

YOUNG FEMINIST LEADERSHIP TOOLKIT

For LGBTQI+ organisers in West, East, Southern and Central Africa



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Introduction

This Toolkit was created for young, feminist organisers from WESCA (West, East, Southern and Central Africa) who are at the forefront of tirelessly working towards radical systemic change for LGBTQI+ people in their communities. The content of this Toolkit is an amalgamation of secondary research and consultations with current FRIDA grantee partners from the WESCA region who are part of the LGBTQI+ community and whose organisations focus on this area of work.

The Toolkit forms part of FRIDA's commitment to strengthen the LGBTQI+ movement in WESCA, by funding and amplifying the capacities of young activists and their organisations. A significant part of the work done towards upholding this commitment has, over the last three and a half years, fallen under the Power-Up grant, which was awarded jointly to FRIDA and WHER Nigeria (a former FRIDA grantee partner) by Comic Relief. This partnership is the first of its kind at FRIDA, and it has paved the way for what transitioning grantee partner journeys could look like in the future.

In this Toolkit you will find tools and strategies that could be used individually or as a collective, to enhance your skills and build your leadership capacities as a young, feminist leader(s) in the region. Our hope is that you make use of the exercises offered as frequently as needed, to navigate some of the challenges faced in your work.

We also hope that you share the Toolkit with other young feminist organisers in the region who might benefit from the tools offered.

We are incredibly grateful to all the brilliant young feminists who played a part, big or small, in co-creating this Toolkit. We want to give special thanks to the grantee partners who formed part of the Power-Up cohort for their insights and feedback; FRIDA's HR Manager, Wanjiru Maina, for her sage advice about feminist policies; and to FRIDA's staff and grantee partners from the region (and beyond) for their feedback and general support throughout the co-creation process. Finally, we want to express our deepest gratitude to the Creative Action Institute for co-leading this work with us, and ensuring that this Toolkit could be shared timeously.

We appreciate you!



01

**Feminist Leadership
and Collaboration**

1. Feminist Leadership & Collaboration

1.1 What is Feminist Leadership?

“Feminist leadership differs 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’. Feminist leadership implores us to use our power and privilege for social and structural change.”

The Coalition of Feminists for Social Change (COFEM)¹

“Feminist Leadership at its most basic is a commitment to creating alternatives to traditional, hierarchical leadership and organisational cultures. This can take many different forms, from critical self-reflection on the individual level to developing new decision-making structures on the collective level. Most importantly, Feminist Leadership doesn’t have a fixed definition or step-by-step guide. It is an ongoing process of learning and unlearning, both individually and together with others.”

Fair Share of Women Leaders²

“Feminist leadership [is] oriented to a different arrangement of the human order: re-distribution of power and re-distribution of responsibilities. Fighting societal inequalities. Changing economic and social structures, beginning with transformation of psychic structures.

Bridging personal freedom with collective freedom. In feminist leadership equality, mutuality and absence of sex role behavior should be visible.

Aiming at cooperation instead of competition. In feminist leadership equality, mutuality and absence of sex role behavior should be visible. Feminist leadership should promote (or even rehabilitate) emotionality and the values of relationships. Feminist leadership renounces external paraphernalia of power and their influence.”

ADMIRA³

Feminist leadership does not have a singular definition, but there are certainly some common threads.

¹ Coalition of Feminists for Social Change. (2021). COFEM Learning Brief Series: Feminist Leadership. Retrieved from https://cofemsocialchange.org/wp-content/uploads/2021/04/COFEM_Learning-Brief-Series_Digital.pdf

² Fair Share of Women Leaders. (n.d.). Feminist Leadership. Retrieved from <https://fairsharewl.org/feministleadership/>

³ Batliwala, S. (2011). Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud. CREA. Retrieved from <https://www.uc.edu/content/dam/uc/ucwc/docs/CREA.pdf>

- What we're working towards:
 - Catalysing social change
 - Moving towards equity
- How we will achieve this:
 - Challenging unequal power structures
 - Relying on collective power
- What we value in how we work together:
 - Collaboration
 - Representation
 - Accountability
 - Transparency
 - Empathy

Reflection

1. What definition (or parts of definitions) of feminist leadership do you relate with?
2. If you were writing your own definition of feminist leadership, what would it be?

1.2 The Personal Informs Leadership and Collaboration

Our lived experiences, social identities, and ancestral and cultural legacies inform who we are and how we interact with others. These are experiences that we carry with us everywhere, including our work. Personal reflection on these pieces of one's identity helps one become more aware of how one perceives the world and encourages a more mindful approach to leading and collaborating. Below is a tool to support you in a personal reflection.

Tool: Feminist Leadership Mandala

Source

Creative Action Institute

Objectives

- Identify experiences, identities and legacies that play a role in who you are.
- Name how this plays a role in how you perceive the world.
- Name how this plays a role in how you lead and collaborate with others.

Time

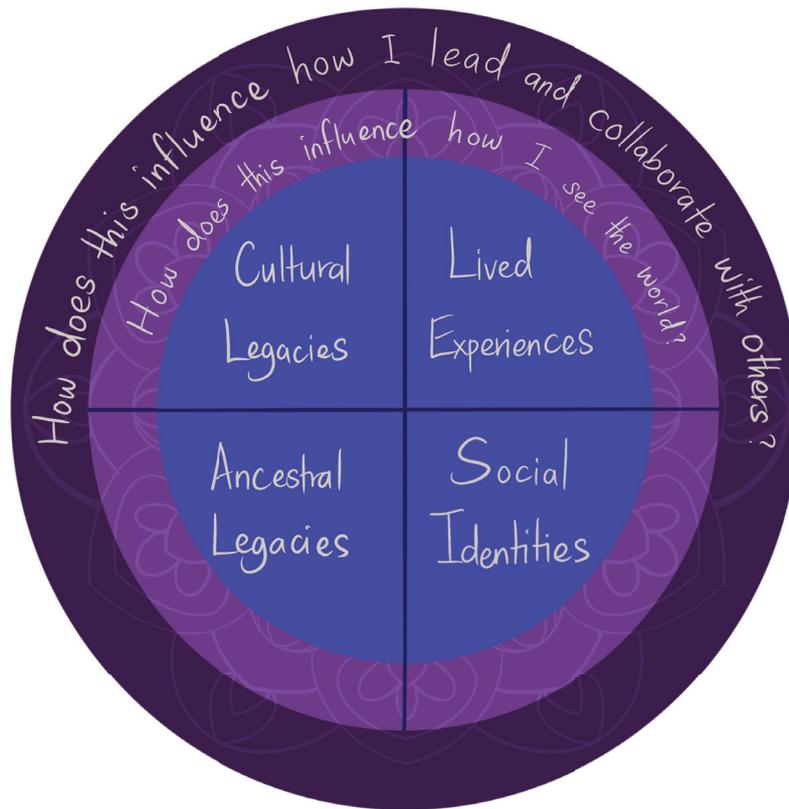
30-60 minutes

Materials

- Paper or template
- Something to write or draw with, like markers, pens, pencils

Guidance

We are all influenced by an amalgamation of our lived experiences, social identities, ancestral and cultural legacies. Acknowledging this and identifying these influences can help us become better aware of how this impacts how we see and engage with the world around us, including how we lead and collaborate in our work and communities.



Process

1. Use the template (or use a piece of paper to replicate it).
2. In the innermost circle, write or draw representations of:
 - a. 2+ lived experiences that have shaped who you are.
 - b. 2+ social identities, e.g., gender, race, ethnicity, religion, language, socio-economic situation, etc. that you feel impact your experience in life
 - c. 2+ ancestral legacies, e.g., intergenerational trauma, intergenerational privilege or wealth
 - d. 2+ cultural legacies, e.g., (tangible or intangible assets or traits you carry with you as a result of being part of a culture that can influence your success or failure), e.g., ethic of hard work, legacy of being immigrants, history of being part of a persecuted culture or history of persecuting others.
- 3 In the middle circle, write down or draw representations of how these experiences, identities, and legacies influence how you see the world.

