

A Training Manual

Feminist Transformative Leadership & Policy Advocacy

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**The African Women's
Development and
Communication Network**

ACKNOWLEDGEMENT

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This project, generously supported by **Global Affairs Canada (GAC)** through **AKF's Advancing Gender Equality through Civil Society (AGECS)** initiative, plays a crucial role in addressing the systemic causes of gender inequality and fostering transformative change across Africa.

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Great appreciation to our consultant, **Nondumiso Nsibande**, whose technical expertise and commitment was key in the development of the Feminist Transformative Leadership & Policy Advocacy Manual.

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Finally, we recognize the feminist leaders and women's rights advocates at all levels whose work and dedication continue to push boundaries and create spaces for meaningful change. It is through your commitment to advancing feminist principles that the vision of gender equality becomes closer to reality.

In solidarity,

The FEMNET Team 2024

GLOSSARY OF TERMS

Andro-centrism: It is a system that favours a male point of view in culture, literature, politics, etc using words like chairman even if the person occupying the position is a woman.

Culture: This refers to ideas, customs, and social behaviour of particular people in society.

Feminism: a political movement that focuses on the advocacy of women's rights on the ground of equality of sexes.

Feminist ideology: These are tools of ideas that explain sexism and describe a future society in which sexist contradictions will be eradicated.

Theory: These are the tools of ideas used to explain something.

Patriarchy: A system/ society in which men control political, economic, military, religious, and social power.

Feminist leadership: A leadership process that seeks to transform social structures and practices that oppress women based on their gender and limit their participation in society.

Feminist movement: an organised set of constituents pursuing a common goal and political agenda of change through collective action.

Gender: This refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time

Gender Transformative Approaches: (GTA) are programs and interventions that create opportunities for individuals to actively challenge gender norms, promote positions of social and political influence for women in communities, and address power inequities between persons of different genders.



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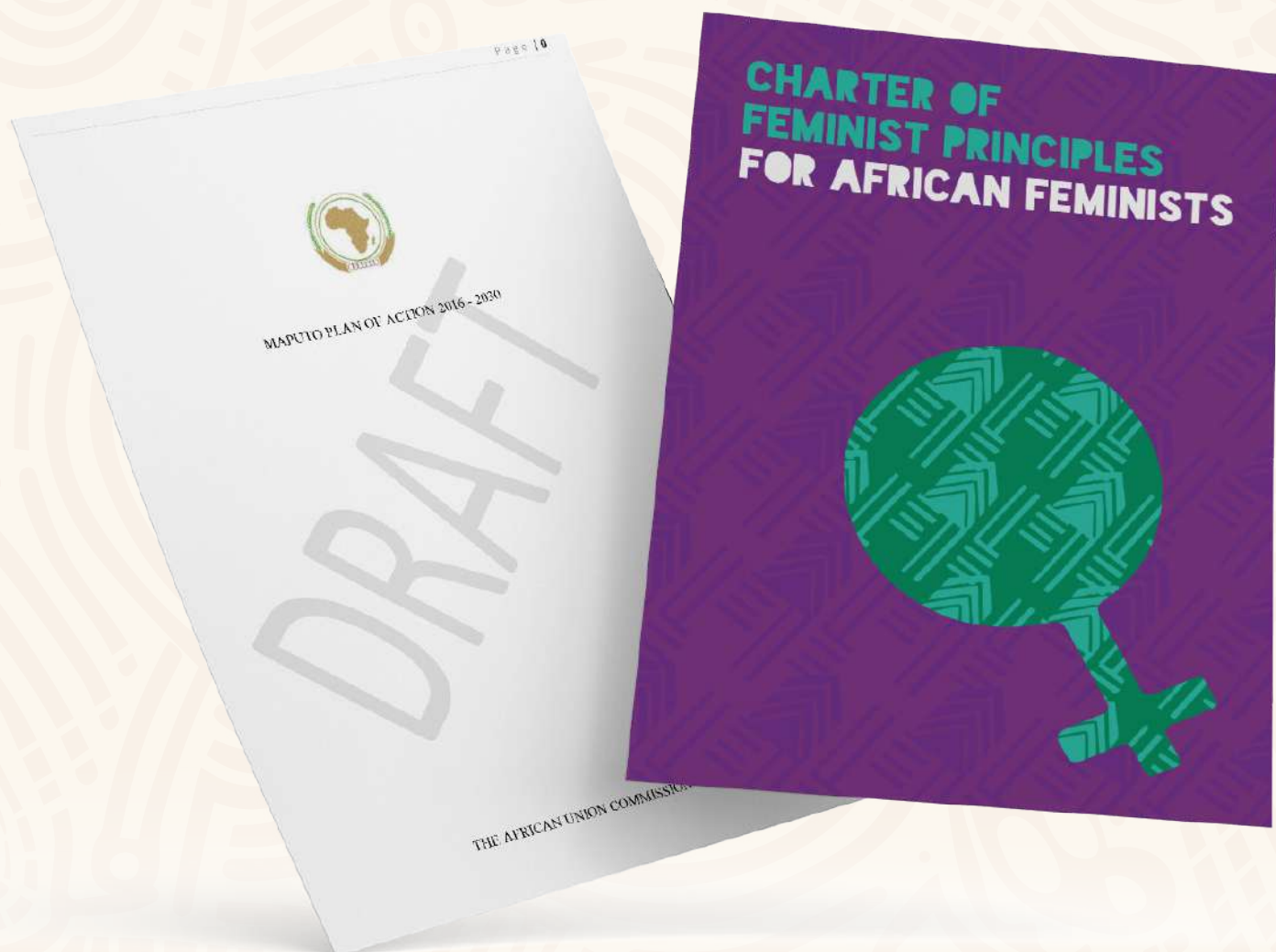
HANDOUTS

Africa Feminist Charter:

<https://awdf.org/the-african-feminist-charter/>

Maputo Protocol:

https://au.int/sites/default/files/documents/24099-poa_5-_revised_clean.pdf, SDGs



ABOUT THE TRAINING MANUAL

By naming ourselves as feminists we politicise the struggle for women's rights, we question the legitimacy of the structures that keep women subjugated, and we develop tools for transformatory analysis and action.



- The Charter of Feminist Principles for African Feminists

In 2023, the African Women's Development and Communication Network (FEMNET) launched the African Feminist Transformative Leadership Academy. The Academy is one of the interventions implemented by FEMNET in close collaboration with the Aga Khan Foundation (AKF) under the Gender Equality Advocacy in Practice (GEAP) project. The 3-year (2023 – 2025) project seeks to strengthen the policy advocacy capacities of civil society and women's rights organizations that are advancing gender equality and women's empowerment to effectively advocate for gender transformative policies and practices at national, regional and global policy spaces.

GEAP is part of AKF's Advancing Gender Equality through Civil Society (AGECS) initiative supported by the Global Affairs Canada (GAC) to strengthen capacities of civil societies and women's rights organizations to address the root and structural causes of gender inequalities, challenge gender norms and socio-cultural barriers that hold women and girls back from advancing gender transformative change at household, community and societal levels.

This training manual is designed to guide women's rights and feminist movements and organisations on how to apply a feminist lens in public policy analysis. It further seeks to equip organisations to meaningfully engage in public policy advocacy and to further strengthen networks. The content brings together theory, knowledge and skills, and capacity for organisations and women's groups to take-action on key issues affecting women and girls in all their diversity.

The objective of the manual is to:

- a) Enhance participants' understanding of feminist transformative leadership politics and practice.
- b) Strengthen participants' capacities in applying a feminist lens into policy advocacy and influencing.
- c) Enhance the confidence level of participants to assume leadership and challenge discriminatory practices.



The manual is designed in simple language for use by anyone interested in engaging in feminist transformative leadership and policy advocacy. The users can also adapt or omit parts of the manual to suit their context and the participants' profile.

The specific objective of each module is as follows:

- **Understanding Feminism:** Deepen participants' understanding of the various forms and locations of gendered power, including how gender and other discriminations intersect. Moreover, it will seek to demystify the term "feminism" and clarify it as ideology, analytical framework, and strategic framework and the locate personal locus of understanding to the political and theoretical theory.
- **Feminist Transformative Leadership:** This module will seek to enhance participants' understanding of feminist transformative leadership and enhance their ability to lead themselves and others using feminist ways of working.
- **Regional and International Instruments on Women's Rights:** This module will seek to deepen participants' understanding of the importance of international and regional instruments in advancing women's rights and their implications at domestic level. It will further seek to deepen participants understanding of the policy-making processes by using case studies from various countries.
- **Feminist Policy Advocacy:** This section seeks to equip with basic skills how to conduct feminist policy analysis including how to engage effectively in advocacy using a feminist lens.
- **Developing an Advocacy Action Plan:** To equip participants with essential tools to guide them through every stage of the advocacy planning process.



