everyone who has touched our lives as activists, and to keep the overall mood positive and uplifting, without negating the emotions that arise from recognising our 'lineage'.

EXERCISE:

*Letting Go and Commitments*³⁸

FORMAT:

GROUP
EXERCISE

TIME: 20 MINREQUIRED MATERIALS: TWO CARDS OR PIECES OF PAPER PER PARTICIPANTSUMMARY:

This is a nice exercise to close a workshop, or a section of a workshop. In it, we ask participants to both 'let go' of difficult emotions and to 'commit to' positive actions.

KEY EXPLANATION POINTS:

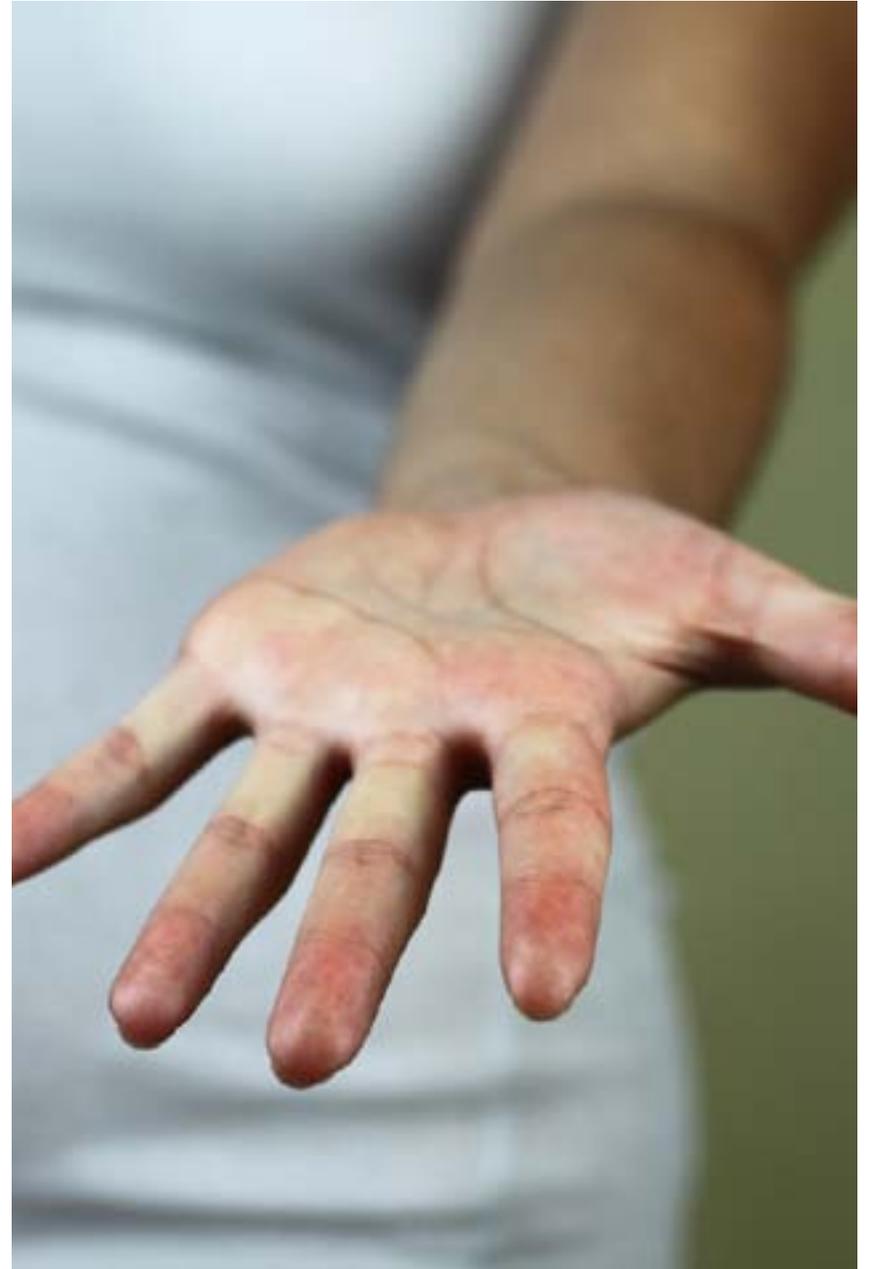
- Each person writes, on two slips of paper, one thing they are letting go of (for example, fear, anger, disappointment, mistrust, hopelessness) and one thing that they want to commit to (for example, loving myself more, trusting others, taking care of my safety).
- Each person puts them into two separate bowls.
- They can share what they have written if they so choose.
- Someone sets the 'letting go' papers alight and pours water on the 'commitment' papers.
- Participants put the ashes and the mulch (wet papers) in a hole in the ground and then plants a tree on top. Alternately, plant a flower in a large pot.

FACILITATION NOTES:

- This is a good exercise to consolidate the outcomes of the workshop, and can be a very gentle and positive closing exercise.
- It could also be followed by the 'goodbye cocktail party' exercise (see ice-breakers) or a celebration.

3.4

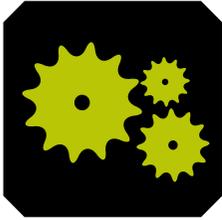
Ice-breakers



3.4 Ice-breakers



| Title | Selection considerations | When to use | Timing |
|------------------------|--|---|------------|
| Calling out names | A fun way to build connections, high energy, light and fun, can get a little loud! | Day One or early on Day Two | 15 minutes |
| Core movement | This is very nice way for the group to move and laugh together. It is high energy but also offers grounding and is a good release of tension. Consider physical differences and the preferences of participants and cultural adaptations | Anytime | 20 minutes |
| Trust and boundaries | Good to address group dynamics and build connections | Anytime | 30 minutes |
| Miming | Quick and easy, this is a good way to gauge the mood of participants; a nice way to lighten or shift heavier energy. | Anytime but good at the end of a day or a difficult session | 15 minutes |
| Circle massage | Good for tension release, consider participants' physical preferences | Anytime | 15 minutes |
| Human knot | Good for building the group, as a fun and energetic ice-breaker | Mid-workshop (not appropriate for closing) | 20 minutes |
| Reciprocity web | A simple and useful way to close by connecting participants beyond the workshop | Closing | 30 minutes |
| Goodbye cocktail party | A fun way to close and express appreciation for each other | Closing | 30 minutes |

EXERCISE:

Calling Out Names

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 15 MINREQUIRED MATERIALS: NONESUMMARY:

This is a fun, upbeat icebreaker to shift group energy and build connections that involves shouting out the name of the person next to you in a circle.

KEY EXPLANATION POINTS:

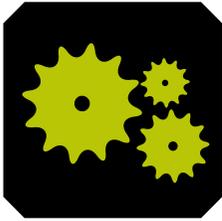
- Ask participants to stand in a circle, look to their left, and ask that person their name.
- Explain that the name of the person on your left is the name you will use in the exercise.
- Next, ask everyone to gently bend over and clap quietly, repeating that one person's name to the left.
- Slowly, ask everyone to lift their bodies up, and to make their clapping and voice louder and louder until they are shouting out the person's name next to them.

FACILITATION NOTES:

- Facilitators should take the group through the exercise once, so that everyone understands, then repeat it once, or as many times as the group wishes.

Alternative option:

- Facilitators could have one participant stand in the middle in turn, and have the group call out their name as described above. This would take longer than 15 minutes.
- Participants could call out the name of the person to their left in the first round, then switch to the person to their right in the second round.