- For example, if one of your lived experiences is that you have been well received and generally supported as an LGBTQI leader you may see the world as receptive to change. But if your lived experience is that people respond negatively or even violently to learning that you are a LGBTQI organiser, you may see the world as a place that is dangerous.
4. In the exterior circle, write or draw representations of how these experiences, identities and legacies AND how you see the world, influence how you lead and collaborate with others. For example, in the case you have had an overall positive experience with community members as a LGBTQI leader, you may be more likely to seek community support or alliances. If you have had negative experiences, you may be more hesitant to seek community alliances.
 5. Take a few minutes to review your mandala as a whole.

Reflection

1. Consider the following reflection questions
 - a. What do you notice?
 - b. What parts of your inner circle improve your capacity to perceive, lead, and collaborate by making keen observations, reaching out when needed, and contributing to collegial efforts? How can you embrace this in your work?
 - c. What parts of your inner circle reduce your capacity to perceive, lead, and collaborate by narrowing your perspective, relying on harmful use of power, and dominating or dismissing collegial efforts? How might you take steps to manage these negative impacts? *Note: Managing the negative impacts does not mean erasing or dismissing that these are part of who you are. Instead, how can you acknowledge, be mindful, and act to reduce the negative impacts on yourself and others?*
2. Optional: Share your mandala with someone you trust to talk through reflection questions with them.

1.3 Power With

Have you ever thought to yourself, “We all agree that feminist principles and movements challenge problematically exclusive concentrations of power. But wow! This is not reflected authentically in my day to day work.” If you have, you’re not alone!

What is power and what is feminist power?

There are different types of power. Lisa VeneKlasen and Valerie Miller expanded on the work of Mary Parker Follett by elaborating on the different types of power in their book *A New Weave of Power, People, and Politics: The Action Guide for Advocacy and Citizen Participation* as follows.

- Power Within - “a person’s sense of self-worth and self-knowledge; it includes an ability to recognize individual differences while respecting others”
- Power To - “the unique potential of every person to shape his or her life and world”
- Power With - “finding common ground among different interest and building collective strength”
- Power Over - “The most commonly recognized form of power....seen as a win-lose kind of relationship. Having power involves taking it from someone else, and then using it to dominate and prevent others from gaining it.”

Power over is the dominant form of power and relies on maintaining power in the hands of a few and supporting social and systemic structures that maintain this status quo.

Feminist leadership and movements, however, rely on power with. This means that feminist leadership and movement thrive on building collective power to transform social and systemic structures that do not support equality.

Tool: Examining Power Dynamics in Your Organisation or Movement

Source

Created by Creative Action Institute (inspired from the work of John Gaventa of Institute of Development Studies, Lisa VeneKlasen and Valerie Miller of JASS; International Peacebuilding Advisory Team, Power-Cube, World Cafe)

Objectives

Identify the types of power dynamics at play Identify strategies for disrupting negative power dynamics and moving towards “power with”

Time

1 hour

Materials

- Flipchart paper
- Something to write or draw with, like markers, pens, pencils
- Copies of the Power Matrix

Guidance

Part of being a feminist leader, organisation or movement is living feminist ideals, which means your day to day work authentically mirrors the values you work towards. A great first step towards living feminist values in your work is to understand what types of power dynamics are at play so you can come up with strategies to disrupt them.

This tool can be done individually as a diagnostic tool as you consider engaging others in the process, however, it would be important for many members of your organisation or movement to participate to get as broad a view as possible. You may want to implement this activity multiple times with different participants in order to keep the total participant number to a maximum of 12.

Additionally, given the potentially sensitive nature of the topic of power, you may have to take additional steps to ensure confidentiality such as providing anonymous participation through worksheets completed individually and shared anonymously.



Process

1. Review the definitions of power on page 11.
2. Distribute a copy of the Power Matrix below and review together and clarify any questions.

Power Matrix (Created by Creative Action Institute, inspired by Gaventa, Veneklasen, Miller)

Mechanism of Power	Power Over Example Actors and Supporting Systems	Power With Example Actors and Supporting Systems
Decision making	<p>Actors Anyone who makes decisions for many with little representative input</p> <p>Supporting Systems Biased laws/policies Decision-making structures that perpetuate privilege</p>	<p>Actors Representatives that practice consultation with those they represent and are a member of the group they represent</p> <p>Supporting Systems Policies that dismantle inequitable structures Decision-making structures that advance equity and transparency</p>
Setting the Agenda	<p>Actors Groups that can influence decision-makers by offering benefits or have enough resources to be the loudest</p> <p>Supporting Systems Practices and laws that allow for providing personal incentives to decision-makers Hierarchical structures support upper management determining strategies.</p>	<p>Supporting Systems Non-hierarchical structures support and encourage all voices being heard.</p>
Shaping Norms	<p>Actors Individuals or groups who control information and communication</p> <p>Supporting Systems Lack of unbiased media sources Common practice of using misinformation to confuse and no disincentives for doing so</p>	<p>Actors All members of an organisation or community Campaigns and movements</p> <p>Supporting Systems Engaging grassroots stakeholders Power is gained by sharing information</p>

5. In 3 small groups, participants can discuss actors that are involved, supporting systems that make it possible, and where they personally think the organisation or movement is on a scale of power over/power with as it pertains to that mechanism of power.
6. After 10 minutes, ask for 1 volunteer from each group to stay with the flipchart for the next 2 rounds while the other members move on. The volunteer will share their group's thinking with the new group, and the new group will build on what is already documented.
7. After 10 minutes, repeat for the last round.
8. Have the 3 volunteers share the findings on each of the flipcharts, based on their understanding and ask if other participants have anything to add.

Reflection

1. What do you notice?
2. What surprised you?
3. What areas do you need to work on to move towards 'power with'? What are some strategies to do that?

1.4 Non-Hierarchical Decision-Making and Movement Building

Feminist leadership is rooted in an approach that distributes power and supports accountability to each other. But what does that look like when it comes to making decisions in your organisation, coalition, alliance, or movement? And how do we overcome common challenges?

What does non-hierarchical decision-making and movement building look like?

First, there is no one approach to nurturing non-hierarchical decision-making and movement building. For example, among FRIDA's partners, strategies included embedding processes like committee work, rotating roles and responsibilities, and participatory models for decision-making. FRIDA's partners also commonly shifted language in order to try to shift the culture, for example not having titles that indicate hierarchy and classifying all types of work as equal.

Some types of non-hierarchical decision-making models are:



Model	Advantages	Disadvantages
<p>Horizontal/Flat: This model of decision-making encourages everyone to make decisions and is flat as compared to a vertical model that has many levels of management and a chain of command. They make decisions by consensus.</p>	<ul style="list-style-type: none"> • Encourages creativity, collaboration (less siloed work). • Faster decision-making because there are fewer levels of management <p>Power, responsibility, and accountability are distributed.</p>	<ul style="list-style-type: none"> • Can be more challenging for larger groups or scaling because decisions may not be communicated to others
<p>Committees: This model of decision-making utilises groups of people who opt in because of interest and/or skills. Decisions around a particular topic or function are determined by the committees. (Committees could use a consensual or majority vote)</p>	<ul style="list-style-type: none"> • Encourages those who are interested and have particular skills to work together. • Can improve the level of consultation and discussion prior to making a decision because the committee works together. • Can help provide structure without being hierarchical. 	<ul style="list-style-type: none"> • Could create silos that reduce communication or knowledge across a group.
<p>Consensual: This model of decision-making focuses on coming to a consensus. This usually means having multiple conversations to shape a decision until everyone is satisfied.</p> <p>Majority voting: This model gives each participant a vote. The choice with the most votes is adopted.</p>	<ul style="list-style-type: none"> • Incorporates everyone's perspective • The process is very transparent. • Everyone gets to weigh-in on what they prefer. • Quick 	<ul style="list-style-type: none"> • Dissenters may end up with a lot of power to stall a process • Decision-making can be slow. • Can be more challenging with a larger group • A close vote can result in a large group being unhappy with a decision. • The group with more power/influence can control decisions.