PLANNING FOR WORKSHOP

Role of a Facilitator:

A facilitator acts as a guide to help people move through a process together. Facilitators focus on the process or structure of the workshop or meeting, while participants focus on the content. Facilitators draw out opinions and ideas from group members. Facilitations focus on how people participate in the process of learning or planning not just on what gets achieved.

Key Role of a Facilitator

Make sure everyone feels comfortable

Helping members feel good about their participation.

Allow for everyone's ideas to be heard.

Make sure the group feels that the ideas and decisions are theirs.

A feminist approach to facilitation is based on feminist and social justice principles. This includes addressing power dynamics in the design and participation in the workshop. They also value the participants' own understanding, knowledge, and lived experience. As a facilitator, here are some key guiding skills and values that your role will include:

- **Be Non – Judgemental:** However, you should call out expressions of power or oppression
- Develop the points that participants make and link them back to the session
- **Be clear on your politics and privilege** – be aware of your positionality
- **Work at using inclusive language throughout the training** – this includes using non-discriminating language of people of a different cultures and gender identities and ability status
- **Go beyond managing the space, remember that not all views are equal, they have politics** – as a feminist facilitator support some politics over other and hold the politics of the space

Throughout the workshop, be attentive and make sure that throughout the workshop the space is inclusive and respectful of participants based on gender identity / sexual orientation, age, race, class, nationality, ethnicity, caste, religion, location, culture, ability, and occupation.



Training Resources and Trainer Tips

Prior to the training, the facilitator must ensure that all necessary resources are at hand, for example flipchart paper and any other materials required. Think about whether you may need a co-facilitator for any of the training sessions, if so then make sure to source one and support them to familiarise with the material and divide the tasks and responsibilities accordingly. Other important tips include the following:

- Make sure that whatever technical equipment is needed for the event is available and functioning properly
- Bear in mind the characteristics of the people who are going to participate: their ages, ethnicity, race, gender, knowledge, and experience related to the issue, level of formal schooling, responsibilities within the organization, and level of political awareness on the subject matter
- Be familiar with all the materials that will be used during the session, ensuring their appropriateness for the particular group and issue under discussion
- Deal with logistical aspects of the event: the schedule, time allotted for lunch, where and how to hang up newsprint, the size of the space, the noise and temperature levels, the availability of break-out space for small group work, and so on.



PROPOSED PROGRAMME

Module	Activity	Time
DAY 1 Launch of the African Feminist Leadership Academy	Launch of the African Feminist Leadership Academy	9:00am – 12:00pm
	TEA BREAK	12:00pm – 12:15pm
	Networking and Introduction of participants (world café format)	12:15pm – 1:00pm
	LUNCH	1:00pm – 2:00pm
	Purpose, Setting the Agenda & Expectations of the Training	2:00pm – 3:00 pm
	Understanding Gender, Gender concepts and Stereotyping	3:00pm – 4:00pm
DAY 2 International and Regional Instruments Using a Intersectional Feminist approach in policy making	Feminism, Power and Patriarchy	09:00am – 10:30am
	BREAK	10:30am – 10:45AM
	Feminist Transformative Leadership	10:45am – 11 :45am
	International and Regional Human Rights Instruments that promote women's rights and extent of domestication	12:00pm – 1:15pm
	LUNCH	1:15pm – 2:15pm
	Gaps and Challenges for Policy Reform (in country case studies)	2:15pm – 3:30pm
	Stretch Break	3:30pm – 3:45 pm
	Using and intersectional Feminist Approach to Policy Analysis	3:45pm – 4:30 pm
DAY 3 Utilising a Feminist Lense in Policy Advocacy Developing a Regional Action Plan	Recap of Day 2	09:00am – 09:20am
	What is Advocacy: A feminist lens to Advocacy	09:20am – 10:30am
	Break	10:30am – 10:45am
	Developing a Regional Advocacy Plan	10:45am – 12:30pm
	Spaces for policy influencing	12:30pm – 1:30pm
	Evaluation and Close of Training	1:30pm – 1:45 pm



MODULE 1: INTRODUCTION

Time: 3 HOURS



Resources Required: Flip chart, markers, post-it stickers, crayons, magazines, markers, and colour paper.

Learning Objective of this Session:

By the end of this session, participants should be able to:

- Clearly describe the objective, expected outcomes, and overall purpose of the workshop
- Be clear on the roles and responsibilities of the participants and facilitators
- Articulate the expectations of the workshops
- Articulate and develop a common consensus on the ground rules and modes of engagement

The first session of the workshop is very important, it sets the scene for the entire workshop. To be specific, the purpose of this session is to welcome participants to the workshop; orient them to the workshop goal and objectives; solicit their expectations; review the agenda, facilitator, and participant roles and group norms; and invite them to evaluate the workshop

To open the training session, introduce yourself as the facilitator and if there is a co-facilitator, do the same. Ask the participants to introduce themselves, ice breakers are a great way of starting any training session, it allows participants to get to know each other better but also sets the tone for the training
(30 minutes)

You can also invite participants to introduce themselves in one or two ways below:

Today I am feeling...

Today what is most on my mind...

One thing I like about myself, my country, my community is...

One thing that makes me feel happy to be alive is...

What is stopping me from being fully present here today is...

Activity 1.1: 'I am a Camera'

This activity teaches how to see without preconceptions. Explain to participants that they'll work in pairs: one person plays the camera and the other is the photographer.

The photographer stands behind the camera. Your eyes are the camera lens and your right shoulder is the shutter. Keep your eyes (lens) shut until the photographer takes a photograph by tapping you on the right shoulder (shutter). At that instant, open and close your eyes quickly, just as the shutter of a camera does.



The photographer walks you around – like a camera – guiding you by your shoulders and positioning you so that different scenes will be in your line of vision. Do this a few times, keep moving and snapping. As a camera, your task is to record every detail of the picture perfectly, with no distortion, opening your eyes only for a second. All you have to do is see what's in front of you without any preconceived notions, for each of the pictures taken. The rapid series of recorded impressions gives you the experience of seeing just what is, without perception being filtered through your expectations. Seeing without pre-determined concepts helps reduce your preconceptions when you face a new problem and is a vital element in the creative process **(20 minutes)**

Activity 1.2: Boundary Setting

Guidance for the Facilitator: The facilitators should take some time to explain the subject, the aims of the workshop, the process for making decisions, and the responsibilities of the facilitator. Agree with the group on acceptable/unacceptable behaviour in the meeting (e.g. one person speaking at a time, non-sexist/racist language, no dominating/threatening behaviour).

Next Step: Invite the participants to set some ground rules that will help create a safe and respectful learning environment, these can be discussed and posted on a flip chart. Post these on the wall anywhere in the room as a reminder. Make it clear that more ground rules can be added as the training progresses **(15 minutes)**

Activity 1.3: Confirmation of the Agenda and Expectations Setting

Check-in on the Agenda for the workshop, although this may be shared prior, it will be useful to go through the Agenda, objectives, and specific outputs for the workshop with participants. Ensure that the roles of the timekeeper, mood keeper, and note-taker are covered.

Once this has been developed, use flip chart paper to similarly invite participants to share their expectations for the workshop. Also add that participants may feel free to write these on a Post-it sticker, and place the Post-it stickers on the flip chart stand. Use a flipchart stand to add a parking spot, this is for issues that may not necessarily be relevant to the purpose of the workshop but may need discussion

(10 minutes)

PERSONAL MASTERY

Personal Mastery is a set of specific principles and practices that enable a person to learn, create a personal vision, and view the world objectively. This is often used by feminists and activists to look within rather than focus on what is wrong outside of society.

Activity 1.5 (River of Life): This exercise is designed to get participants to reflect on how past actions and incidences in their life influence who they are **(45 minutes)**

- Start by asking participants to reflect on major incidents, both negative and positive that have happened in their lives. They should look at three stages in their lives; childhood, adolescence, and adulthood.
- At each stage, think about one positive and one negative thing that happened to you. Distribute 6 pieces of paper to each participant.
- On each piece of paper, write or draw one positive and one negative thing that happened to you either during childhood, adolescence, or adulthood. Each stage of life should have one positive and one negative experience.
- Once each participant has finished writing/drawing, they should stick their piece of paper on the wall, under the 3 life stages; childhood, adolescence, and adulthood.