EXERCISE:

Core Movement³⁹

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 20 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This is a fun and energetic exercise, which is simply semi-structured, culturally and physically appropriate movement to get participants moving their 'core', or the center of their bodies. It can be adapted to any group, with care for cultural sensitivity and awareness of participants' mobility.

KEY EXPLANATION POINTS:

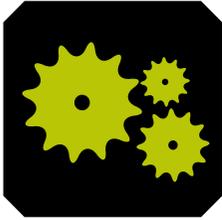
- Ask each participant to demonstrate a favourite dance move or any movement or stretch.
- One option is describing a South African tradition where older women teach young women about sexuality, using the term 'fuduwa', which means to mix. Adolescent girls are taught how to move their hips. Get everyone to move their hips in a mixing motion and shout 'fuduwa'!
- This is a fun way to get participants laughing and moving around, and reminds us of the importance of fun and pleasure. This could be adapted or completely replaced by dance movement from different regions (that is, you could incorporate Nepali arm movements, Arabic belly dance movements, Latin American flamenco or salsa).

FACILITATION NOTES:

- Use this when participants need an upbeat and somewhat physical energiser.
- Almost every culture enjoys some form of traditional movement (dance, martial arts, stretching) that releases the stress and tension that gathers in the 'core' of our bodies (the abdomen and pelvic area).
- Depending on the cultural context, gender mixture and the physical preferences of the participants, select an appropriate method to get the group moving their core area for five to ten minutes.

Alternative option:

- For a more reserved group, do a series of simple rotation and stretching exercises, begin by gently rotating the head, then the neck, shoulders, hips, knees and ankles. Draw on martial arts techniques here (tai chi, qi gong, taekwondo or aikido), or on gentle movement from pilates or yoga. This should be done gently and with care.

EXERCISE:

*Trust and Boundaries*⁴⁰

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 30 MINREQUIRED MATERIALS: NONESUMMARY:

This is a strong exercise to support participants in expressing their boundaries and equally, to feel trust in others.

KEY EXPLANATION POINTS:

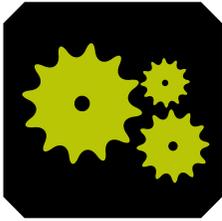
- Ask two people – preferably who do not know each other – to pair off.
- They should stand 10–15 feet apart, facing each other.
- Explain that one person is going to walk, one will stand still, and that the person who is standing is learning what feels okay to them in terms of physical space.
- Explain to the standing person that they can use three motions that are signals: first, both hands at your sides and up (stop!) – means the walker has to stop, even if they have not started walking; second, arms halfway down, palms out – they can come very slowly; and third, palms open, arms down – you can come towards me.
- Both partners have to maintain eye contact the whole time.
- Ask the other person to walk towards their partner very slowly.
- Ask the standing person to feel in their bodies the person coming towards them, and to use the signals that feel right to either stop them or to encourage them to come closer
- Some people may never be able to put their arms down – that is fine, the walker needs to know that. The

pair can repeat the exercise a few times to gauge this within themselves. They do not have to use all of those movements; they can mix them up.

- The partners then switch roles.
- Once the group has observed the exercise, ask everyone to pair up and to practice the exercise with their partners, making sure that everyone has a chance to play both roles.

FACILITATION NOTES:

- After the exercise, facilitators can give participants an opportunity to reflect on how it felt for them, in both roles. It should have given participants an opportunity to feel and clearly communicate their own boundaries, and to also understand their own power to protect themselves, to receive support and experience trust.

EXERCISE:

Miming

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 15 MINREQUIRED MATERIALS: NONESUMMARY:

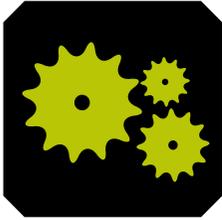
This is a simple exercise that can be used at any point in the day to help participants to express their feelings without words. It is fun and easy, but also reveals a lot about the mood of the group.

KEY EXPLANATION POINTS:

- Ask each participant to go into the middle of the circle and 'mime' how they feel (that is, show without words, just movement).
- This can also be helpful feedback for the evaluation process.

FACILITATION NOTES:

Participants may initially feel shy to express themselves, but as they warm up, they will tend to be very creative, moving and funny.

EXERCISE:

Circle Massage⁴¹

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 15 MINREQUIRED MATERIALS: NONESUMMARY:

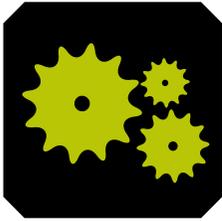
Circle massage is an energising and fun exercise that is good at a point of low energy or after an emotional session. This is a simple massage process, done in a circle with everyone working on the shoulders of the person in front of them. It is good for group trust building.

KEY EXPLANATION POINTS:

- Invite participants to stand up and turn to the right. Move closer into the circle so that each person can comfortably reach the back of the person next to them.
- Ask participants to give the person in front of them a massage. They must first ask the permission of the person to do this, and also ask them to tell them if it is too strong or too light.
- Tell them to keep it simple, but if they need instructions, facilitators can suggest that they can work on the trapezius muscles and the back; then a head rub; and finish with brisk back circles (clockwise for energy, counter-clockwise to relax) down the spine.
- After a few minutes, ask everyone to turn to the left, and to do the massage for the person who is now in front of them (this will be the person who had given them the first massage).

FACILITATION NOTES:

- A massage circle can be lots of fun. It is very helpful if the group is tired and needs to be energised. Within this playful context, most people do not have the fears they might have with a one-on-one massage. This is also a good dynamic for some participants who might be embarrassed to touch each other during a seated massage.
- In using different kinds of massage, it is important for group leaders to be aware of reactions. Always work slowly and respectfully with the person's permission. Some individuals might choose just to observe the group doing massage, because they fear being touched or their own emotional reaction. Participants should feel completely free to make choices that are healthy for them and should in no way feel pressured to participate in any activity.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

*Human Knot*⁴²

TIME: 20 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

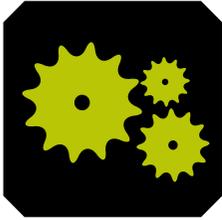
This is an energetic, and slightly complex exercise that builds trust and cohesion in the group by asking participants to form a 'human knot' by joining hands as a group, and then untangle the knot without unclasping hands.

KEY EXPLANATION POINTS:

- Ask participants to form a circle, shoulder-to-shoulder. Encouraging/urging participants to stand closer can be a subtle way of helping to prepare them for what is about to happen.
- Ask participants each to place a hand in the middle of the circle and to grasp another hand.
- To learn names and spark some fun, ask participants to introduce themselves to the person with whom they are holding hands.
- Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
- Don't let participants let go of hands – if they do, some will be tempted to think the activity might be over, but it is only just beginning.
- Explain to participants that what you would like them to do is to untangle themselves, without letting go of hands, and form a circle.
- There will be a mixture of reactions, often including nervous laughter, amusement, excitement, trepidation, strong suspicion that it cannot be done; others may view the task as a somewhat sadistic or inappropriate joke. Some group members will have conducted the task

before, but this does not really matter – each time it is unique.