What are some common challenges and how do we address them?

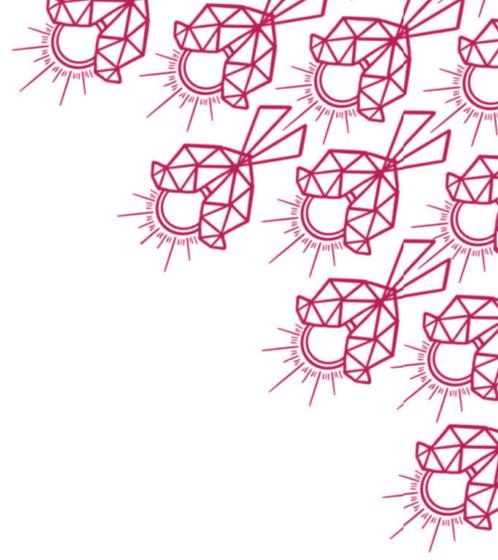
Some common challenges⁴ with distribution of power and non-hierarchical decision-making have underlying misconceptions. Recognizing the misconception can help you reframe and take action to address the challenges.

Challenge	Underlying Misconceptions	Reframe	Possible Actions
<p>Lack of clarity on accountability</p> <p>This might show up as:</p> <ul style="list-style-type: none"> • Not knowing when to consult others • Lack of coordination across the organisation • Lack of accountability or taking • Responsibility lack of mechanisms for accountability 	<p>Distributing power means everyone can make unilateral decisions.</p>	<p>Shift to thinking of distribution of power meaning that:</p> <ul style="list-style-type: none"> • We all have accountability to each other and the communities we serve • We have to consult others • Everyone has a voice and is valued 	<p>Agree on what sorts of actions and decisions require consultation and with whom.</p> <p>Agree on mechanisms for consultation and sharing back information and results.</p>
<p>Lack of knowledge or experience to take on tasks</p> <p>This might show up as:</p> <ul style="list-style-type: none"> • A heavy burden on unskilled personnel or volunteers in different committees. • Lack of qualified staff/staff capacity 	<p>Distributing power means that everyone is equally equipped to take on tasks.</p>	<p>Shift to recognizing that everyone's voice and perspective is equally important to consider, but everyone comes with different experiences, skills and knowledge. We are equal but we are not all the same. Not everyone will be equipped to fulfil every role -sufficient support and collaboration are often needed.</p>	<p>Identify people's strengths and interests. Strengths do not have to align with interests. When they do not, consider having them collaborate with others who do have the experience, skills and knowledge to effectively do the role or invest in their learning in some other way.</p>

⁴FRIDA survey.

<p>Perceived or actual inefficiencies</p> <p>This might show up as:</p> <ul style="list-style-type: none"> • Exercising authority in an inefficient way, e.g., taking action without any consultation. • Decision making takes longer because all views must be considered. • Shifting power to the co-executives without creating loophole confusion, animosity and acrimony among members which if it happens may look like division among the organisation members. 	<p>Non-hierarchical means there is no structure.</p>	<p>The opposite of hierarchical is not structureless.</p> <p>Instead, it means that there is collective power rather than power concentrated among just a few.</p>	<p>Identify where patterns of consultation or decision-making have gone well. How can you create workflows that support repeating these positive patterns?</p>
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1.5 Communicating With Your Team

At the root feminist leadership and collaboration is the concept of power with (“finding common ground among different interest and building collective strength” Veneklasen). To do this, feminist leaders can foster respectful, productive, collaborative relationships by asking generative questions and receiving and giving constructive feedback.

Generative Questions

What are generative questions? And how do they make a difference?

Generative questions are questions that invite deep thinking, reflection, and conversation.

This is in contrast to a closed question that can be answered with a yes or no or have a right or wrong answer.

Type of Question	Example	Result
Generative	<u>How might</u> we communicate more effectively with one another?	This question invites diverse responses, opinions, ideas, and conversation.
Closed	<u>Can</u> we communicate more effectively with one another?	This question is more likely to receive a yes or no response.

Tips for asking generative questions.

There are many types of generative questions that achieve different objectives. The key is to draw out what others are thinking, feeling, and perceiving and really listen to their response in order to better understand where they are coming from and to collaborate.

Types of generative questions

Source: Adapted from *Creative Action Institute's Foundation of Mentorship and Facilitation*

Type of generative question	Objective	Examples
Open-ended questions	Draw out thoughts and ideas	Adding the word “might” can help questions be even more open ended by suggesting there are multiple answers, encouraging more thought and discussion.
Observation questions	Help others perceive the world more deeply	<ul style="list-style-type: none"> • How might....? • Why might....? • Where might....? • What might....?
Observation questions	Help others perceive the world more deeply	<ul style="list-style-type: none"> • What do you <u>see/hear</u>? • What effects have you <u>noticed</u>? • What information do you trust? • What do you <u>see/hear</u> that concerns you?
Feeling questions	Support others to identify how they are feeling emotionally and physically	<ul style="list-style-type: none"> • What <u>sensations</u> do you have in your body when you think about this? • How do you <u>feel</u> about the situation? • How has this affected your <u>physical or emotional health</u>?
Analysis questions	Support deeper thinking and making connections	<ul style="list-style-type: none"> • What do you think are some of the <u>causes</u> of_? • What is the <u>relationship</u> of_ to_ ? • What are the main economic/cultural/political/ social structures that may affect this situation? • How does this impact community stakeholders differently?”
Clarifying questions	Ensure common understanding of concepts	<ul style="list-style-type: none"> • What do you mean by that? • What might an example of that be?
Perspective questions	Invite others to see something from a different	<ul style="list-style-type: none"> • What is another way of thinking about this? • How might this look to other people involved?

Visioning questions	Help identify ideals, values, dreams	<ul style="list-style-type: none"> • How would you like it to be? • What might need to change in order to meet this goal? • What is the meaning of this situation in your own life?
Change questions	Help identify what needs to change	<ul style="list-style-type: none"> • What is something that needs to change? • How might we make those changes happen? • What forces might oppose this change? • How might we overcome these obstacles? • What are your first steps?

Constructive Feedback

What is constructive feedback?

Constructive feedback is a type of feedback that:

- Helps us to understand and appreciate our strengths and
- Identify areas for development, improvement or growth

This means that your **motivation** behind giving the feedback is **positive**. This doesn't necessarily mean the feedback itself is positive but the reason you are giving it is.

Criticism is a type of feedback that is not constructive. It is different from constructive feedback because it is often judgemental, accusatory, and not motivated by seeking to achieve improvement or growth.

How does constructive feedback make a difference?

Constructive feedback comes from a place of wanting to collaborate and supporting others to grow. This framing allows for respectful, meaningful, and actionable feedback.

Tips for giving constructive feedback.

RESPECTFUL

Reflect on your own bias and your role.

Consider if the feedback is needed and why you want to give it. It is important that the feedback you provide is unbiased.

Also consider what role you play in the problem and what you might change in order to support better outcomes.

I Statements

Shift from "You" statements to "I" statements. "You" statements focus on what the other person did, while "I" statements include observations, create space for others to share where they are coming from, and shift to future action.