Notes to Facilitator: Call on participants to volunteer to share their story. It is really important that a safe space is created and trust is built in order for this exercise to be successful. Everyone's experience is valid. Allow each participant the time to tell their story. If they are overwhelmed with the stories they are sharing, they can take a break to compose themselves inside or outside the room. The storytelling can continue while a participant composes. After the exercise, the facilitator should affirm the participants' experiences and create a thread of connection between the stories.

After the exercise, the facilitator should affirm the participants' experiences and create a thread of connection between the stories. Comment on the resilience exhibited and celebrate all the moments of joy and happiness shared.

Activity 1.6: Ask participants to share the following on a flipchart using any of the creative materials available. **(45 minutes)**

- *What am I like when I am at my best?*
- *What am I like when I am at my worst?*
- *What are my 3 accomplishments to date?*
- *What failures can I recall in my life?*
- *What talents and skills do I have?*
- *What skills and talents do I want to cultivate?*
- *What hopes do I have?*
- *What are my fears?*

Following the discussion, ask participants to put up their posters around the room. Ask the group to go around the room (gallery walk) and read the posters of others. Ask at least 5 people to present their posters to the group.

Following this exercise, ask participants what new insights they got about themselves. What did the exercise bring up for them? What did they see from the posters or presentations of others?



Notes to Facilitator: In closing this session, share with the participants that our power comes from knowing where we come from and where we are. To do this, we need to look at all parts of ourselves; mental, physical, emotional, and spiritual.



MODULE 2: UNDERSTANDING FEMINISM

Time: 3 Hours



Materials Required: Flipchart paper, Markers, post it stickers

Learning Objective: The purpose of this session is to:-

- Develop a contextual understanding of core concepts.
- Deepen participants' understanding of the various forms and locations of gendered power, including how gender and other discriminations intersect.
- Deepen participants' understanding of feminism as an ideology, analytical, and strategic framework.
- Locating a personal locus of understanding to the political and theoretical theory.

Feminist theory provides a way to understand gender inequality by examining women's social roles and lived experiences. Women must be able to link their own experiences and the universal factors that contribute to how all women experience life overall.

Historical Overview: The Struggle for Women's Rights

Much to the opposite of what we see in the media, what has been passed down to us through colonial education and even our very own traditional histories, African women have been resisting. African women have been engaged in the daily and long historical battle of fighting for our right to make decisions over our bodies, how and where we live, whom we marry or not to marry at all, access to all forms of education, fighting for access at the tables where decisions are made. We have been fully available to resist the erasure of who we are. The history of women kings, chiefs, and powerful military leaders is told from Ghana to Egypt and down to the south of the continent. These narratives of our history continue to survive the attempt to paint African women as docile but strong workhorses. There are many other stories.

Activity 2.1: Use this moment to ask participants to spend a few minutes reflecting on some of the influential women in their lives. Women who were courageous enough to make a change in family settings, traditional settings, places of worship, schools, government, the arts, etc. Allow for participants to share those stories. (15 minutes)

Gender Awareness

Activity 2.2: Share the following story to participants: A couple is struggling to conceive a child. They go to a traditional doctor who tells them they will have a child but only after they decide which sex they want it to be. Give each participant a post-it sticker/ paper and imagine being in this situation. Ask them to write down the sex they would choose for their child and the reason for choosing the sex, give them a few minutes to write their responses, and put the results on a flipchart 'Number of those who chose Boys "and Number of those who chose Girls ". Discuss with participants the results including the effect of assumptions like "boy will continue the kin" Boys will take care of their parents when they grow old; boys will remain with parents whereas girls will get married; boys will inherit, girls not.



Discuss the implications of how male and female children are socialized and treated and prepare them for the roles they play in society. If the participants are from different cultural backgrounds, also seek to understand how in the various contexts the different roles assigned to boys and girls. **(20 minutes)**

Activity 2.3: Unpacking Gender Roles

1. Ask the participants to then think about why they believe the roles they have highlighted. Where did they hear them from, and which institutions/individuals are responsible for emphasizing these roles? For example, why do they believe that men are the “heads of the families”? The church for example has been instrumental in emphasizing this. Why do they believe that “men are natural born leaders”? The media has played a big role in this by the underrepresentation of women (15 minutes)
2. Ask participants to reflect deeply on the role of the different institutions (religious and cultural institutions, media, family systems, etc.) and what they believe is the natural order of men and women. **(10 minutes)**



Notes to the Facilitator: The above activities introduce the concept of gender, and explore participants’ emotions and ideas about gender relations. Note that some of the participants may be familiar with the concept and some have had little exposure to the concept. The above activities may bring up strong emotions, it is important as a facilitator to be ready for this. It will also be important for you to familiarise yourself with the concepts.

POWER



Notes to the Facilitator: Now that we understand gender and how it is socially constructed. Feminist theory connects this social construct of gender as how power is centralized. This means that, according to feminist understanding, the divide between male, female sex and gender roles has placed one gender over another. This can be seen in how we look at how men and women are seen in society.

For Example:

When men sit in groups and talk, they are having a discussion

Versus

When women sit in groups and talk they are gossiping or strategizing for something negative.



Notes to the Facilitator: To better understand how power works and why it is central to feminist analysis. We will use the 3Ps power circles methodology. The purpose of this tool is to deepen the analysis of how power relationships work at 3 different levels related to how we interact with the world.

Level 1 – personal and intimate – self-confidence, awareness of rights, relationship to the body, etc.

Level 2 – private – relationships and roles in family, friends, sexual partnerships, marriage, etc.

Level 3 – public – community, national, market, public life, legal rights, global spaces, etc.

This tool is useful to compare past and present situations to understand how different interventions have facilitated shifts in power at each of these levels.



Where did these concepts come from?

This is not limited to just speaking or behaviour. But has also informed the careers women have been allowed to take, games they can play and how finance is invested. Leaders are often respected as men and thought of suspiciously if they are women. Have you ever thought of how a strong male leader is seen as decisive, but a strong woman leader is seen as ...? What does your community say? This has been ascribed to privilege and power based on sex and reinforced through gender roles. So let us talk a bit more about power as a central concept to feminist analysis. There are three forms of power as it relates to development:

Visible Power: is formal tangible power particularly related to the public or political level where formal decisions are taken - and involves the rules, structures, authorities, institutions and procedures of decision making. For example, this may concern local, district or national government or even the governance structure of large organizations.

Who are the individuals, and what are the institutions that have the power to change the laws, policies, practice on the issue you are interested in?

Who are the decision-makers?

Hidden Power: the power that cannot be seen, for example vested interests of elites who dominate the agenda of decision-making spaces. Who sets the agenda?

How are decisions being influenced from behind the scenes?

Who is included or excluded from making decisions?

Who may have an interest in the issue, but are influencing decisions outside of the public eye (e.g. role of business, banks, special interest groups, etc)

Invisible Power (Inner Circle): the norms and cultural constraints that we have internalized, and which influence how we see and react to different issues, for example the subservience of women in patriarchal societies.

To what extent are those with least power unable to address the issue, simply accepting the situation they find themselves in and why?

How is their opinion of themselves and their ability to act shaped by society, education, or the media?¹

Activity 2.4 Analysing Power

Now that we have the basic concept, this next exercise will help us further understand how power is used, manipulated and can be shifted to bring about gender equality.

3 Circles Tool

The purpose of this tool is to deepen analysis about how power relationships work at 3 different levels related to how we interact with the world. This tool is useful to compare the past and present situations to understand how different interventions have facilitated shifts in power in each of these levels.

Start the exercise with quite a general question such as:

- What do we mean by personal, private and public?

Building on the responses, explore each of the three levels (Personal, Private and Public) with the group and discuss some examples to set the common grounds e.g.

1. AAI's Framework for Gender Equality (p. 72-73 AAI Gender & RBA Resource Kit)

Critical webs of power and change, ActionAid International, 2005. www.powercube.net



- **Personal/Intimate:** The self and individual space; For example: perception of self-worth, personal confidence, relationship to your body, beliefs about what you are entitled to e.g., ability to lead, sexual pleasure, choice etc;
- **Private:** The family and collective space; For example: this includes relationships and roles in families, among friends, sexual partnerships, marriage, etc. This space is usually governed by culture and family traditions, despite legal provisions that protect women's human rights.
- **Public:** The area outside the family, for example community, state, market, actors and institutions and collective space.