- Participants may change their grip to increase their comfort, but they are not to unclasp and re-clasp in a way that would undo the knot.
- Stand back and see what happens.
- Be prepared to see little progress for quite some time (up to 10 minutes). However, once the initial unfolding happens, the pace towards the final solution usually seems to quicken.
- As each occasion is unique, there are also odd times when a very fast solution emerges – too easily. In such cases, ask a group to try the task again – it is typically a bit harder the second time around. Occasionally, the task seems too hard and participants seem to make almost no progress. Let them struggle for about 10 minutes, then offer the group one unclasp and re-clasp – they need to discuss and decide what would be most useful.
- Most of the time a full circle takes shape, but occasionally two or even three interlocking circles emerge. So, the task really is to sort the knot into its simplest structure.



EXERCISE:

PAGE 2/2

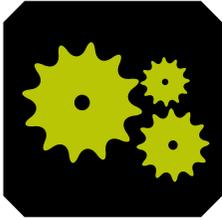
FORMAT:

GROUP
EXERCISE,
ICEBREAKER

Human Knot

FACILITATION NOTES:

- Be aware that the activity involves close physical proximity and touching potentially in sensitive places!
- The ideal group size is about 10, but it can be done with anywhere from seven to 16 people. Much higher or lower and the task does not really work. The more members of a group, the more difficult the task, partly because of the complexity, and partly because there is physically less room to move.
- If there are two or more groups doing the task simultaneously, have the groups reasonably spaced out, so they do not feel distracted by a sense of competition.
- Stay at a moderate distance, allowing the members of the group to engage in the activity without feeling that they are being too closely observed; but maintain good hearing contact and be ready to step in to answer questions or change the direction of the activity quickly when appropriate.
- Slowly wander around the circle, moving in and out as appropriate – for instance, if you want people to use names in every communication, this needs to be reinforced in a friendly, but firm, way, several times.
- It is relatively easy to notice who is talking, who is not, who seems comfortable, who does not. Also note that sometimes, the natural leaders are not in a good position to lead – do they try to dominate inappropriately or do they sit back appropriately and just do what they can?
- Often this activity speaks for itself as an ice-breaker. However, because it can be quite challenging, and because people often will have been pulled in all sorts of directions (literally), be prepared to have at least a short debrief, asking, for example: ‘how well did you think the group worked together?’; ‘what could have been done differently?’; or ‘what do you think you have learned from this activity that can be applied in future activities?’

EXERCISE:

*Reciprocity Web*⁴³

FORMAT:

GROUP
EXERCISE

TIME: 30 MINREQUIRED MATERIALS: ONE BLANK INDEX CARD PER PARTICIPANT, COLOURED BALL OF YARNSUMMARY:

This is a good closing exercise that asks participants to write down a commitment to improve their integrated security for which they need support. Through the exercise, they are paired with another participant who will follow up with them to offer encouragement and support.

KEY EXPLANATION POINTS:

- Have everyone write down one task on an index card related to their integrated security that they will commit to, and that they would like support for. They should put their name on one side of the card and the task on the other. All cards should then be folded with just the name showing and put in the centre of the room.
- Participants are then asked to select randomly one card from the pile and just look at the name on the card without opening it. If anyone has accidentally selected his/her own card, they can exchange it with the person to their left until everyone has someone else's card.
- The group stands in a circle and one person is given a ball of coloured yarn. They should take one end of the ball, call out the name of the person's card they are holding, and throw the ball to them. This should continue until all names have been called.
- As the group stands with a web in front of them, the facilitator should explain that the person who has your card should contact you in the next week just to check in and ask how they can support you with your task.

FACILITATION NOTES:

This exercise helps to 'cement' a sense of commitment to taking the workshop process forward for individuals and to continue to build connections between participants.

Alternative option:

If you can't find a ball of yarn for the exercise, try to be creative and use something playful, like stress balls or balloons. This keeps the exercise light, fun and positive.

EXERCISE:

*Goodbye Cocktail Party*⁴⁴

FORMAT:

GROUP
EXERCISE,
ICEBREAKER

TIME: 30 MINREQUIRED MATERIALS: GLASSES OF WATER (ONE PER PARTICIPANT), *OPTIONAL – LOW KEY MUSIC*SUMMARY:

This is a light and fun closing exercise that give participants an opportunity to express their appreciation for each member of the workshop group.

KEY EXPLANATION POINTS:

- Give everyone a glass of water and have them circulate among each other and tell each person in the group what they appreciate about them.
- Every participant should have a chance to speak to every other participant.

FACILITATION NOTES:

This is a simple but very warm way of giving each participant an opportunity to thank the others for the gift of their presence and for their support.

3.5

Additional Sessions



3.5 Additional Sessions



The following optional sessions can be used, in whole or in part, to explore specific themes more deeply within the workshop. Facilitators are encouraged to design additional sessions that are particular to their groups. Examples include:

Power

Family

Our Bodies

Additional session: *Power*

TIME: 120 MIN

REQUIRED MATERIALS: HANDOUT ON POWER, POWER EXERCISE

ACTIVITIES:

- *Power session handout and discussion*
- *Exercise on power relationships*

SESSION OBJECTIVES:

- to support participants to explore a challenging, and often taboo, issue within the activist world – how we think about power and how power dynamics affect our lives, including our safety and well-being.

KEY EXPLANATION POINTS:

- The power session can be used with participants who are struggling with internal challenges within their own organisations and within their movements. It can also be used with participants who feel particularly ‘powerless’ – for example, working under extremely repressive regimes.
- The session must be employed with care and sensitivity, as these exercises will (and should) bring up very challenging and real issues among participants – and it will challenge the group as a whole. Utilised well, it can help to strengthen organisations and movements and aid them in recognising that true solidarity and integrated security require an honest assessment of power dynamics, and often, a shift in the way we hold power.
- It is best used on Day Two in the morning or possibly in the afternoon.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

Power Session

TIME: 60 MIN

REQUIRED MATERIALS: HANDOUT ON POWER, IN APPROPRIATE LANGUAGE

SUMMARY:

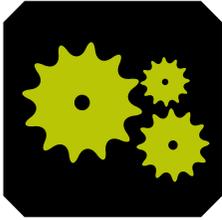
This is an exercise that gives participants an opportunity to explore the concept of power in a group, using the handout as a discussion piece.

KEY EXPLANATION POINTS:

- Divide participants into groups of 4 or 5 people.
- Ask them to read through the handout, and discuss for 30 minutes.
- The small groups should return to the larger group and share their observations on the exercise and conclusions from their group for 30 minutes.

FACILITATION NOTES:

- The discussion portion in small groups is deliberately unstructured, as the handout is enough to provoke a lively conversation without guiding questions.
- However, if groups require some additional guidance, you can ask them to consider: 'do they agree or disagree with the points presented in the handout?', 'can they share stories in their lives of challenges they've experienced different forms of power?', 'do they think that power dynamics affect solidarity in their movement?'



HANDOUT

PAGE 2/2

FORMAT:

GROUP
EXERCISE

Power Session

'For feminists, the issue of power is mostly perceived in a negative way. It's a taboo word. It is acceptable to speak of resisting power, renouncing power – but not of having power, or using it correctly, or sharing it.'

Alejandra Sardá-Chandiramani
Senior Programme Officer,
Women's Funds, Mama Cash

Power is central to our activism. Our work is grounded in resisting and challenging the abuse of power, in all its manifestations – discrimination, violence, homophobia, poverty, patriarchy, machismo, capitalism, racism . . . the list is endless.

That is one aspect of power – what some people would call 'power-over'.