“You” Statements Sound Like:	Result
You didn't consult the groups that needed to be consulted!	I noticed that not all the stakeholder groups were consulted in this process. When they are not consulted, we don't have as much engagement. Can you tell me your reasoning behind why not all groups were consulted? How can the team support you in this?
You didn't get the report done in time for the funder. You haven't been meeting deadlines	I noticed the funder report was not submitted by the deadline. While our donors are very understanding, when we don't communicate clearly with our donors and provide updates or let them know we are running late, they are left to wonder. I know there is a lot on your to do list but it would be great to hear from you why the report was late so that I can better support you.

Private and In-Person (Ideally)

Feedback is best provided privately and not in a big group setting. This allows for honest conversation.

Feedback is also better in conversation rather than text or email, which can be misinterpreted. Conversations in-person are better than over the phone, so you can read people's body language. However, as we navigate different ways of organising including virtually, it might not always be possible to exchange feedback in person but it is important to centre care and provide feedback with intentionality to foster growth and improvement.

MEANINGFUL

Be Specific

Constructive feedback should be specific, so it can be used. This means that you will likely need to spend some time thinking about examples to illustrate the feedback you are giving.

Timely

Feedback should be given close to the time when you notice a behaviour or a pattern of behaviour that could be improved or adjusted. It is less helpful to receive feedback on something you did three months ago.

ACTIONABLE

Work together to identify possible solutions

After the feedback has been shared, work together to identify some solutions that can help support change. This can include actions the person receiving the feedback can take as well as actions the person providing the feedback can take or actions others can take.

Create a plan for follow-up

After identifying some possible actions, agree on the action items and a timeline for follow-up to revisit progress or change on the feedback. You may want to outline the key information from the conversation and share in a written format and confirm it reflects what was agreed on, to ensure everything is clear.

Tips for receiving constructive feedback.

Recognize that constructive feedback comes from a positive place and is intended to help you grow. Receiving feedback can make you feel like you need to defend yourself and your actions. Hopefully the person providing feedback is using constructive feedback, but remembering that the feedback is intended to result in solutions and positive change can help you stay open.

Constructive feedback is a conversation.

Because constructive feedback is a conversation, actively listen, ask questions, and share honestly so that you can work together to identify solutions and a follow-up plan.

1.6 Communicating with and engaging community stakeholders

“Without community, there is no liberation.”

- Audre Lorde, radical African-American feminist, professor, writer, and civil rights activist.

Transformational social change cannot happen without engaging communities - the communities that we are part of already, as well as the communities where we or our ideas may be more on the margins.

In this section there are tools for both identifying and analysing stakeholders.

- Identifying stakeholders allows you to see the universe of people that might be interested (positively or negatively) or impacted by an issue or change you are bringing about.
- A stakeholder analysis can help you understand and empathise with the different perspectives of stakeholders so that you can better communicate with them, bring them along in your efforts/ campaigns, engage them as allies, and anticipate potential obstacles.

There are also some tips and resources for navigating intergenerational dynamics. As a young feminist LGBTQI organizer in the WESCA region, there are challenges you may face because of norms and expectations around age.

Tool: Identifying Stakeholders

Source

Creative Action Institute

Objectives

- Inclusively identify and analyse the stakeholders who are involved in a particular issue.

Time

60 - 90 minutes

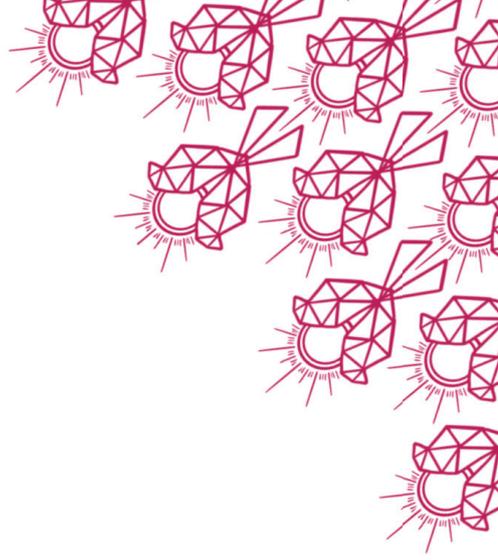
Materials

- Prepare a flipchart paper to have the spectrum of support diagram on it (see below)
- Something to write or draw with, like markers, pens, pencils
- Sticky notes or small pieces of paper and tape.

Guidance

Issues are embedded in a broader ecosystem that is shaped, in part, by a community's prevailing sociocultural norms. These norms influence ideas, beliefs and practices relating to LGBTQI+ rights. They also influence policies, politics, governance frameworks, and institutional practices and cultures. It is important to identify which stakeholders need to be involved or influenced in order to shift traditional norms and support the implementation of LGBTQI+ rights. A stakeholder can be defined as any individual or entity that is interested and invested in the issue you are addressing. Assessing and analysing the underlying beliefs, fears, concerns and interests of stakeholders, especially ones who might oppose it, will help to identify effective strategies to engage them.





Process

1. Ideally include as many people from your team as possible, to draw from a variety of perspectives.
2. Articulate and agree on a primary issue that you are focusing on or change you are working to bring about.
3. If you have a large group, divide into smaller working groups of 3-4 people.
4. Work together (in small groups) to identify as many types of stakeholders involved or affected by the issue or change you are bringing about. Use the questions below to help you think of everyone who has an interest in the issue.
 - Who is affected by the issue?
 - Who has an interest in change?
 - Who can influence change?
 - Who will be affected by change?
 - Who will work against change?
5. In the small groups, write down all the types of stakeholders you can think of, naming each category of stakeholder on sticky notes (or small pieces of paper).
6. Discuss where each stakeholder group currently falls on a spectrum of support. Are they :
 - Opposed
 - Sceptic
 - Indifferent
 - Unaware
 - Supportive
 - Ally



7. Have a member of each group share the types of stakeholder they identified, placing the sticky notes (or taping the small pieces of paper) on the spectrum of support flipchart.
8. If possible, groups with similar stakeholders should work together. If your group has different opinions on where different stakeholder groups are on the spectrum, that's ok! Discuss it with each other so everyone understands the various perspectives.
9. Use the Empathy Map for Stakeholder Communication next!

Tool: Empathy Map for Better Stakeholder Communication

Source

Adapted by Creative Action Institute from XPLANE Empathy Map (Original available from <https://gamestoring.com/empathy-map/>)