1. Draw three large concentric circles on a piece of flipchart paper and split with a straight line. Title one side as past and other as present. Title the three layers as personal, private and public levels with personal level in inner circle, private in the centre circle and the public in the outer circle. The titles can be written or drawn (with symbols) based on the literacy level of the group. Ask participants to take some time, think and reflect individually if they have experiences of changes in how power is claimed and used at each level. Ask them to think about what the situation was before and how is the situation different now (15 minutes)
2. Ask them to write/ or draw symbols on the flipchart paper or on cards and place in the relevant level of the circle in the past and present sections. Some cards/symbols can be linked to two different levels as the line between personal and private can be blurry. Compare the responses for the situation now and before. Encourage further reflection using the guiding questions mentioned below to deepen the analysis of change and process.
3. Once the circles are populated, ask participants to have a look and if they want to add anything further. Once concluded go back to plenary and discuss how this information and analysis could be used at community level and how this can be used to shift power at each level (15 minutes)



Notes to the Facilitator: During the process when groups map the changes in the three levels, use the following guiding questions to deepen analysis of the change and of the process. The questions are just for guidance and can always be adapted or new questions can be added according to the context and purpose for which the tool is being used.

Personal Power	Private Power	Public Power
What kind of shifts in power have happened at the personal level? Why?	What kind of shifts in power have happened at the private level? Why?	What kind of shifts in power have happened at the public level? Why?
How has decision making power of people living in poverty improved? Over what types of decisions do they feel more control?	What changes have occurred in the patriarchal patterns and perception?	How were duty bearers engaged? How did their behaviour change?
How have people living in poverty used this power to claim their rights?	How has it enabled women to claim their rights, raise their concerns and voices?	How was the power of the most powerful challenged?



Reflection Across Levels:

How have individual and collective power (groups, organizations, networks, alliances, movements, etc.) helped to change the rules at different levels?

How are the changes at the three levels interconnected?

What were the strategies used and how effective do you think they are?

What challenges and obstacles have been overcome? What strategies have helped to overcome these difficulties, challenges and obstacles?

Additional power analysis questions can be added as desired.....

Documenting and Reporting

The discussions and responses can be gathered and documented as people find most convenient and easy, but making sure that the critical words, example, metaphors, testimonies are captured and brought into the analysis.

The following simple template can be used to facilitate reporting and further analysis and can be adapted based on the focus of your analysis and discussions.

	Before	Now
Personal / intimate	What was the starting point?	Shifts in power identified: Explanations for shifts (why)? Examples of control over decisions:
Private	What was the starting point?	Shifts in power identified: Explanations for shifts (why)? Examples of rights claimed:
Public	What was the starting point?	Shifts in power identified: Explanations for shifts (why)? Examples of duty bearers responses:
Strategies / Challenges faced/Learning to do things differently?	Challenges faced:	Role of individual vs collective power: Strategies used:



UNDERSTANDING PATRIARCHY

What is Patriarchy?

Patriarchy is the system built on the idea that men are superior to women and women are part of men's property. Patriarchy creates male control in public and personal relationships and is kept alive through different structures such as religion and families.



Notes for the Facilitator: Understanding power relations helps us to understand why:

- There is nothing 'natural' about gender inequality, and social change is possible if we shift power.
- Patriarchy and power work together.
- In patriarchal societies, men are positioned as powerful while women are positioned as powerless.

There are different forms of power as we have discussed in the exercise above.

- **Power Over** - The ability to control and decide for oneself or on behalf of another person, group, or society. Often expressed in its negative form as oppression, discrimination, and dominance.
- **Power With** - collective strength, mutual support, and solidarity.
- **Power Within** - The basis of personal agency; the capacity to believe in oneself and have hope. Often called 'inner strength'.
- **Power To** - the potential of every person to shape their life and world.

Tips for addressing power in the workshop: Feminism is about challenging oppressive or discriminatory power that upholds gender inequality. Workshop spaces are immersed in cultures, societies, and households where patriarchal abuse of power is usually the norm. We are also shaped by our context which includes our different experiences of power – its therefore important for us to understand how to shift power within our spheres of direct influence.

Refer participants to the chart on how power can be oppressive (power over, power under) or transformative power (power with, power to, and power within).

Oppressive Power		Transformative Power		
Power over: This refers to most of what we think of as power. It's derived from formal authority, control over resources & decisions. It can be very harmful and dominating	Power under: This emerges when people who have experienced trauma, abuse, and oppression gain power and use it in ways that are destructive to themselves and others	Power with: Effective empowerment and enabling of others to create solidarity, mutual support systems, safety nets, etc transformation	Power to: Agency and capacity to create change, mobilise people towards a transformative agenda which recognises what change makers bring to the table	The power within: A source of sustainability between individuals related to their inherent power & capacity for resilience in response to challenges and reversals in social change



Activity 2.4: Openly ask participants to list some examples of the different forms of power.



Notes for the Facilitator: As participants list these, write them off the flipchart stand, these may serve as a reminder to participants about them in our daily lives and these are often influenced by how we have been socialised. These forms of power may play out even in group activities, stressing the importance of constantly being conscious of our power. Note the following examples of power. **(15 minutes)**

Power Over: The power a parent has over a child/children; dictators abuse power over people

Power Under: Survivors of domestic violence may, in some instances, abuse children or partners; leaders who have experienced war and conflict may emotionally abuse others to get their way

Power With: Joint initiative campaigns, leaders who initiate and sustain collective processes

Power To: Community members realise their ability to influence leadership; Coalitions to end Violence Against Women

Understanding feminism then as a theory that challenges the position of patriarchy and how the systems and social structures are designed to undermine people based on sex and gender. Feminism brings different pictures to mind. We have mostly heard the term being used. Please take a few minutes in pairs to discuss what images, statements, or thoughts you have about the term feminism **(10 minutes)**

What is Feminism?

Feminism is a system that aims at creating equality in the relations of power between women and men. It looks at the different power imbalances between men and women in all social institutions and structures and uses that understanding to push for social change. Feminism is premised on challenging the status quo. To do this, feminists are aiming at dismantling the different systems that allow for this type of oppression. The goal, therefore, is not to integrate into such structures, but to uproot them and think about better alternatives. This is often met with resistance by both women and men and across different lines such as class and race. This is because the change that feminism requires is transformational. It pushes to uproot the system with the understanding that the foundation of a system influences the structures that are built on top of it. So, we see how there are always moves to push down feminist social resistance in their many forms. If it is so disruptive, why then do we need feminism?

Why do we then need Feminism?

Activity 2.5: Now that we have some sense of what patriarchy and feminism are, ask participants to think back to what they have understood patriarchy to be. How can we then work towards changing this? Explain that feminism gives us the tools to begin to understand the root causes of inequality and work towards challenging and changing that. **(10 minutes)**

Activity 2.6: The reality of patriarchy is that it affects us all personally and outside our personhood. This is also critical to feminist analysis. Linking personal issues, that are considered 'home issues'. To what is happening outside of our personal spaces at work, in communities, at schools, and in places of worship. To better see this, do the following exercise with participants. Ask participants to think about how feminism can help them in their work, and their intimate spaces **(10 minutes)**

- Ask them to reflect on the ways they are oppressed in their work and intimate spaces.
- Ask them either in groups or in pairs to reflect on where they think this approach is necessary for true change.



Activity 2.7: What is feminism to me?

Allow the participants' space to reflect on what this means to them. What emotions, concerns, and thoughts raise in the room? Allow for time to air them out and offer strategies for encouraging the ideas released through this session **(10 minutes)**

Give participants a few minutes to reflect on how they now understand feminism compared to when they walked in.



Notes to the Facilitator: Feminist approaches are then those that challenge power that excludes, it encourages approaches that are inclusive and ideas that do not discriminate based on sex, gender, race, or class. This is what is considered an intersectional perspective. They encourage solidarity as opposed to competition that places women against each other, they foster transformational change, and they are also reflective of how you as an individual use your power, privilege, and position. It starts with an internal view (know yourself) and then goes out. Some of those principles are covered in the examples below:

- *I share power....*
- *I challenge my behaviour.....*
- *I support the feminist movement....*
- *Nothing about us without us....*
- *Feminism is for everyone.....*
- *There is no justice without gender justice....*
- *I champion diversity....*
- *I value safety....*
- *I want a supportive environment...*
- *I believe in freedom of expression ...*



MODULE 3: FEMINIST TRANSFORMATIONAL LEADERSHIP

TIME: 2 HOURS



Materials Required: Flipchart Paper, Markers

Learning Objectives: The purpose of this session is to :

- Enhance participants' understanding of transformative feminist leadership
- Introduce a feminist analysis lens and approach to leadership.
- Build skills to develop the practical application of transformational leadership in our work
- Enhance the ability to lead self and others using feminist ways of working

The feminist practice has led to a set of distinct attributes for the idea of "Leadership." Indeed, feminist leadership is meaningful within the context of feminist culture and its social relations. Below are a few sets of principles that arise from feminist thought, practice, and building work.