Essentially, this is using power to get someone else to do what you want them to do. This is power as domination: it is about unjust or oppressive power relations, controlling or coercing others to submit to your will. Many feminists would argue that this form of power is grounded in an aggressive worldview that sees life as a win-lose situation – where you are either on top and powerful (wielding 'power over') or oppressed ('power under').

Sometimes, we talk also about shared power – 'power with' – which is about reciprocal, balanced,

equal relationships. Really, that is our goal as activists – creating a world where we celebrate our common bonds and our differences – and where we truly, honestly share. Where we recognise and equally value what we bring to each other, without judgement.

That is the gold standard – the aspiration.

But the reality is that we are all human beings – and we all struggle with our relationship with power. How we feel about our *own* power. How we use power in relation to the people and the communities we say we represent. Or the people who support us in our activism – who may help us to care for our offices, our children, our homes.

And understanding how we use power with each other, among activists. Sometimes, to support, encourage and heal. Sometimes to remain silent, ignore or exclude. Sometimes to wound, betray and isolate.

How power dynamics flow through all of the layers we believe define us – the colour of our skin, the years in our bodies, who we love, how we move in this world, how we make a living – and stand as silent barriers between us as individual activists, between our organisations, in our movements.

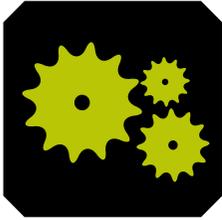
All of these aspects of power are painful and complicated. They are grounded in messages we

absorbed into our bodies from day one, how we have been treated, how we learned to treat others, who and what we learned to fear and to value. The ways we have swallowed – and sometimes spit out – oppression, discrimination and violence.

Power is. We all have it. We all use it. All the time. Used with deliberate intent to harm or carelessly, it is a destructive force. Employed consciously with honesty, compassion and passion, it is a tremendous, transformative resource.

So, here is the big question: how do we get to a place where we, as activists, see ourselves as powerful in a good way? Where we share and celebrate that power with each other, with the people who support us, with the people we support?

We start by asking ourselves the hard questions about power in our relationships – with ourselves, and with each other.



WRITTEN EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
EXERCISE
AND GROUP
DISCUSSION

Power Relationships

TIME: 60 MIN

REQUIRED MATERIALS: WRITTEN EXERCISE ON POWER RELATIONSHIPS, IN APPROPRIATE LANGUAGE

SUMMARY:

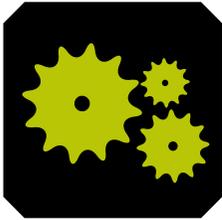
This is an exercise that supports participants to explore different forms of power relationships they experience in their life, and how they, as activists, use power.

KEY EXPLANATION POINTS:

- Ask participants to fill out the written exercise individually for 20 minutes.
- Once participants have completed the exercise, have them move into pairs or triads to discuss for 20 minutes.
- Finally, all participants can return to the group to discuss their reactions and reflections from the exercise for 20 minutes.

FACILITATION NOTES:

- This exercise should be used as a follow-on from the 'power handout exercise', which provides a framework for thinking about different forms of power.
- Keep in mind that it is always challenging to talk about power with activists, particularly the power that we have to affect others and our own life.
- The exercise also tries to help participants think about how power is consciously or unconsciously used.



WRITTEN EXERCISE:

PAGE 2/2

FORMAT:

INDIVIDUAL
EXERCISE
AND GROUP
DISCUSSION

Power Relationships

1. People who support me

- a) Who has the power to support me in my activist life? (List three key people in the first column, 'People in my life').
- b) For each person, describe two instances where each individual used their power in ways that affected you, one instance in column 'Positive use' and one instance in column 'Negative use':

2. People I support

- a) Who do I have the power to support in my activist life? (List three key people in the first column).
- b) Describe three instances where you used your power in different ways that affected them:

| <i>People in my life</i> | <i>Positive use of power (shared power, support)</i> | <i>Negative use of power (power over)</i> |
|--------------------------|--|---|
| | | |
| | | |
| | | |

- c) What do you think was the intent behind these actions (that is, were they deliberate and thought through or were they unconscious/accidental)?
- d) How did I react to these various instances and why (that is, how did I acknowledge them, speak about them, challenge them, stay silent about them)?

- c) What do you think was the intent behind your actions (that is, were they deliberate and thought through or were they unconscious/accidental)?
- d) How did these people react to my use of power in these instances and why (that is, how did they acknowledge them, speak about them, challenge them, stay silent about them)?

Additional session: *Family*

TIME: 180 MIN

REQUIRED MATERIALS: FAMILY SESSION HANDOUT, EXERCISE: FAMILY CHALLENGES AND STRATEGIES, EXERCISE ON VIOLENCE IN COUPLES

ACTIVITIES:

- *Family session handout*
- *Exercise: family challenges and strategies*
- *Exercise on violence in couples*

SESSION OBJECTIVES:

- to allow participants to explore challenges they face in protecting their families, and to develop strategies for addressing these challenges
- to support participants to explore challenges they face in protecting themselves from their families, and to develop strategies for addressing these challenges

KEY EXPLANATION POINTS:

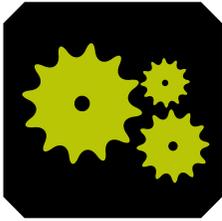
- The family session can be used with participants to explore challenges that human rights defenders often consider as 'private', specifically threats to their family – and threats by members of their family.
- While both types of challenges frequently are difficult to discuss, violence against women human rights defenders and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) defenders within their

family (such as partners, in-laws, siblings and parents) is particularly sensitive and should be facilitated with care.

- This module is best used on Day Two in the morning.

FACILITATION NOTES:

The first two exercises in the session are excellent for all participants. The third exercise, on violence in couples, should be used for groups that require a process to go deeper in exploring and identifying violence within their relationships.



EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
EXERCISE,
GROUP
DISCUSSION

Family Session

TIME: 60 MIN

REQUIRED MATERIALS: FAMILY SESSION HANDOUT, IN APPROPRIATE LANGUAGE

SUMMARY:

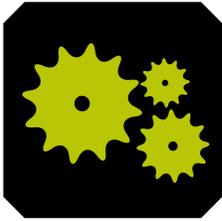
This is an exercise that introduces participants to the concept of 'family' as an integral element of their security and helps them to strategise ways to protect family members, to receive support from family members and to protect themselves when it is family members who threaten them.

KEY EXPLANATION POINTS:

- Ask participants to fill out the written exercise individually for 20 minutes, answering the three questions at the end of the handout:
- How can we *help our families* to stay safe, sane and well?
- How can *our families help us* to stay safe and well?
- When family members (including our colleagues and friends) threaten our well-being and safety, how can we *protect ourselves from them*?
- Once participants have completed the exercise, have them move into pairs or triads to discuss for 20 minutes.
- Finally, all participants can return to the group to discuss their reactions and reflections from the exercise for 20 minutes.

FACILITATION NOTES:

- As with all exercises in the family module, facilitators must be particularly sensitive to participants' reactions to exploring these issues – this will likely be the first time they have had an opportunity to discuss such 'private' issues in 'public.'
- As individuals and pairs/triads are working, make sure to circulate and actively support the discussions. In some cases, the pairs and triads should be deliberately chosen to ensure maximum support to participants who may struggle with these issues.