Objectives

- To better communicate with stakeholders by empathising with them

Time

30-45 minutes per stakeholder group

Materials

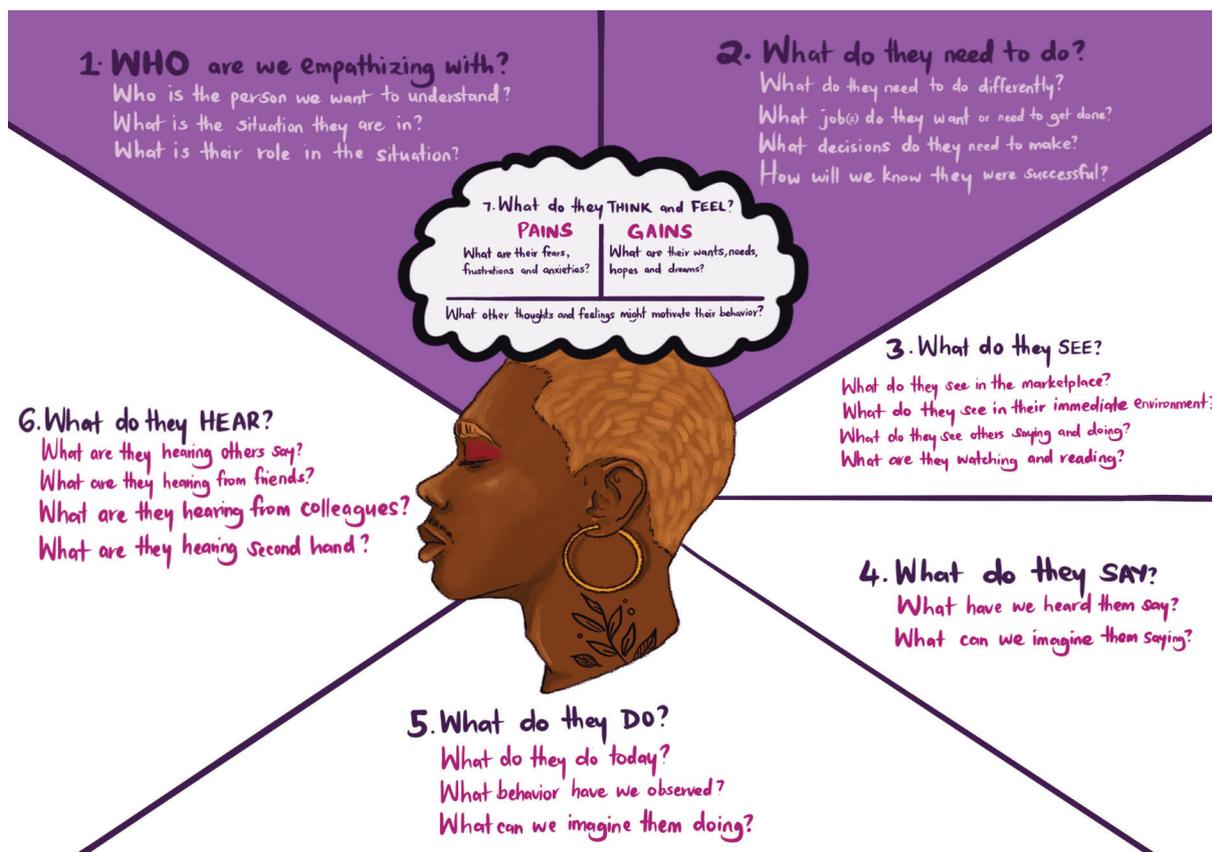
- Results of Identifying Stakeholders (see activity above)
- Copies of the Empathy Map template or blank paper where the empathy map can be recreated
- Pens or pencils

Guidance

Just as your leadership is informed by your prior experiences and knowledge, so are the perspectives of stakeholders, supportive or not. So, whether you are communicating with people on your team or community stakeholders, considering where they are coming from and how they receive information can help you best communicate with them.

Process

1. Use the results from Identifying Stakeholders to identify which stakeholder groups you would like to analyse more deeply. If you are working alone, prioritise one group to analyse first. Otherwise, work in small groups of 3-4 to analyse one or more stakeholder groups.
2. Use the template from XPLANE below to better understand and empathise with the stakeholder group. Start with the section numbered 1, then 2, then 3, etc.
3. Share the empathy maps with the whole group to add additional reflections.
4. Reflect on the following questions:
 - a. What did you uncover about this stakeholder group?
 - b. In what ways do you empathise with this group?
 - c. How might this information inform how you communicate with this group?



Note: If you are comfortable and the stakeholder group is accessible, this template could be modified and used for an interview process with members of a stakeholder group instead. Replace the word “they” with “you” in the prompts.

As a young feminist organizer, along with the challenges that come with representing and advocating for LGBTQI persons and communities, there may be an age and a generational divide.

Intergenerational Communication

“We are now in a critical phase for the Senegalese feminist movement. If we are not careful, a generation gap will grow very quickly. It is necessary to create the conditions for dialogue with the new generation.” - Fatou Ndiaye Turpin, Program Coordinator at Réseau Siggil Jigeen, a women’s rights organisation in Senegal.

When you read this toolkit, the hope is that you are able to leverage our power within, power to and power with to advocate for yourselves, your communities and the global community to make positive change - regardless of who, where, or how old you might be!

Reflection Questions

- How are your ideas or work received by others?
- What norms or stereotypes are there about being young? How do those impact your work as a young feminist organizer?
- What norms or stereotypes are there about being older? How do those impact your work as a young feminist organizer? What biases do you have about older generations?

Some ideas or stereotypes that occupy feminist spaces might be: a young person has less experience or young people are not as responsible.⁵

⁵ Restless Development. (2021). *Feminist Action Lab: Nino Ugrekhelidze and Andrea Parra on Feminist Advocacy*. Retrieved from <https://www.youtube.com/watch?v=dvXxl6lazDoo&feature=youtu.be>

As a result of various such norms and stereotypes many professional spaces may not be designed for youth or actively exclude youth despite their knowledge and decision making power in the development issues - education, sustainable development, climate and environmental justice, healthcare, and more.

Intergenerational dialogue can help break down barriers faced by youth when engaging in advocacy work and support network building across younger and older feminist leaders. We can learn a lot from each other! Intergenerational dialogue can also be useful in communicating with and engaging stakeholders. This type of dialogue requires two types of interactions: active listening and intentional involvement for both youth and older feminists.

Active Listening

Active listening is when we are focusing on the speaker and understanding them fully by maintaining eye contact or nodding to show understanding, as well as asking clarifying questions before we offer our judgement, opinions, or suggestions. This is useful for all types of stakeholder communication and communication generally, because it ensures that the other person feels heard and IS actually heard. This sets the stage for a mutually respectful relationship. Here are some tips to support active listening.

- Allow the speaker to speak, and allow yourself to listen without formulating a response or interrupting the speaker.
- Use body language (nodding, eye contact) when in conversation as a listener and observe body language (facial expressions, posture) as a speaker
- Reiterate questions or a personal stance, when needed, to verify that you are understanding the speaker correctly.
- Ask clarifying questions if something doesn't make sense.

Intentional Involvement and Networking

There is so much space for learning from those who may have helped pave the way before and for strengthening networks by intentionally involving other generations. Here are some tips to support this:

- Dedicate resources (budgets, time, and people) to connect youth and experienced organisers interested in your organisation and vision.
- Leverage different modes of engagement such as play, creative expression, music, and dialogue to build shared vocabulary through experiences beyond advocacy work.
- Allow youth and older feminist organisers to build trust by offering them opportunities, within your organisation's capacity, which they identify as relevant or needed.
- Leverage your network, where needed, to connect youth and older feminist organisers with other change makers or to provide accurate and updated information.

Resource Mobilisation

"The term "resource mobilisation" broadly refers to the ability of a group to gain resources and to mobilise people towards accomplishing the group's goals. So yes, growing in terms of budget is a major part of resource mobilisation, but acquiring new people and connections is important too: in-kind contributions (gifts or services), knowledge, connections, information, experience and friendships can go a long way to advancing your goal! Relationships matter, and taking time to build genuine relationships that are founded in trust is never a waste of time."⁶

You can read more about resource mobilisation in FRIDA's existing Resource Mobilisation Toolkit available online here:

<https://youngfeministfund.org/wp-content/uploads/2017/11/FRIDA-RM-Toolkit-2017.pdf>.

⁶ Olebile, L., Morrissey, S., Sinar, D., & Oztap, N. (2017). Resource Mobilization Toolkit for Girls, Young Women and Trans Youth. In *youngfeministfund.org*. FRIDA. Retrieved October 17, 2022, from <https://youngfeministfund.org/wp-content/uploads/2017/11/FRIDA-RM-Toolkit-2017.pdf>

1.7 Wrap Up

Feminist organizing can be extremely challenging, often requiring us to intentionally step outside of our comfort zones; it requires asking difficult questions often of oneself, our closest colleagues, and especially our critics in the process of making a positive change in our communities.

The methods provided in this section are intended to equip you with strategies to not only communicate your vision and needs as a leader or organisation, but also to build your network and examine where you can leverage your power to, power within, and power with as you address issues that impact LGBTQI communities. As you use these methods, you'll find that many are quick to implement and can have a lasting impact on funders, partner organisations, and stakeholders.





02

Intersectional Practices for People and Culture

2. Intersectional Practices for People and Culture

Young feminist organizers such as yourself are taking on a lot of important issues and tackling them through grassroots organizing followed by scaling up these efforts to affect change in larger parts of societies.