Activity 3.1: Ask participants, in an open discussion, to share their understanding of the concept of leadership. Ask them to also share how examples of how leadership has been practiced in their various contexts/ alternatively ask them to share a name of a well-known whose leadership they admire and the leadership attributes they have/had. **(15 minutes)**



Notes to Facilitator: As reflected in the principles above, the first and key aspect of feminist leadership is - Awareness of self. Yourself in particular and yourself as part of a larger whole now in the present, in the past, and the future. There is an important link that and attention to be paid to how we are all connected and how we live as a collective that is opposite to the norm that encourages autonomy and independence. This then provides a perspective that leadership is rooted in communities and histories and therefore one person or group cannot define it for another. It is a shared value, that requires the consideration of many. These thoughts are captured in the forms of feminist leadership approaches below.

- **Shared Leadership:** Attention to bringing the collectivity/community along. Affirmation of emergent leadership qualities inherent in all ("training more about affirming skills than imparting skills" – Susan Eaton). Mentoring.
- **Relational:** Building strong trusting relationships. Relational/Cultural models. Importance of storytelling in affirmation of the person and the community.
- **Inspirational/Spiritual:** Oriented to the protection and nourishment of the human spirit in everyone wherein the capacity for leadership resides – thus increasing the capacity to transform the individual, their relationships, organizations, and communities.
- **Clarity of Purpose:** With an orientation toward the transformational (of the individual and the whole).
- Explicit awareness and attention to power dynamics and their varied meanings in the context of different cultures and identities. Critical attention to the role of fear and the need for control in



the power relations of dominance. Sympathetic recognition of fear in the individual and the community. A lot of leadership is about bringing people through their fears toward collective goals.

- Attention to learning to practice ritual, celebration, and the personal and community expressions of joy and sadness. Joyful expression is highly valued.
- Creating safe environments for expression, self-care, participation, and growth of leadership skills. Collective support for challenging each person to the best practice of leadership.²

Feminist leadership then, is different from traditional forms of leadership because it focuses on how we use our respective power and privilege to lead collaboratively rather than exerting 'power over.' For example, consider how we hold leaders accountable, centre self-care, and address issues that many would prefer to ignore or dismiss, such as violence against women and girls, racism, etc. Feminist leadership implores us to use our power and privilege for social and structural change. For instance, we can centre Black, brown, indigenous, LGBTQ+ women and girls, who are often ignored, by understanding when to listen, how to act, and how to keep our voices and experiences central to the conversation.

Highlight to the participants that leadership is not solely performed by individuals in a formal position of authority within an organization but by each of us whether we are located in an organization, in a movement, or the home. TFL recognises the leadership capacity of every person in a change process because leadership is about committing to and taking responsibility for that larger change and contributing to it each in our way, irrespective of our role, position, power, or status in the organisation.

Activity 3.2: Transformational Leadership and the Self

In an open discussion, ask the participants whether they think that the "self" is linked to leadership. As them to elaborate on this. **(10 minutes)**



Notes to Facilitator: Refer to the PowerPoint presentation on the 4 Ps of leadership (Power, Principles, Purpose, and Practice). The self is defined as being made up of thinking, feeling, and body sensations. Any transformational work needs to address all three levels.

- Our history, experience, social identities, talents, traits, psychic well-being, and personal social capital (networks, contacts, and support) are some of the many parts that we bring to bear in the world we engage in. At the same time, these parts are influenced by and constructed in the world we live in, stratified as it is by the contradictory power relationships of family, gender, race, class, and cultural divisions. We also constantly move between different positions of power, as such
- true transformative change has to transform the individual and the system (collective).

Activity 3.3: Ask participants to, in pairs think of the last time that a group they were part of made a collective decision. How did the group arrive at the decision? What types of power did you observe during the decision-making process (power over, power with)? Who held power, including less obvious, hidden forms of power? Who did not have power? Was the relative power of the individuals in the group linked to aspects of their identities (such as their rank, position, experience, gender, etc.) **(15 minutes)**

Ask at least five participants to share what came out of the discussion.

2. Sources: Disabled Women's Network Ontario (DAWN Ontario) "Seminar in Honor of Susan Eaton", MIT Faculty Club, 14 May 2004.



Activity 3.4: Ask participants to reflect on how their personal experience with power may have influenced the positions they occupy and how their positions are influencing/affecting your interactions with others, especially if they are in a formal leadership position or exercise authority over others. Ask for five participants who are willing to share their experience to do so. **(10 minutes)**

With this deepened understanding, ask the participants to move into groups of five to six people to tackle the following questions together:

4. How do you think your personal history with power and your positioning of yourself influences the way you practice leadership (if you are playing a leadership role) or influence how you respond/react to the way others practice leadership?
5. How do these different responses/reactions affect the larger mission and environment of the organisation? In the small group, make a list of the positives and negatives that emerge.
6. How can some of the negative impacts be dealt with constructively, so that we can release our full leadership potential, whether we are in formal leadership positions or not?
7. Among the strategies we identify in step c), above, there will be some that we need to work on at our own individual level, and others that need to be supported or addressed by the organisation. Separate these into two different lists.

Power issues that each of us must deal with within ourselves	Power issues that need to be dealt with or supported by an organisation

Using the list of power issues that need to be supported by an organisation, identify some concrete strategies to overcoming some leadership constraints arising from personal histories e.g mentoring, coaching, counselling, etc.

8. Now that the above has been done, bring the group together to create a unified list of strategies to overcome leadership constraints arising from personal histories.

Key questions to ask: What is the strategy required, what are the internal resources required for it; what are the external resources required for it. **(1 hour)**



MODULE 4: INTERNATIONAL & REGIONAL INSTRUMENTS THAT ADVANCE WOMEN'S RIGHTS

TIME: 2HR 30 MINUTES



Materials Required: Flip chart paper, markers, and PowerPoint presentation

Learning Objectives for the Module: By the end of this workshop, participants should be able to:

- Identify key human rights instruments that promote the rights of women and girls
- Understand obligations created by human rights instruments in advancing the rights of women and girls
- Understand the status of ratification and domestication of key human rights instruments
- Identify key obligations placed upon each state actor concerning the promotion and protection of women's rights

Activity 4.1: In an open discussion, ask participants to share their understanding of the following terms **(15 minutes)**

- Human Rights - What does it mean to you; name a human right
- Duty Bearer
- Rights are interdependent; inalienable and universal
- What do we mean by the duty to promote, protect, respect, and fulfill

Write these on the flip chart stand and openly discuss. Also, share the video on the basic meaning of human rights (**Amnesty International Video**)

Activity 4.2

Split participants into groups and allocate an instrument for them to discuss in the following manner:

- Use the Universal Declaration of Human Rights; Sustainable Development Goals; Beijing Platform of Action; CEDAW; Maputo Protocol; East Africa Community Gender Policy; SADC Gender Protocol
- What are some rights and responsibilities imposed on State parties to advance women's rights?
- How have their respective countries harmonised their national laws with these regional and international instruments?
- How can we use the various instruments to hold states accountable for promoting women's rights?
- Participants will go back to the plenary for a discussion on obligations created by human rights instruments and their implications on people in their respective countries. **(1 hour)**

Activity 4.3: In the previous exercise, participants reflected on the various international and regional instruments that advance women's rights. To affirm what was presented to them, briefly run through the instruments in the PowerPoint presentation. Spend some time on the Maputo Protocol and empha-



size that 2023 is an important year as it marks 20 years since the Maputo Protocol was adopted. Use this opportunity to ask participants to briefly reflect on progress made in the implementation of these instruments in their respective countries
(30 minutes)



Notes for the Facilitator:

Obligations Created by Human Rights Instruments and Implications

- By becoming a party to Human Rights Treaties, states assume obligations and duties under international law to fulfill, promote, respect, protect and fulfill human rights. To be specific, the obligation to respect means that states must refrain from interfering with or curtailing the enjoyment of human rights; the obligation to protect requires states to protect individuals and groups against human rights abuses and the duty fulfil means states must take positive action to facilitate the enjoyment of human rights.
- Human Rights are universal (always applicable everywhere); interdependent and inter-linked (All rights are linked); indivisible (all rights must be fulfilled, with the exemption of none and that no right is more important than the other)
- States should examine gender-neutral laws and policies to ensure that they do not create or perpetuate inequality and amend or repeal them if they are found to do so;³ ensure that sexual assault is characterised as a crime against women's right to personal security and their physical, sexual and psychological integrity; ensure that the definition of sexual crimes is based on lack of freely given consent, and ensure that any time limitations prioritise the interests of survivors and afford consideration to circumstances hindering their capacity to report violence to the authorities.⁴ State parties must submit an initial report a year after ratifying the Convention and once every four years to the CEDAW Committee.
- The United Nations is the international agency responsible for monitoring the implementation of CEDAW by the signatory states through the CEDAW Committee, which includes a team of independent experts in promoting and respecting women's rights. The signatory states of CEDAW are regularly monitored and evaluated based on country reports and alternative reports of NGOs (shadow reports) to monitor the level of implementation of the provisions of the Convention. The representatives of the signatory states appear regularly before the CEDAW Committee to answer questions from the team of experts based on the reports received.