HANDOUT

PAGE 2/2

FORMAT:
INDIVIDUAL
EXERCISE,
GROUP
DISCUSSION

Family Session

For women activists, our families mean everything. And when we say family, we mean it in the broadest and best sense. The family we are born into – our parents, siblings, cousins. The family we create – our partners, children, in-laws. And the family that we choose – each other. Our colleagues, our friends – our sisters and brothers in the activist world.

Of course, our family relationships are complicated.

But we need them. We push them away, but we let them in again.

Sometimes we deny them. Sometimes they deny us. For who we are – going against the grain, speaking out at the risk of . . . well, everything. For who we choose to love. How we opt to live.

That denial also can take the form of extraordinary

threats or attacks. Ones that are particularly painful and effective, because they come from the people who are – or once were – closest to our hearts.

Sometimes those threats by family members are subtle – cutting comments, pressure to prioritise domestic responsibilities over work, or just silence and a cold shoulder when you most need reassurance. Other times they are extreme, ranging from complete denial and excommunication to beatings, rape and murder.

Some family members are our rock. They are loving, proud, and often long-suffering. They are a source of strength and solace. They offer unconditional support – in times of crisis, and every day. For many women activists, our family provides an intimate, and priceless, safety network – one that offers compassion, strength and very practical forms of protection.

Many families fall somewhere in between, driving us crazy and then reminding us in an instant of that precious, tenuous connection of the heart. The one that we cannot do without.

And because our families are so precious to us, they are also our Achilles' heel. So often, worries about our family keep us up at night. About how to support our parents as they age. How to give our children enough time and love, food and shelter. How to explain to our

partners that we really do love them but that we just do not have enough time for them right now.

Then there are the worries about how to keep our families safe. Our opponents know that our families are so important, and so vulnerable, and so often they try to get to us through our children, sisters, partners or parents. And for many activists, they are right – a threat against, or an attack on, a family member often is the final straw.

Even if you do not prioritise your own safety, an attack on a loved one frequently is sufficient to shock you into action to protect them.

So, as activists, when we think about our strategies towards our families, we need to ask the following big questions:

- How can we *help them* to stay safe, sane and well?
- How can they *help us* to stay safe and well?
- When family members (including our colleagues and friends) threaten our well-being and safety, how can we *protect ourselves from them*?



WRITTEN EXERCISE:

PAGE 1/3

FORMAT:

INDIVIDUAL
EXERCISE,
GROUP
DISCUSSION

Family Challenges and Strategies

TIME: 60 MIN

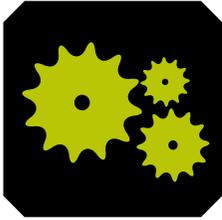
REQUIRED MATERIALS: FAMILY HANDOUT EXERCISE, FAMILY CHALLENGES AND STRATEGIES EXERCISE

SUMMARY:

This exercise evaluates the participants' larger 'family network' to assess risks, threats, support systems and protection strategies in a family context. It is a follow-on from the 'family handout' exercise.

KEY EXPLANATION POINTS:

- Ask participants to read through the family handout (see above) before engaging in this exercise to explore their relationships with their family members, the challenges and risks to their family as a result of participants' activism, and the challenges and risks participants face from their family members. Then they can develop strategies to strengthen protection mechanisms for their family members and for themselves.
- Participants can work individually on this exercise for 20 minutes, and then work in pairs or triads to develop strategies further for 20 minutes.
- In a follow-on plenary session (20 minutes), it is not necessary to present details of the exercise. Instead, participants can reflect on how they felt about the exercise, what may have surprised them, and some of the strategies that emerged.



WRITTEN EXERCISE:

PAGE 2/3

FORMAT:

INDIVIDUAL EXERCISE, GROUP DISCUSSION

Family Challenges and Strategies

a) Immediate family: parents, siblings

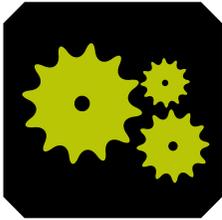
| Who | How are they involved in your activism? | In what ways do they challenge your well-being and safety? | In what ways do they strengthen your well-being and safety? |
|-----------------------------------|---|--|---|
| Grandparents | | | |
| Parents | | | |
| Siblings | | | |
| Extended family (cousins, others) | | | |
| Other: | | | |

- What strategies do you use to keep them safe?
- What strategies do you use to address the challenges they pose to you?

b) Created families: partners and children

| Who | How are they involved in your activism? | In what ways do they challenge your well-being and safety? | In what ways do they strengthen your well-being and safety? |
|------------|---|--|---|
| Partner(s) | | | |
| Children | | | |
| In-laws | | | |
| Other: | | | |

- What strategies do you use to keep them safe?
- What strategies do you use to address the challenges they pose to you?



WRITTEN EXERCISE:

PAGE 3/3

FORMAT:

INDIVIDUAL EXERCISE, GROUP DISCUSSION

Family Challenges and Strategies

c) Chosen families: friends and colleagues

| Who | How are they involved in your activism? | In what ways do they challenge your well-being and safety? | In what ways do they strengthen your well-being and safety? |
|------------------------------------|---|--|---|
| Friends (not directly activists) | | | |
| Friends and co-workers (activists) | | | |
| Other: | | | |

- What strategies do you use to keep them safe?
- What strategies do you use to address the challenges they pose to you?



WRITTEN EXERCISE:

*Violence in Couples*⁴⁵

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

TIME: 60 MIN

REQUIRED MATERIALS: VIOLENCE IN COUPLES: WRITTEN EXERCISE IN APPROPRIATE LANGUAGE

SUMMARY:

This exercise explores violence against human rights defenders who are in intimate relationships. This relates primarily, although not exclusively, to partnerships, but it can be applied as well to intimate relationships with a parent, in-law or close friends.

KEY EXPLANATION POINTS:

- Ask participants to work individually on the written exercise for 20 minutes.
- After the individual work, facilitators ask participants to work in pairs, and simply listen to each other as they reflect on whatever aspect of the exercise they wish. When someone is listening to their partner, they should not offer advice or opinions – the listener’s role is to listen, and as required, gently reflect and offer support. This process allows participants some time to assess the exercise safely and also to practise deep listening.
- A follow-on plenary should simply ask participants to reflect on the experience of having the undivided attention and support of another participant, and remind us that this is a protection strategy.

FACILITATION NOTES:

- This exercise is primarily, although not exclusively, of value to those participants in relationship(s). Think carefully before doing this exercise, because at times activists’ relationships and partnerships are fluid, so some participants may be able to speak about a current relationship whereas others may not, and because this exercise could unveil some hard realities.
- Note that, in some cases, even if you are not in a relationship(s), there may be someone (such as an in-law, child or parent) who relates to you in a similar way as a partner.
- Facilitators should recognise that many of the questions in this exercise are tough ones, and that they may make some participants feel sad, angry or anxious. Tell participants to take their time, and only answer the questions they feel that they can. Also encourage them to take time to speak to someone they trust afterwards, if they would like to talk.



WRITTEN EXERCISE:

PAGE 1/5

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Violence in Couples

OVERVIEW

Violence in couples is a problem shared by non-activist women, but among activists it assumes different shades. This type of violence may be justified or tolerated for very different reasons, such as economic, emotional and affective dependence, low self-esteem and a feeling of inadequacy, and, in some cases, religious principles that urge one to maintain a relationship at all costs, or for fear of being discredited or socially rejected in the event of separation.