To support your development as a leader and as an organisation, this section of the toolkit focuses on

- Self-care for you, colleagues, or your organisation
- Consultation and accountability
- Equity and transparency in pay and benefits
- Intersectional approaches to centre people and culture

2.1 Self-care for Leaders and Movements

Often the work that feminist organisers do requires more than participation from members or employees. This work commonly requires us to address social problems through behaviour change by adopting healthy behaviours and modelling them for others. This means we need to be aware of our own mindsets and behaviours so that we can support others in our organisations and community.

In this section of the toolkit, we want to help you explore the following:

- The relationship between self-care and organisational sustainability

Reflection:

Take a few moments to think over this past week.

- Which interactions or tasks sapped you of your energy or motivation?
- How did you respond?
- In what ways did this impact the rest of your week?
- If you could relive these moments, what would you think, say, or do differently?

2.2 Self and Collective Care are Radical Political Acts of Resistance

As feminists, activists and organisers we are constantly dealing with injustice, on ourselves and our communities. Dismantling violent and oppressive systems that we are fighting requires that we prioritise intentional self and collective care and wellbeing in order to be able to carry out the important work we do. However, we need to recognize the ways in which self care has been commodified by capitalism and collectively resist the idea that self care is a solution to systemic oppressions and violences. For African organisers whose lives exist at the intersections of patriarchy, racism, capitalism, imperialism, ableism, sexism and transphobia, it is important to draw inspiration from our ancestors who built strong systems of collective care and reimagine ways in which we can practise intentional collective care in our activism.⁷

“Collective care has always been central to our existences as Africans before we were so selfishly robbed of our identities by colonialism and capitalism through all their manifestations. At the core of our being.... was the ability to show up and hold space for one another, share resources and create joy within our community. I most certainly delight in the fact that this practice was not just out of scarcity or necessity like it is in our current times, but rather, it is how our ancestors lived and co-existed in society.”⁸

Reflection:

- Do you have some ancestral practices that you draw on for inspiration for self care?
- In small groups, share some practices you've incorporated in your own life.
- Can some of these practices be adopted by the collective as collective care practices?
- In the larger group, share practices that have been helpful for you.

It is important for us as activists to centre our well-being through rest even though it might feel like we must continue working through exhaustion and burnout. We can't heal the world through chronic self-sacrifice. It is okay to rest from the fight! Rest is a radical political act that ensures our physical, mental and spiritual wellness. It is an intentional act of resistance in a capitalist patriarchal world that has reduced us to tools for production and reproduction. Our bodies, minds and souls have a right and need for rest without guilt⁹

As a young feminist organisation or collective, it is important to plan for team members to take time off without feeling guilty that they are neglecting their work or responsibilities to the collective. When team members have the opportunity to take leave to rest, celebrate important occasions with friends, families and loved ones or go on holiday, they can come back to work rejuvenated and with renewed energy to take the fight forward.

⁷ African Feminism, Mugasha, M. (2022). Reclaiming and Reimagining the Politics of Collective Care as an Act of Radical Resistance. <https://africanfeminism.com/reclaiming-and-reimagining-the-politics-of-collective-care-as-an-act-of-radical-existence/>

⁸ African Feminism, Mugasha, M. (2022). Reclaiming and Reimagining the Politics of Collective Care as an Act of Radical Resistance. <https://africanfeminism.com/reclaiming-and-reimagining-the-politics-of-collective-care-as-an-act-of-radical-existence/>

⁹ African Feminism, Kobugabe, L. (2021). You Can't Heal the World Through Chronic Self Sacrifice. <https://africanfeminism.com/you-cant-heal-the-world-through-chronic-self-sacrifice/>

To listen to our bodies and understand our needs and rest long before we are tired and broken is a powerful act of self-love of liberation.

- Lucky Kobugabe



Reflection:

- What are some activities you engage in that aid you in being restful? (Some examples that Kobugabe shares are sleeping, a cup of warm cocoa on a cold day, journaling, dancing, hanging out with friends, or just being yourself and doing nothing.)
- How often do you intentionally rest and how do you feel about it?
- How can you centre rest for members of your collective?

What then is self care for us as activists, for African feminists who deal with multiple forms of violence on our bodies and our communities everyday? Self care is about accountability to the self by reclaiming control, being transparent, and setting boundaries to allow only those things that uplift our souls. Instead of a distant unachievable dream, self care can look like simple daily practices such as reading, writing, drinking water, applying oil and butter to our scalps and skin, cooking, listening to music, sharing and breathing.¹⁰

Reflection:

Take a moment to read Abebe's favourite self-care demonstration: ".My favourite self-care demonstration reaffirmed by my Ethiopian heritage is the Buna ceremony: a community-based therapeutic ritual that is centred in collective healing. It is a community-initiated care practice that rejuvenates the self, with yellow songs, infusions of repair, green aromas, flowers of light, herbs of health, smokes of freedom, frankincense of essence, liberation of prayer, popping of pain, spiritual spin, a dancing of ideas, scents of sisterhood, cries of laughter, commotions of flames, eating of fire, circulation of trance, roasting of tear, smells of resistance, brewing of freedom, drinking of power, reign of justice." Zemdena Abebe.

- Do you have a favourite self-care ritual?
- Can you list some activities that replenish your energy?
- Can you identify some of your communities that can support you in your journey of centering and honouring the self?
- Would you like to share your reflections with the larger group?

If you would like to explore further ideas on self and collective care you can find some resources in FRIDA's [Happiness Manifesto](#). For additional resources, here is an [archive](#) of wisdom and practices of healing in social justice founded by organiser Kate Werning.

¹⁰ African Feminism, Abebe, Z. (2020). *Radical Self-care: A Refusal to Partake in One's Own Mortality*. <https://africanfeminism.com/radical-self-care-a-refusal-to-partake-in-ones-own-mortality/>

2.3 Consultation and accountability in review

A performance review is a key component of an employee or member's professional growth as it allows space to evaluate one's performance, identify strengths and weaknesses, offer feedback and set future goals including for professional development. It also allows members to share their challenges at work and collectively identify solutions; a review can make visible areas where support might be needed. Moreover, it can allow for a moment of reflection and celebration of achievements. For the process to be effective, it needs to be participatory.

The review process can improve and strengthen an employee's professional skills over time. With a well implemented review process, the organisation and its employees or members can;

- Work towards common goals
- Have a clear understanding of job expectations
- Receive regular feedback about performance
- Receive advice on steps for improvement
- Create space to ask for and receive support
- Establish rewards for good performance

In this section of the toolkit, we will focus our efforts on reflecting and discussing the importance of consultation and accountability in the review process. We have included some tools and resources to help you explore and improve your review process. You will participate in a collective activity to determine whether you need to revise or develop a new review process.

At the end of this section, you will also undertake an exercise to develop a review tool that is effective and aligns with your organisational values and aspirations.



“Self-care can be an active choice to be present, to notice the body, to cleanse the pain with water and ocean, with silence and voice, with mountain and power, with sun and touch, with movement and stillness, with prayers and,...whatever ...works.”

- Zemdema Abebe



What is Consultation?

Consultation is a practice by which an organisation engages in discussions on issues of mutual concern such as development of organisation systems, policies and processes with its employees/members and stakeholders.¹¹ The process is aimed at seeking acceptable solutions to decisions through a genuine exchange of views and information.

What is Accountability?

Accountability is about taking personal responsibility for your work. It means showing up and setting out to accomplish things you said you will do (Range.co, 2021). Being accountable is also trusting your teammates and knowing you can count on each other to get things done. It also means communicating transparently and in advance when delays or changes in deliverables are expected.

Your organisation's approach to consultation and accountability can have an impact across every aspect of your work. These two practices foster better working relationships, improve job satisfactions and will help your team work together and more effectively.