Activity 4.4: Now that the participants have reflected on the extent to which their countries have domesticated the Maputo Protocol, ask them to in groups of five to discuss where the gaps and opportunities for law reform lie particularly in the following areas: **(30 minutes)**

- Gender-Based Violence
- Sexual and Reproductive Health Rights
- Land Rights for Women
- Climate Change

3. At para 32

4. At para 33



MODULE 5: APPLYING A FEMINIST LENS TO POLICY ANALYSIS

Time: 2 Hours



Materials Required: Flip chart paper, markers and post it stickers

Learning Objective: By the end of the module, participants should be able to :

- To develop a strong understanding on how to embed feminist principles into advocacy planning.
- Practice applying feminist principles to policy advocacy.
- To map avenues policy influencing in the region
- To deepen participants understanding of influencing using feminist perspective looks like (or the value of using feminist perspectives for influencing)

Feminist policy analysis is focused on transforming institutions that perpetuate gender inequalities.

Activity 5.1: The process of Policymaking

Divide participants into groups and ask them to discuss the process of making policies in the respective countries. They should also make examples of a policy-making process that they have been part of and what need/ problem it sought to address including what they may have identified.

Once the participants have completed the exercise, ask each group to present at plenary sharing their insights on the policy-making process as they understand it. After each presentation, ask the rest of the participants if they have any questions or remarks to make on the presentation.

In conclusion, use the notes to explain the process of creating policies and their significance in the lives of people. You can make examples of how various policies were developed during the COVID-19 era to respond to the impact of the pandemic **(20 minutes)**



Notes for the Facilitator: The main idea of **creating policy** is to improve the lives of the public. The **process of policy making** differs per country however they are there are common traits.

For a policy to be developed, it is important to understand:

- a) What the need or problem identified is
- b) Setting an agenda,
- c) Consideration of policy options
- d) Decision making
- e) Implementation of the policy and
- f) Evaluation (see the process of policy making)

Also add that there are various factors that influence policy making, these include public opinion, economic conditions, technological changes, interest groups, business lobbying or political activity.



Conducting a Feminist Policy Analysis

A feminist policy analysis is concerned with transforming and dismantling institutions that perpetuate unequal power between men and women, therefore a feminist lens into the policy analysis process. In understanding feminist policy analysis, it is important to understand the concept of policy analysis. Policy analysis is concerned with identifying solutions to a societal problem, to address a threat or pursue a goal.

Activity 5.2: How to Conduct a Feminist Policy Analysis: Use the PowerPoint presentation to share with participants the various frameworks that have been developed in conducting feminist policy analysis, refer to McPhils feminist policy framework and share some of the strengths and weaknesses of this framework. Add that these frameworks have been revised by other scholars and in an intersectional feminist approach which recognise the multiple identities that intersect and further oppress women.

Once done, open for questions and discussions. Confirm that the participants grasp the concept of intersectional feminist policy analysis Framework

Next Step: Practising to analyse a policy using an intersectional feminist lens

Divide the participants into groups and ask them to discuss the following case studies. Remind them to reflect on the Intersectional Feminist Framework.

Case Study 1:

Country Mars continues to experience high levels of teenage pregnancy, during the COVID-19 pandemic the number of teenage pregnancies tripled, and it was also found that girls as young as ten years old were pregnant. Recently the Ministry of Social Development shared statistics on teenage pregnancy which revealed that 1 in 4 girls of school-going age fell pregnant and gave birth within the period.

To curb the high rates of pregnancy the Minister of Education has announced that they are in the process of drafting a policy that will suspend and at the principal's discretion even expel pregnant learners. The Minister further expressed that "girls should be staying in school instead of engaging in activities that only concerned married couples". This measure, she added is part of the country's efforts to advance the Right to Education as promoted in instruments such as the SDG, Convention on the Rights of the Child, and other key women's instruments" You work for a community-based organisation that advances the rights of women and girls and have been asked to come on and make your submission on the learner pregnancy policy.

How would you go about conducting a policy analysis in preparation for your submission? Share some of the arguments you would bring forward.





Case Study 2:

Country Violet is in the process of passing a law aimed at addressing the effects of climate change. As a country that has over the past five years been experiencing extreme weather conditions resulting in heavy rains and floods including droughts, it seeks to, by passing this law address the negative impacts of climate change.

Agriculture is a huge contributor to the countries' economy about 70 percent of the food producers are women small-scale farmers. In the last year, the country experienced a drought that significantly affected small-scale farmers' ability to produce enough food to meet the demand in the market. In some of the communities, it has been reported that women and girls, as a result of the drought, have had to travel long distances to fetch firewood. In some instances, women and girls have been raped along the way. Two years earlier, the country experienced heavy floods that a woman gave birth to a tree.

Recently parliamentarians discussed a bill that has been developed, one parliamentarian raised concern that the law itself took a very blind approach as it failed to recognise the negative effects that climate change has on women and girls. A majority of the other parliamentarians pushed back and said climate change affects everyone as such the Bill does not have to choose other groups over others – they felt that the bill in its current form makes sense and should be passed.

You work for a community-based organisation that advances the rights of women and girls and have been asked to come on and make your submission on the climate change bill in its current form. How would you go about conducting a policy analysis in preparation for your submission? Share some of the arguments you would bring forward.





Case Study 3:

Country Maphosa prides itself on being a “God-fearing nation” with over 90 per-cent of the population identifying as Christian. In the past few years, there have been media reports of fetuses found in rubbish bins and some in instances by the side of the rivers, this has been the case in rural communities.

In one community, a 17-year-old girl was caught trying to throw a fetus in a rubbish bin, a security guard spot her and immediately took her to the police station.

The young girl explained that she was raped by her father and when she told her mother, she responded that she will need to get rid of the pregnancy otherwise she will no longer pay for her school fees. The community heard about this and was angered by the young girls’ actions, they asked their member of parliament to fund a private bill criminalising abortion. The media also caught onto the story and interviewed some members of parliament who were equally enraged and they publicly declared that they will support a law that criminalises abortion because it is murder as a God-fearing nation, we will be inviting God’s wrath if we are to encourage such practices. A few months later, a Bill criminalising abortion has been drafted and is out for public comment.

You work for a community-based organisation that advances the rights of women and girls and have been asked to come on and make your submission. How would you go about conducting a policy analysis in preparation for your submission? Share some of the arguments you would bring forward...





Case Study 4 :

This is an important time in history for Country Zola as they are in the process of drafting a constitution. Several consultations have been held with various constituencies and the current draft of the constitution has a provision that states that women cannot confer nationality on their children on an equal basis with men. This provision applies to both married and unmarried women with children of wedlock regardless of whether the child is born in or outside the country.

You were recently approached by Friday who has been married to a man from Venus for over twenty years, she has constantly felt insecure in the marriage since the day they got married. She was shocked to realize that this means she cannot register her children in her passport and that she would need to have a valid work permit for her husband in order for her children to go to school. The children will also be called foreigners in Zola.

You work for a community-based organisation that advances the rights of women and girls and have been asked by a Member of parliament to submit to this process. How would you go about conducting a feminist policy analysis in preparation for your submission? Share some of the arguments you would bring forward...

Ask the participants to be as creative as possible. They can use flipchart paper to present their submissions. **(45 minutes)**





Notes for the Facilitator:

Share with the participants that in traditional policy making it was usually the authorities that held decision-making powers and they often made decisions on priorities for social, economic, educational, defense, and healthcare policies. Feminists have always argued that policy analysis was often silent on gender issues and other intersecting identities that led to the marginalization of women as such traditional policy analysis failed to understand how women's lives are affected by the policy.

The feminist policy asserts that it is impossible to understand social policies without appreciating how they deal with women and other marginalized groups. With any policy review, the analysis is often premised on how the personal is political.