When children are involved, they can become the 'primary reason' for remaining in a destructive relationship.

Likewise, in the case of yet others, the social obligation to settle down and be in a relationship, or being unable to imagine yourself alone or the fear of solitude, are two other reasons for remaining in a violent or destructive relationship.

For activists, other aspects are sometimes involved, including: guilt due to not being able to fulfil 'correctly' one's role as a spouse or mother according to expectations; and the difficulty of mixing personal spaces and spaces for participation. To some extent, furthermore, ending a relationship also involves giving up the space for political participation and the ties on which it has been built, besides the fear of being criticised or judged by common friends.

QUESTIONS

For the first section (a), take your time to read through and answer each question, using a rating of 0-4, where:

0 = never

1 = very occasionally

2 = sometimes

3 = frequently

and 4 = always.

In section (b) write down your thoughts on the open questions.



WRITTEN EXERCISE:

PAGE 2/5

FORMAT:

INDIVIDUAL
AND GROUP
EXERCISE

Violence in Couples

a) Types of violence in your relationships

Try to note below whether any aspect of the following forms of violence is exercised by your partner or by yourself:

| Type of violence | Frequency in your relationship with your partner? (0 = never to 4 = always) |
|--|---|
| <i>Isolation and intrusion:</i> | |
| Hides your things, listens to your conversations, reads your correspondence, e-mails or personal documents | |
| Controls your activities, who you see, who you speak to and where you go | |
| Prevents you from seeing or visiting your friends and family members, or them from visiting you | |
| Interferes in your friendships, calls your friends behind your back, asks them questions about you | |
| Other: | |
| <i>Emotional abuse:</i> | |
| Makes you feel clumsy, stupid or crazy | |
| Blames you for everything | |
| Ridicules, makes jokes about you or your family in front of your family members, friends or strangers | |
| Uses your personal information to manipulate or humiliate you | |
| Does not respect your decisions, does not take your needs into account and pressurises or manipulates you so that you do what they want you to | |
| Blackmails or threatens you | |
| Does not address you, ridicules you or speaks to you in an aggressive manner | |
| Other: | |
| <i>Economic abuse:</i> | |
| Does not let you work outside the home, puts pressure on you or creates obstacles so you are not able to. | |
| Makes you ask him/her for money, or in the event you have shared expenses, denies you money for these common expenses | |



WRITTEN EXERCISE:

PAGE 3/5

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Violence in Couples

| Type of violence | Frequency in your relationship with your partner? (0 = never to 4 = always) |
|--|---|
| <i>Economic abuse:</i> | |
| Questions how you use your money, unilaterally establishes the priorities for spending | |
| Checks your account(s) or 'manages' your money | |
| Other: | |
| <i>Sexual abuse:</i> | |
| Physically or emotionally obliges you to engage in sexual practices against your will | |
| Does not take your wishes or needs into account even when you express them | |
| Hurts you physically (without your consent) or emotionally during sexual intercourse | |
| Ignores you sexually, tells you that you are no longer desirable, that you do not excite him/her or and that he/she has sexual relations with you as a 'favour to you' | |
| Other: | |
| <i>Physical violence:</i> | |
| Pushes you, pulls your hair, pinches you or slaps you 'in jest' or 'by accident' | |
| Slaps you in the face, twists your arm, kicks you 'to get a reaction, make you listen or see reason' | |
| Throws things at you to hurt you | |
| Causes you injury using weapons (knives, firearms or any other), either intentionally or 'by accident' | |
| Openly hits you. | |
| Other: | |
| <i>Intimidation and threats:</i> | |
| Terrorises you with looks, gestures, acts or by shouting | |
| Breaks things and destroys or hides your things | |
| Prevents you from entering or leaving the house | |
| Threatens to hurt you, hurt others or to commit suicide | |



WRITTEN EXERCISE:

PAGE 4/5

FORMAT:
INDIVIDUAL
AND GROUP
EXERCISE

Violence in Couples

| Type of violence | Frequency in your relationship with your partner? (0 = never to 4 = always) |
|---|---|
| <i>Intimidation and threats:</i> | |
| Other: | |
| <i>Domestic servitude:</i> | |
| Holds you solely responsible for managing the house and keeping it clean (paying bills, managing services, cleaning, maintenance), or for some reason, when distributing 'shared' activities it is always your turn | |
| Does not participate in domestic chores (or in looking after the children if there are any) or only 'helps' you and makes you feel that he/she is 'doing you a favour' or that 'you should be grateful' | |
| Demands that you serve him/her or blackmails you into doing so | |
| Other: | |

b) Think about ...

The reason or reasons that are making you remain in a relationship that is governed by these characteristics?

How you contribute to your relationship continuing as is, with no changes to the way it functions and with no renegotiation of agreements?

Additional session:

Our Bodies

TIME: 120 MIN FOR 2 OF 3 EXERCISES, *see facilitation notes*

REQUIRED MATERIALS: EXERCISE: TAKING TIME FOR PLEASURE, IN APPROPRIATE LANGUAGE, EXERCISE ON THE RIGHT TO REST, IN APPROPRIATE LANGUAGE

ACTIVITIES:

- *Our bodies exercise.*
- *Exercise: taking time for pleasure.*
- *Exercise on the right to rest.*

SESSION OBJECTIVES:

- to encourage participants to explore and strategise around three specific well-being issues: our physical body and health, our experience of pleasure and physical and psychological rest

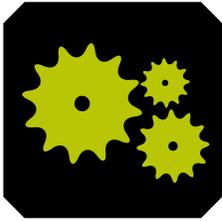
KEY EXPLANATION POINTS:

- This session is useful for exploring further well-being issues. It can serve as a supplement to the integrated wellness session. Each of the three exercises included in this session can also be 'stand-alone' exercises to inspire deeper discussion of specific aspects of participants well-being.
- The session is composed of three exercises that explore our relationship to: our physical body and health ('our bodies' exercise); our experience of pleasure ('taking time for pleasure' exercise); and physical and psychological rest ('right to rest' exercise).

- This session is best used on Day Two and early on Day Three.

FACILITATION NOTES:

- The session should commence with the first exercise, 'Our bodies exercise' and be followed with either one of the following exercises exploring pleasure and rest, depending on the group's priorities.
- If the facilitator wishes to use both exercises, one of the exercises should be used at a different point in the day or on a different day.



EXERCISE:

PAGE 1/2

FORMAT:

GROUP
EXERCISE

*Our Bodies*⁴⁶

TIME: 60 MIN

REQUIRED MATERIALS: NONE

SUMMARY:

This is a gentle and powerful exercise to help participants connect to their bodies and feel physical or emotional pain that has been suppressed.

KEY EXPLANATION POINTS:

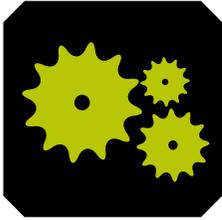
- Location is best in a very comfortable and secluded area, if weather permits, it is good to do this outside.
- Explain to participants that we will try to get in touch with our bodies by doing the following exercise.
- First, participants should lie down on a flat, comfortable surface – or sit comfortably and relax. The temperature should be comfortable.
- Ask participants to close their eyes and breathe deeply.
- Concentrate on the sound of your breathing; think of the air entering and leaving your body and of your muscles expanding and contracting.
- Now focus on your muscles and identify the ones that are tense.
- Try to make these muscles relax, following the soft rhythm of your breathing. Concentrate on your body again and observe which of your internal organs is under stress... relax these organs.
- Now, in your mind, slowly go over your body from head to toe.
- Ask yourself these questions: Does anything hurt at the moment? How long has it been hurting? If this pain had a voice or a sound, what noise would it make?