How to foster consultation and accountability

1. Model consultation and accountability

Building a culture of consultation and accountability is impossible without consistency and a strong model from the leadership of an organisation. It is important for leaders to model these practices before approaching the conversation with their teams.

Leaders can practise consultation by asking the team for suggestions and thoughts on processes you would like to introduce in the organisations. Accountability can be practised by taking ownership over the impact of your actions or inactions and by being open and allowing your teammates to check-in with you on the status of your work.

2. Cultivate a routine of accountability and consultations

Make it a habit to consult the team on decisions that concern them and the organisation. While it may not be possible to involve everyone in the decision making process, the leadership of the organisation should make an effort to seek team opinions on issues that are likely to impact them. You might conduct one-on-one check-ins for people working together in the same department and team check-ins that involve everyone at the organisation. The check-ins could be a space for teams to share what is happening, areas where they need support as well as for collective decision making. The essence of these practices is for team members to align on work they are leading, ensure the work is moving forward and the team has clarity on roles and responsibilities.

3. Set and communicate clear team expectations

For accountability to work, each team member needs clarity around what's expected of them. It is important not to make assumptions that everyone knows what needs to be done. Setting expectations as a team will offer direction and unite the team towards shared goals or objectives.

4. Building Trust

Trust and safety are the foundations of consultation and accountability. When trust and safety are nurtured in an organisation, people feel safer taking risks, asking for feedback and contributing to organisational processes. The team becomes comfortable being vulnerable in front of each other through the ups and downs that inherently come with any job. The two tools below will support your organisation whether you are looking to begin a performance review process or to improve the efficiency of your existing process.

¹¹ Fair Work Commission. Fair Work Commission | Australia's national workplace relations tribunal. (n.d.). Retrieved September 14, 2022, from <https://www.fwc.gov.au/>

Tool: Analysing your review process

In this activity you will use accountability and consultation practices to analyse your review process. As a team, you will identify gaps and ways of building accountability and consultation in the process.

Source:

Creative Action Institute

Objectives:

- To develop a team understanding and agree on ways of fostering accountability and consultation practices in your organisation.
- To evaluate and identify any gaps in your review process.

Time:

45-60 minutes

Materials:

- Flip charts
- Post it notes
- Pencils/pens
- Notebooks
- Marker pens
- A copy of this toolkit for all team members
- Organisation review tool (If you do not have a performance process, in your small groups discuss why it is important for you to have one. Reference the examples of processes provided in the

Guidance

Before undertaking this activity take time to research how other organisations conduct their reviews. Speak to human resource experts and members from peer organisations to learn best practices and insights in reviews. If your organisation has bigger teams (20 and above) it may be helpful to select a committee to lead this activity. If your team is small, agree and assign each other roles to carry out this activity.

These are some of the roles in this tool

- Taking notes
- Communicating the goal and objectives of this activity to the rest of team
- Planning and coordinating team meetings to participate in this activity
- Purchasing materials needed for this activity

Process:

1. Set a time that is convenient for all team members and gather in a meeting space, this could be in your office or an external conference space if you have the funds to hire one.
2. Start by sharing the goal and objective of this activity. The selected committee can take the lead on this.
3. Take 15 minutes to reflect and discuss what accountability and consultation means to you as a team. Outline ways you will commit to foster these two practices in your organisation.
4. Post this definition and a summary of the agreed ways to foster accountability and consultation in your organisation on a board, canvas or a frame and hang it on a wall in your office where all members have access. If you choose to keep a digital document, archive and share it with all members of your team for reference. Remember to hold each other accountable in keeping this collective understanding and practices of consultation and accountability.
5. Take a short break or do an energizer before proceeding to the next process.
6. Break into groups of 3-5 depending on the size of your team and start by reflecting and sharing on your experiences when you participated in a review process. Remember it is ok for you not to share if you don't feel comfortable to do so.
7. In your small groups reflect and share on the following questions;
 - Why is a review process important to you and your organisation?
 - What would accountability and consultation look like in your review process?
 - Use the table below to evaluate and discuss your review process.

What do you appreciate most in your review process?	What would you like to improve or add in your review process?	What best practices and insights would you include in your review process? (make reference to gathered findings from peer organisations)
1.		
2.		
3.		
4.		
5.		

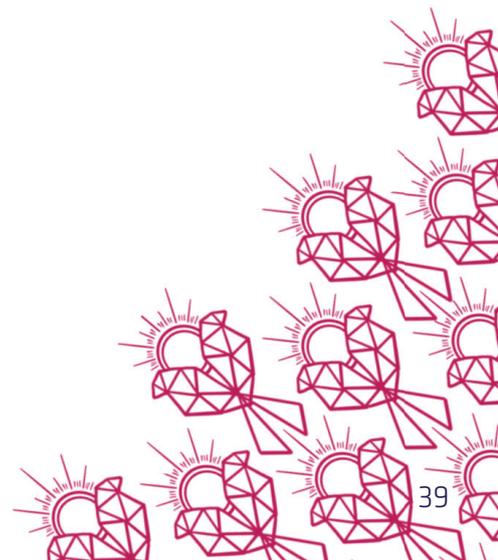
Note: Refer to page 42 for tools and resources on best practices in the review process.

8. Close your small groups discussions and gather the team to share your discussions

Wrap up

Wrap up the activity by making reference to the recommendation identified by each group and determine whether you need to revise/edit your current review process or develop a new one. You may need to develop a new review process if your organisation does not have one.

9. Agree on the frequency of conducting reviews for example you will carry out team reviews bi-annually or annually.
10. Agree on how you will hold each other accountable after the review process.
11. Include the revised talent management process in your organisation policies.
12. **Note:** If you do not have a performance process, in your small groups discuss why it is important for you to have one. Reference the examples of processes provided in the appendix to develop one for your organisation.



Tool: Developing a review process

We have provided a sample tool called 360-Degree Feedback Review in the resource page 42 Refer to the tool as you develop your own review process. The 360-degree feedback tool is a performance review tool. The word 360-degree refers to “all-around” or all directions as there are 360 degrees in a circle. The 360 degree feedback allows a team member to receive valuable feedback on their work from other members of either the entire team or from members who they have worked closely with. It also provides a moment for team members to celebrate the work and achievements of their colleagues. The tool can take various forms based on the needs and contexts of the organisation and the team member receiving feedback. A common practice is to have ratings against various indicators or dimensions. It is important to allow for space for members providing ratings to provide explanations or additional written feedback. You might also have only questions on your 360 review where team members can provide written responses. Some of the indicators to use in a rating could be;

- Job knowledge and skills
- Collaboration
- Dependability
- Initiative
- Accountability
- Leadership

This tool is helpful for young feminist organisations looking for non-heirarchical processes of conducting reviews.

The table below describes the advantages and disadvantages you might consider before you implement this in your organisation.



Advantages of the 360 Degree Feedback Review	Disadvantages of the 360 Degree Feedback Review
<ul style="list-style-type: none"> • The team gets a broader perspective of how they are perceived by each other. • It gives teams a more rounded view of their performance. • It increases awareness of and relevance of competencies. • It increases awareness within the team that everyone has development needs. • Feedback is perceived as more valid and objective, leading to acceptance of results and actions required. It gives a voice to all team members. • Everyone's openness to receiving feedback improves team dialogue. • It improves team communication and engagement. 	<ul style="list-style-type: none"> • If not administered properly, people may not give frank or honest feedback. • People may be put under stress in receiving or giving feedback. • In a culture of high distrust, it may spoil relationships among the team. • It is more time-consuming.

Source:

HeadLight and Team Mate 360

Objectives:

- To develop a review process that aligns with your organisation or collective's values and aspirations.
- To engage all team members in developing a review process.