Utilizing a feminist lens in analysing organizational and state policies that can result in outcomes that speak to the realities of women and other marginalized groups and also meet their needs!

Remind participants from the earlier discussion that identity is not singularly shaped by race, class, gender, or sexual orientation but by a combination of various characteristics that impact women's lives and result in other people being more privileged than others.

When we apply an intersectional feminist analysis, knowledge is generated from those who are oppressed and about oppressed groups.



Notes for Facilitator: Key guiding questions for applying an Intersectional Feminist Analysis.



Factor	Key Guiding Questions
Intersectional Identities	<ol style="list-style-type: none"> 1. How do <i>diverse and intersecting identities</i> such as gender, race, ethnicity, sexual identity, gender identity/expression, class, religion, national origin, documentation status, migration status, carceral status, and ability/disability, interact with other identity categories? 2. Are white, middle-class, <i>able-bodied, cisgender</i>, heterosexual women the assumed standard for all women? 3. <i>How are systems of power and inequality (racism, classism, colonialism, cisnormativity, heterosexism) used to control or oppress those who occupy different social locations?</i> 4. Does the policy address the multiple identities of women? The multiple oppressions an individual woman may face?
State and Market Control	<ol style="list-style-type: none"> 1. <i>Does the policy oppress women who experience multiple levels of inequality due to their identity by creating a double bind for women with regard to the issue of labor? Are women limited and/or constrained in their participation in the labor market due to the policy (e.g., eligibility criteria, benefits, geographic limitations, wait lists) ?</i> 2. Is the unpaid and/or underpaid labor and work of caring provided by vulnerable groups considered and valued or taken for granted? Is there wage theft or subordination of workers transpiring? 3. Does the policy contain elements of social control of <i>cisgender women, transgender women, nonbinary individuals, and migrants? Are there other social locations of women that result in social control of their identity due to devaluing or creating additional inequalities?</i> 4. Does the policy replace the patriarchal male with a patriarchal state? 5. How does the policy mediate gender relationships between the state, market, and family? For instance, does the policy increase different groups of women's dependence on the state or men? <i>If so, which women (race, ethnicity, class, sexual identity, gender identity/expression, religion, national origin, documentation status, migration status, carceral status, ability/disability, and more) are impacted most?</i> 6. <i>What is the policy's view of women as charity recipients vs. worker-citizens? Paying special attention to women's identities along lines of race/ethnicity, sexual identity, gender identity/expression, class, religion, national origin, documentation status, migration status, carceral status, ability/disability, or other identity categories</i>
Role Change and Role Equality	<ol style="list-style-type: none"> 1. <i>Is the goal of the policy role equity or role change?</i> 2. <i>Does the type of change proposed affect the chance of successful passage?</i> 3. <i>Does the policy impact women's economic autonomy as a step toward equality? Does it pay special attention to the differences of women along their race/ethnicity, sexual identity, gender identity/expression, class, religion, national origin, documentation status, migration status, carceral status, and ability/disability identities?</i>
Power Analysis	<ol style="list-style-type: none"> 1. Are women representing diversity along with race/ethnicity, sexual identity, gender identity/expression, class, religion, national origin, documentation status, migration status, carceral status, and ability/disability identities involved in making, shaping, and implementing the policy?



Factor	Key Guiding Questions
Power Analysis	<p>2. Does the policy work to empower women of varying race/ethnicity, sexual identity, gender identity/expression, class, religion, national origin, documentation status, migration status, carceral status, and ability/disability identities?</p> <p>3. Who has the power to define the problem? What are competing representations of the problem?</p> <p>4. How does this policy affect the balance of power? Are there winners and losers? Is a win-win solution a possibility?</p>



MODULE 6: ENGAGING IN FEMINIST ADVOCACY AND DEVELOPING A REGIONAL ADVOCACY PLAN

Time: 3 hours



Materials Required: flipchart paper, markers, projector

Learning Objective: By the end of the session, participants should be able to:

- Define what feminist advocacy is. What factors contribute to the success of advocacy initiatives
- Identify and articulate advocacy issues in their contexts, and define goals and objectives
- Develop a regional action plan

Activity 6.1 : Defining Advocacy

Participants split into break-away groups, each group must discuss the meaning of advocacy, and ask them to also share what they think about feminist advocacy.

- Each group should also come up with reasons why engage in advocacy and factors that can enhance advocacy within civil society.
- In the plenary, each breakaway group shares its definitions, and common threads and differences in the definitions are identified and discussed. Use the following notes below to make a distinction between advocacy and feminist advocacy. Also, ask participants to reshare what we discussed about feminist values and principles including how these can be infused in feminist advocacy. **(15 minutes)**

Discussion Notes for the Facilitator:

Advocacy is an umbrella term that describes various strategies – including campaigning, lobbying, research/communication, and alliance-building – that are used to influence decision-makers and policies. Advocacy is engagement aimed at bringing about change.

Doing advocacy in a feminist way would imply infusing advocacy strategies with feminist values and principles. It would seek to advance women's rights and address the effects of policies, laws, corporate behavior, and other processes on the lives of women around the world. It is intimately connected and grounded on local struggles and it takes direction from those who experience injustices and inequalities.⁵ Feminist advocacy includes lobbying, campaigning, research, communication, and alliance-building activities which seek to advance women's rights and gender justice.

It is always important to ask the **why** questions as a feminist leader, this includes questions such as: Why are we providing these services? Is there a gender dimension to the provision of this service? And why are women in a given situation experiencing so much violence? Emphasise that it is always important to connect with power analysis and feminist theory when engaging in feminist advocacy.

It is always important to incorporate political awareness and consciousness into our advocacy work and to realise that advocacy can always happen at all levels of engagement and capacity. For example, rights

5. See AWID Young women and leadership Advocacy Guide for Feminists retrieved from https://iknowpolitics.org/sites/default/files/feminist_advocacy_guide_awid_2.pdf



violations that women are experiencing are connected to the failures of our governments to live up to the international agreements that they have signed on to and this, in turn, resonates throughout local and national policies. Gender justice and women's rights are intimately and pervasively affected by policy decisions at local, national, and regional levels.

Feminist advocacy prioritises addressing structural and systemic issues and fundamentally challenging patriarchal power, and other interlinking systems of oppression based on race, class, caste, age, geography, sexual orientation, gender identity and people's political views so as to shift the viewpoints, decisions and actions of policymakers.

Activity 6.2: Ask a maximum of three participants to share how they have engaged in advocacy on a particular issue and what was the most effective strategy they used and whether they were able to achieve the change they sought. **(15 minutes)**



Facilitator Notes: Tips for Navigating Spaces and Places Advocacy can take place in your school, community, within your organisation, at government level, regional and international levels. It is important to make strategic choices about where to direct your energy and to look for strategic entry points.

It is beneficial to participate in established agendas of institutions or decision-makers such as government-sponsored policy consultations, stakeholder meetings, and local council meetings. In such invited spaces, it is important to have a clear agenda and clear demands. In space that has been created by advocates it will require more resources but may offer stronger negotiating positions. Some of the key questions participants can ask to decide where to engage are the following:

- Where do we have the most capacity and resources to effect policy changes?
- What risks are associated with engaging in particular spaces?
- How can we ensure that our agendas are being promoted in local, national, regional, and international spaces?
- In what institutions are decisions being made?

Highlight to the participants that the policy or decisions that you are trying to influence will inform the strategy.

Activity 6.3: Choosing An Advocacy Strategy

Ask the participants to be into four groups, and role-play the following scenarios. The groups can choose to reflect on the strategies deployed during the roleplay or they can, once they have acted out the scenarios present their strategies:

Scenario 1:

In 2018, the kingdom of Nolly Land passed a policy that provided for the supply of contraceptives in local clinic facilities to young women and girls. The minimum age that a girl can access contraceptives is 12 years old. In the community of Zonga, there are two clinic facilities, young girls have reported going to the facility to seek contraceptives and being told that these are only available for women above 21 years old.

The head of the one local clinic facility has previously openly declared in a church nearby that they will not be giving contraceptives to women younger than 21 because they should not be engaging in sexual activity in the first place, they should be focusing on getting married first. In the last six months, over 50 young girls have fallen pregnant.

You are a community advocate and are deeply concerned about this, how would you approach this? what sort of strategies would you deploy? What will your message be?





Scenario 2:

The National Healthcare Act of Saome provides free access to healthcare for all lactating and pregnant women. The province Eatome has however passed a law at the provincial level and regulations that charge a fee at public hospitals to all pregnant and lactating women.