- Now, let it express itself (using a sound, a word, a movement or a signal, for example). What does this pain tell you about your state of mind, your physical health, your diet, the demands you make routinely on yourself?
- This pain could well be a call for attention by your body. Give it time to express itself.
- After the exercise, the participants should return to a sitting position and reflect on the experience. Then, they can go into pairs and together, list three practical, achievable steps they can take to care for their bodies better.

FACILITATION NOTES:

Prior to the exercise, the facilitator should talk about how activists relate to their bodies. An example text is below, this can be adapted as facilitators wish.

- Most of us appear to relate to our body in a slightly aseptic manner, treating it merely as a collection of organs that need to be kept functioning as well as possible, so that we can continue to conduct our routine activities and fight our battles. The problem with relating to our body in this fashion is that we lose track of what the body feels, enjoys, learns, and what makes it feel alive and express itself in all manner of ways. In



EXERCISE

PAGE 2/2

FORMAT:

GROUP
EXERCISE

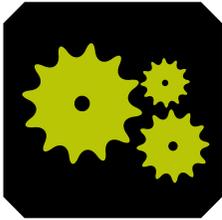
Our Bodies

addition, this also blurs the political dimension of our relationship with our body.

- **The illnesses that we as women activists normally suffer** are associated with the chronic neglect of physical and emotion problems, overworking or bad eating habits, stress and the utilisation of time. In times of crisis all this translates into frequent infections of the respiratory tract, various gastrointestinal disorders (such as colitis, gastritis and constipation), muscular ailments, as well as headaches and migraines. It is also common for the immunological system to be affected, increasing vulnerability to opportunistic illnesses.
- Frequently we have access to important information on prevention, as we work with issues relating to sexual and reproductive rights, human rights and women's health. Nonetheless, often we are a complete contradiction when it comes to our own health, only treating occasional illnesses (if time and money permit).
- Paradoxically, many a time, we do not have the basic information on our own body and health, such as blood type, allergies, and hereditary illnesses. This is fundamental knowledge that we must have of our bodies and our medical history.
- **We usually do not undergo periodical preventive check-ups**, although we are aware that these are

necessary. Only a few of us get a pap smear test or a breast examination regularly, nor do we use contraceptive methods. Only in a very few cases do we use consistently barrier methods during intercourse to prevent sexually transmitted diseases. We tend to underplay or ignore the discomfort caused by menstruation or menopause, or we delay treatment until it becomes unavoidable – as the ailment begins to interfere drastically with our performance.

- **We accept discomfort as something normal.** We are accustomed to feeling some type of pain. Many of us live with chronic back pain, headaches and stomach aches, for instance, and our body has in some way numbed itself to this pain. It could be said that our threshold of pain is 'upset' so our bodies get used to functioning with a 'moderate' degree of discomfort. In general, we react only if the pain is too intense, but the solution tends to be merely palliative.



WRITTEN EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
WRITTEN
EXERCISE,
GROUP
DISCUSSION

*Taking Time for Pleasure*⁴⁷

TIME: 60 MIN

REQUIRED MATERIALS: TAKING TIME FOR PLEASURE EXERCISE, IN APPROPRIATE LANGUAGE

SUMMARY:

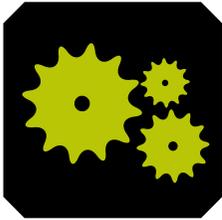
This is a written exercise that participants can do alone to explore how they relate to activities that give them pleasure – identifying which activities they enjoy, and to what extent they regularly experience these activities in their daily life. It is often a surprising exercise for participants, as they often realise through the process that they have stopped engaging in most pleasurable activities in favour of work.

KEY EXPLANATION POINTS:

- Ask participants to sit alone and fill out the ‘taking time for pleasure’ questionnaire.
- After they have filled out the questionnaire, ask them to come together as a group to discuss their reactions to the exercise, and as appropriate, to share some of the steps that they will take to reconnect to pleasurable activities in their life.

FACILITATION NOTES:

- Making time for pleasure and sexuality requires a determined effort on your part to overcome inertia and to combat the obstacles that stand in your way. It also means changing your perception of your self, which also could be preventing you from enjoying your sexuality. Never forget that pleasure is a key strength.
- Try to identify *things or activities that give you pleasure and are not linked to your work or your activism*. As activists, often we declare that our activism is a source of ‘great pleasure’ for us, and this is very good.
- In this exercise, though, we want you to pinpoint other things that give you pleasure, adding variety to it and making it more sustainable.



WRITTEN EXERCISE:

PAGE 2/2

FORMAT:

INDIVIDUAL
WRITTEN
EXERCISE,
GROUP
DISCUSSION

Taking Time for Pleasure

Below, list 10 different activities that you particularly enjoy, that give you pleasure:

| | |
|---|----|
| 1 | 2 |
| 3 | 4 |
| 5 | 6 |
| 7 | 8 |
| 9 | 10 |

Try and remember when was the last time you did or enjoyed something that gave you pleasure and how often do you do so?

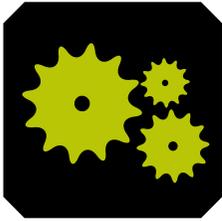
Identify the personal, environmental or social obstacles that have prevented you from enjoying these pleasures more often.

At times, it could be that our way of organising our priorities and distributing our time is governed by the logic of 'work before pleasure'. But probably your 'to do' list is interminable and thus time for pleasure never really arises.

It could also be that in your social or organisational context, the activity or practice that you consider pleasurable is socially sanctioned, particularly because it is not considered to be 'in keeping' with the life of an activist.

List three practical, achievable changes you can make to increase pleasure in your life:

- 1.
- 2.
- 3.



WRITTEN EXERCISE:

PAGE 1/2

FORMAT:

INDIVIDUAL
WRITTEN
EXERCISE,
GROUP
DISCUSSION

*Right to Rest*⁴⁸

TIME: 60 MIN

REQUIRED MATERIALS: RIGHT TO REST EXERCISE, IN APPROPRIATE LANGUAGE

SUMMARY:

This is a written exercise for individuals to assess the quality and quantity of rest they are experiencing in their daily lives.

KEY EXPLANATION POINTS:

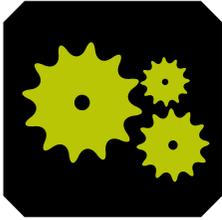
- Ask participants to sit alone and fill out the 'right to rest' questionnaire.
- After they have filled out the questionnaire, ask them to come together as a group to discuss their reactions to the exercise, and as appropriate, to share some of the steps that they will take to improve their pattern of rest.

FACILITATION NOTES:

- Rest is essential if your body is to function properly, and it even helps you develop a different perspective of yourself and of the world.
- However, in the majority of cases, activists have an accumulated deficit of hours of sleep and rest. Rather, time is spent preparing projects, closing reports, completing things at the last moment, helping people in an emergency, and trying to devise solutions to 'important' problems when in bed trying to fall asleep.
- When we think of the way in which we distribute our time and the time that we dedicate to rest, often we feel a certain dissatisfaction not only in terms of the time that we get for sleep, but also in relation to other aspects of our lives, such as time for leisure, recreation and rest. Time available for friends and rest is increasingly

limited to 'obligatory or festive occasions', increasing the trend of reducing vacation time in favour of work, spending weekends finishing tasks that were impossible to complete during the week, or engaging in professional activities that are only possible on a weekend (such as workshops or lectures). Subsequently there is no attempt to compensate for the time spent on such activities, in favour of much-needed rest. Thus, month after month, we find it impossible to spend valuable and necessary time with friends, just having fun or conducting any other activity that is recreational or even plain restful.