You work for a legal advocacy organisation and a number of pregnant women have approached you (you're a senior paralegal) complaining about the fees they have to pay. In one case, a two-year-old died after being denied emergency treatment when he swallowed rat poison at home. Other communities working with refugee women such as Yield refugee services have provided evidence to this effect.

How, as an organisation would you approach this? What sort of strategies would you deploy? What will your message be?



Scenario 3:

Meander country has a law that criminalises sex work, municipal by laws similarly contain provisions that prohibit sex work such as "importuning any person for the purpose of prostitution" and "soliciting". Unfortunately, sex workers have very little legal protection in law.

A number of women in the sex work industry have approached you stating that they are being arrested by police officials who often demand a bribe for their release and in some instances are raped. Zoe who has been in the sex work industry for over ten years shared that last week she went to her local clinic to seek assistance because a condom got stuck in her vagina while having sex with a client, the nurse refused to assist.

A coalition for sex work as work has started a campaign calling for the decriminalisation of sex work, your organisation is a member of the coalition. The coordinator of the organisation has asked you to go and attend a consultation meeting where members of parliament will be present and they will be discussing whether or not a law should be passed decriminalising sex work. You attend the meeting and as you enter, one of the community members points at you and shouts "you are a heathen, we know because you support sex work". Mr Mombasa asks the member to keep quiet and gives you an opportunity to address them.

How would you approach this? What strategies would you deploy and what will your messaging be?





Note to Facilitator: Once all the roleplays have been done, have an open discussion with the participants to share their thoughts on the advocacy strategies deployed. Ask them to also share any other strategies that they think could have been used. Add that the reality of every country is different. Therefore, the opportunities for and obstacles to developing civil society and citizen participation through advocacy must be analysed within a country's particular context. Nonetheless, it is possible to make generalisations about important external factors in a country's political environment that contribute to citizens' ability to influence public policies by engaging in advocacy.

Emphasise that it is important to identify your target audience and to frame your messaging in a way that is meaningful to those without specific knowledge on the issue. Your messages and strategies must be structured in such a way that that will make an impact on your audiences.

Always remember to consult like-minded organizations, especially locally based organizations) about the most appropriate and effective strategies.

The ability to influence and shape public opinion is crucial to the success of advocacy initiatives. Access to the media, including digital media is a particularly important component of awareness raising and the shaping of public opinion about certain issues. When control of the mass media is highly concentrated in a few hands, access for some sectors of society can be limited. This negatively impacts their ability to place issues on the public agenda and influence decision-making about public policies effectively. In addition, the digital space is a brutal space for feminists, activists and gender advocates, because it is largely founded on patriarchal, capitalistic systems and structures. It is critical to remain vigilant, connected and leverage on the power of solidarity to call out systems and structures that are not safe and not working for women and girls in all their diversity – but also co-create alternative spaces. It is also important to interrogate – who owns these digital media platforms? who is controlling the platforms and making decisions on our behalf? And influence advocacy and policy spaces e.g. **Internet Governance Forum** – (<https://www.intgovforum.org/multilingual/>)

When designing advocacy efforts, some of the critical questions to ask include the following:

- What is the focus of my advocacy strategy?
- Who are my target audiences and what do I want to achieve through them?
- What is the impact that I am hoping for through these strategies?
- What are the actual policy change and decision-making structures that I want to change/ influence?

As mentioned earlier, feminist advocacy can be used on the ground and in local struggles, it provides a framework to challenge the effects of the implementation of national policies and decisions. It allows for activists to bring in a political analysis and a gendered lens when planning responses and providing tools to identify strategic entry points and target audiences. It provides a concrete plan of action for activists from different regions to consolidate their efforts. It also enables activists to connect our struggles . It is also important to have solid, factual up to date information that will drive your advocacy strategy, use gender data, conduct research which ideally must be informed by feminist research principles (See ActionAid Feminist Research tools – https://actionaid.org/sites/default/files/publications/ActionAid%20Feminist%20Research%20Guidelines_2021.pdf)



Activity 6.5: Identifying Issues, Goals and Objectives

Now that the participants have shared some key gaps and challenges in their laws and policies when reflecting on the extent to which their countries have domesticated the Maputo Protocol, ask them to identify particular problems that they feel need to be resolved in through public policy changes. They can do this in the groups that they were part of for the role playing.



Notes to the Facilitator: The facilitator will present a PowerPoint presentation on key steps to follow in identifying advocacy priority areas, defining goals and objectives. Once key issues have been identified, lead a discussion on the root causes and drivers of the issues by asking the following questions:

- Why this problem?
- What are the main causes and drivers of the problem?
- What are its consequences?

Activity 6.6: Identify Partners and Allies

Once the participants have identified an advocacy issue, ask them now to list partners who they think are likely to support their advocacy initiative?



Notes to Facilitator: Use the below information to share with participant on the importance of identifying allies and partners. People who have some interest in the advocacy issue and some power to influence the decision-maker may come from many sectors of society. This universe of actors generally includes:

- Friends and relatives of the decision-makers.
- Advisers to the decision maker.
- Representatives of government institutions (at the local, regional, and national levels).
- Leaders of political parties.
- Representatives of professional organisations and the business community.
- Directors of non-governmental organisations.
- Religious, academic, and professional leaders.
- Key figures in the media.
- Representatives of international aid agencies.
- Government officials from other nations.

After identifying the universe of actors with an interest in the proposal and some ability to influence decision-makers, it is important to classify them according to their public posture and personal attitude toward the proposal. The key actors can thus be classified as allies, undecided persons, or opponents.

Allies are people who agree with the proposal, for whatever reason, and who might indicate their support publicly at a particular moment. They tend to be people outside the core group that is organising the advocacy initiative, although they may join a coalition at some point during the campaign. The advocacy group will need to inform, consult, orient, and motivate these allies in order to convert their support into concrete actions.

Opponents are against the proposal, for whatever reason. They are unlikely to modify their position unless substantive changes are made to the proposal. Unless the group organising the initiative takes steps to curtail the impact of its opponents, they can do a lot of harm.



Undecided persons are those who have not taken a position on the advocacy proposal and have the potential to become either allies or opponents. They can influence the decision-making process but normally will not act either for or against the proposal without considerable persuasion. Some people are undecided because their personal and institutional interests are in conflict. In other cases, undecided persons may want to support a proposal, but because of their high public profile, they are hesitant to do so openly. At other times, undecided persons prefer not to take a position because they feel they lack sufficient information about the proposal.

Activity 6.7: Effective Messaging and Communication Tactics

In the role-playing exercise, participants were asked to share the kind of messages they would develop for their target audience. In relation to the issues identified in the region, ask them to briefly share what sort of communication tactics they would use for their target audience. Use the flipchart board to indicate the sender and recipient of the message. **(10 minutes)**

Once this has been completed, brainstorm with participants on what effective communication means.



Notes to Facilitator: All successful advocacy campaigns begin with actively listening to people affected by the problem in order to understand their problem. Active listening is a process of truly hearing someone else's ideas and opinions. Active listening gives respect to the person we are communicating with by showing that we are genuinely trying to understand their ideas and opinions.

When we respect others' ideas and opinions, we can expect them to actively listen to us. Active listening also affirms our understanding of what has been said; shows us what part of our message is not clear and understood; and assists in building a good working relationship. Everyone wants to know that their ideas and opinions are being heard and respected.

To actively listen, we need to ask a question if we don't understand it; restate what the other speaker has said, then ask if we restated what was said correctly and are listening carefully; use body language such as nodding to show we understand and be patient so that speakers have a chance to express themselves.



Activity 6.8: Developing a Regional Advocacy Plan

A Regional Action Plan is a strategy that is created by a collective of advocates to channel resources to and embark on actions that seek to promote shared common goals and interests. In this instance it reflects a collective of civil society organisations from across Africa committed to channel resources and embark on initiatives to advocate for the enactment and effective implementation of laws and policies. **(1 Hour)**

With the identified priorities above, remind the participants of the discussions had around regional and international instruments and their importance. Use the issues collectively identified by participants to develop a regional advocacy plan. Divide the participants into groups. See template below:

- What is the problem?
- What are the root causes of the problem (use a feminist analysis)
- What are its consequences?

Advocacy Issue (power & contextual analysis)	Goal (long-term or short-term)	Objectives (the desired change)	Action strategies/ Tactics	Framing of Key Messages	Who will you get involved & Role clarification	Timeline



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The African Women's
Development and
Communication Network



A Training Manual

Feminist Transformative Leadership & Policy Advocacy

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