- This routine leaves us exhausted, stressed and even depressed. We are not able to recuperate the energy we need for our daily chores and activities.



WRITTEN EXERCISE:

PAGE 2/2

FORMAT:

INDIVIDUAL
WRITTEN
EXERCISE,
GROUP
DISCUSSION

Right to Rest

- Answer the following questions and try to reflect on your pattern of rest and sleep:
 - Do you sleep long enough for your body to recuperate energy?
 - Do you need or take any type of medication to help you sleep?
 - Do you think you could make changes, such as to your routine or habits, that would help you feel more relaxed when you go to bed and help you to fall asleep more easily and thus be better rested?
 - Do you rest sufficiently when you feel tired, exhausted or sick?
- When you are resting, do you just rest or do you use the time to do things that you are not able to do during your working day? (For example, do you check your e-mail, correct a document, plan an activity for the following day, or call for a meeting?)
- How frequently do you work on the weekend? Do you compensate for it during the week?
- When was your last vacation?
- Are your holidays spent resting or do you use them to catch up on pending work?
- Do you ask for or take time off when you need it or only when it is given to you?
- Identify and write down three changes that you promise to make to improve your pattern of rest:
 - a)
 - b)
 - c)

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- ¹ The Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms. Work on elaborating the Declaration began in 1984 and the Declaration was adopted in 1998.
- ² Ms Hina Jilani, a noted human rights attorney from Pakistan, was appointed as the first Special Representative. When the mandate was renewed in 2008, the title was changed in that of Special Rapporteur and Ms Margaret Sekaggya was appointed as mandate holder. The change in title has no implications on the activities and functions of the mandate. <http://www.ishr.ch/protection-mechanisms/united-nations>
- ³ Hereafter referred to as 'Front Line'.
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- ⁶ In addition, many security strategies can never be documented, because public documentation would expose women human rights defenders to more risk.
- ⁷ For more details on the preparation phase of the workshop, see Part One: The Integrated Security Facilitation Method.
- ⁸ Adapted from Barry, J. with Nainar, V (2008) *Insiste, Persiste, Resiste, Existe: Women Human Rights Defenders Security Strategies*, Front Line International Foundation for the Protection of Human Rights Defenders, Kvinna till Kvinna Foundation and the Urgent Action Fund for Women's Human Rights, Boulder, CO, pp. 87–88.
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- ¹⁸ Reggie Ray, Spiritual Director of Dharma Ocean, <http://www.dharmaocean.org/default/index.cfm>
- ¹⁹ This is a model originally developed by Bruce Tucker, in 1965, on group development. Although typically used for work on professional team development, it is equally relevant for understanding general group dynamics.
- ²⁰ The annual report of the Observatory for the Protection of Human Rights Defenders, a joint programme of the OMCT and the International Federation for Human Rights (FIDH), <http://www.fidh.org/Steadfast-in-protest.6686>
- ²¹ <http://www2.ohchr.org/english/issues/defenders/index.htm>
- ²² Taken from Chapter 2 of Front Line: International Foundation for the Protection of Human Rights Defenders and E. Eguren (2005) *Protection Manual for Human Rights Defenders*, Front Line, Blackrock, County Dublin, and Peace Brigades International—European Office, Brussels. <http://www.frontlinedefenders.org/manuals/protection>
- ²³ Using the model adapted from Van Brabant, K. (2000) *Operational Security Management in Violent Environments*, Good Practice Review No. 8, Humanitarian Practice Network (HPN), Overseas Development Institute, London. <http://www.odihpn.org/report.asp?id=2108> See Part Three: Facilitator's Toolkit.
- ²⁴ Adapted from Bernal, M. (2008) *Self-Care and Self-Defense Manual for Feminist Activists*, Artemisa, Grupo Interdisciplinario en Género, Sexualidad, Juventud y Derechos Humanos and Elige, Red de Jóvenes por Derechos Sexuales y Reproductivos, A.C. English edition of the manual translated by Sharmila Bhushan and printed by CREA (<http://www.creaworld.org>).

Endnotes

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- ²⁵ These are just examples of organisations working to support human rights defenders' security—it is important to check beforehand with each organisation whether updated information has been released on their current programmes and criteria for support of human rights defenders, as this information may change over time.
- ²⁶ See <http://www.womenforpeaceandjustice.org/>
- ²⁷ For a detailed explanation of some of these mechanisms see Chapter 9 of Asia Pacific Forum on Women, Law and Development (APWLD) (2007) *Claiming Rights, Claiming Justice: A Guidebook on Women Human Rights Defenders*, APWLD, Chiangmai. <http://www.defendingwomen-defendingrights.org/pdf2007/book3NeoWithCover.pdf> Also see: <http://www.humanrights-defenders.org/about/>
- ²⁸ Available at <http://ue.eu.int/uedocs/cmsUpload/GuidelinesDefenders.pdf>
- ²⁹ See <http://www.humanrights-defenders.org/eu-mandate/>
- ³⁰ Created by Sandra Ljubinkovic.
- ³¹ Suggested by Jelena Djordjevic.
- ³² Suggested by Sandra Ljubinkovic.
- ³³ Suggested by Sandra Ljubinkovic.
- ³⁴ Drawn from the Capacitar Emergency Kit: http://www.capacitar.org/emergency_kits.html
- ³⁵ Adapted from: 'Hara breathing - increasing energy' <http://onibas.com/archives/ch/175.html>
- ³⁶ Exercise developed by Jane Barry, with considerations drawn in part from Chapter 2 of Front Line: International Foundation for the Protection of Human Rights Defenders and E. Eguren (2005) *Protection Manual for Human Rights Defenders*, Front Line, Blackrock, County Dublin, and Peace Brigades International—European Office, Brussels. <http://www.frontlinedefenders.org/manuals/protection> See Chapter 9 of the manual for more details on assessing your office and home security.
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- ³⁹ 'Fuduwa' exercise suggested by Ariella Futral.
- ⁴⁰ Suggested by Jelena Djordjevic.
- ⁴¹ From Chapter 3 of Cane, P.M. (2000) *Trauma Healing and Transformation*, Capacitar, Santa Cruz.
- ⁴² First suggested by Jelena Djordjevic, description drawn from: <http://wilderdom.com/games/descriptions/HumanKnot.html>
- ⁴³ Adapted by Jane Barry from an original exercise used at Grantmakers without Borders conferences.
- ⁴⁴ Suggested by Eva Zillén.
- ⁴⁵ Adapted from: Bernal, M. (2008) *Self-Care and Self-Defense Manual for Feminist Activists*, Artemisa, Grupo Interdisciplinario en Género, Sexualidad, Juventud y Derechos Humanos and Elige, Red de Jóvenes por Derechos Sexuales y Reproductivos, A.C. English edition of the manual translated by Sharmila Bhushan and printed by CREA <http://www.creaworld.org> Self-Care and Self-Defense
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