Time:

60-90 minutes

Materials:

- 360 Degree Feedback Tool
- A copy of this toolkit for all the team members
- Notes from the previous activity
- Flip charts
- Marker pens
- Pens and pencils
- Note books
- Sticky notes

Guidance:

Before starting this activity, revisit the notes from the previous activity and take note of the recommendations shared by your team on what to include in a review tool. Gather the materials needed and schedule a free time when all team members are present. It is recommended to also review the organisation's human resources management process beforehand in order to identify where the review process fits in.

Process:

- Take 5 minutes to recap your previous activity on analysing your review process.
- Go through the objectives of this activity and clarify expectations. One of the team members can lead this process and confirm that the team understands the objective of the activity.
- Be clear that you understand the following;
 - What a review process is and why it is important to you and the organisation.
- Break into 3 groups and discuss in 20 minutes the following questions. Use the table below to support you in the group discussion.

Who should perform the talent review process?

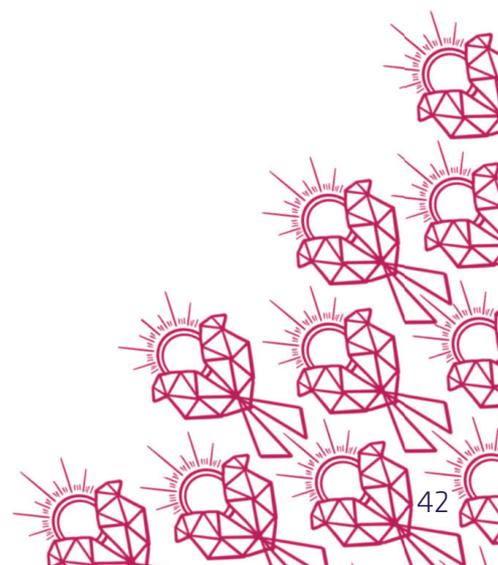
List the current and future roles in your organisation e.g team coordinator, team leader, program lead)	Who will review this role and why?	Who will not review this role and why?

Note: It is recommended that team members are reviewed by everyone in the organisation. However, to some organisations, this might not be possible particularly if your team is big with many departments. For larger organisations, it will be advisable to limit the reviewers to the people that each team member regularly interacts with in the course of their work.

Establish review metrics or indicators for your talent review?

Review metrics or indicators are similar across many organisations. However no organisations are the same. It is important for you as a team to discuss and agree on a set of indicators and metrics that would be relevant and helpful to be reviewed. Some indicators to consider are;

- Collaboration
- Accountability
- Reliability
- Job knowledge



What talent or performance Indicators/metrics would be relevant to review?	What does success look like for this indicator? Break down into actionable things that other members can implement in their daily routines/

Agree on a rating system

If you are using a rating tool, it can help team members to track their growth and identify areas they may need support with and grow.

We have provided an example of a rating system below for you to review and adapt it to fit the needs of your organisation. You can expand your rating range, and change the description of the rating.



Score/rate	Description
3	Always demonstrates this value
2	Sometimes demonstrates this value/Growing in this area
1	Rarely demonstrates this value/This is challenging
U	Unknown –Not observed this particular skill/ behaviour

- Share your discussions with everyone and take a short break before proceeding to the next steps.
- What are some questions you would like to include in your 360 review besides a rating? Some examples might include: What would you like to celebrate about XXX's work the past year? What is one area of work where you think XXX did really well? What have some of the challenges been?
- How do you think XXX and/or the organisation can overcome these challenges?
- Use the worksheet below to create a review tool.



(Organisation name)

360 Degree Review Worksheet

About this review

(Include a brief description about the review and its aim)

Objectives

(Include the objective of the review?)

Estimated time for respondents:

(Include an estimated time it will take to fill in the review. Note that the number of indicators added will determine the time it will take to fill in the review.)

Instructions for the 360 Degree Feedback Review

(Discuss and agree with your team on any relevant instructions for filling in the review matrix.)

Indicator 1 (ex. collaboration)	3 (almost always)	2	1 (almost never)
XX understands the needs and priorities of others and is proactive in communicating the information upon which they depend.			
Indicator Action			
Indicator 2 (ex. accountability)			
People can count on XX to do what they said they will do and /or re-negotiate in a timely manner.			
Indicator Action			
Indicator Action			

(This worksheet is adopted from Complete Small Business Guide)

- Once you have completed discussing and developing a review process, agree on what next steps will follow. Some of the next steps could be;
 - Setting goals and coming up with a plan to work on areas that may need to be improved on
 - Coaching areas identified for improvement
 - Undertake a training on skills gap identified
 - Agreeing on an accountability process to support in meeting the set goals.



Anytime you participate in a review process and agree on who the matrix should be sent to, there should be a person supporting in compiling the forms and share with the person being evaluated. It is important that the 360 reviews are anonymous so members can give honest feedback but anonymity might also allow space for folks to be unprofessional and rude so it would be key for the person leading the review to be careful while compiling and sharing the feedback.



The person being reviewed will take some time to reflect on the scores and perspectives shared by the team members. Before the review meeting, the person will also set goals for the next period and identify action needed for each goal to be accomplished. We have provided a template below that can be adapted to your needs. The template below will be filled by the person being reviewed. It is important for the person being reviewed to do a self assessment of their work. The review process will help you pause and reflect about your work, areas you have been doing well and where you need to put more effort so as to grow as well as identify areas where you need support from your team or the organisation.



Once a team member has set goals, it is important to share them with the rest of the team, for accountability, which will support the team member in achieving the goals. Agree on how often to check-in with your team to share progress.



Goal Setting Template (The goals should be set by the person being reviewed)

Goal setting and next steps(Add as many goals together with action points as you need)

Goal 1:

- Action:
- Action:

Goal 2:

- Action:
- Action:

Goal 3:

- Action:
- Action:

1. What could we do to support you in doing your work and accomplishing these goals?
2. What else would help you to thrive in your work and provide greater job satisfaction?

(The template is adapted from Creative Action Institute)

2.4 Equity and transparency in pay and benefits

Equity in pay and benefits means compensating employees who have similar job functions with comparably equal pay, regardless of their gender, race, ethnicity or any other status.¹² Transparency in pay or pay transparency is a practice of being open about the compensation for employees— current and prospective.¹³ The goal of pay transparency is to give employees an understanding of why they are paid, what they are paid and what they need to do to reach the next step in their career.

Being transparent about pay doesn't mean posting everyone's salary for all to see. It means everyone understands the compensation philosophy, strategies and practices. Pay transparency is a step toward pay equity.

By practising pay equity we resolve wage disparities across a range of sociopolitical identity markers. The goal of pay equity is to create workplaces that inspire loyalty, enthusiasm, and trust between employees and the organisations by establishing an environment of transparency and equitable opportunity.

It is important to note that pay equity is unlikely to be achieved without pay transparency.

Let's take a look at these two practices and explore why they are important in an organisation.

¹² ADP. (2022) Pay equity: What is it and why is it important? ADP. Retrieved from <https://www.adp.com/resources/articles-and-insights/articles/p/pay-equity.aspx>

¹³ Built In. (2022). Pay transparency: What it is and how to do it right. Retrieved from <https://builtin.com/people-management/pay-transparency>

Why is pay transparency important?

- Pay transparency helps to ensure that employees are being paid equitably for equal work. If there are fewer secrets surrounding salaries, it becomes much harder for any pay inequities to arise.
- Pay transparency builds trust-When employees feel valued, and aren't spending cycles thinking about whether they might be underpaid, they're more likely to be more fully engaged in their work.
- Pay transparency increases retention-Employees are likely to stay in an organisation that is transparent in their pay compared to one that is not.

Why is pay equity important?

- It Improves productivity and morale
- Pay equity reduces workplace turnover
- Pay equity attracts talented new employees
- Pay equity breaks the overlapping systemic outcomes like the racial wealth gap, the gender pay gap, and the lack of diverse representation

It is important to note that culture and demography influence the level of transparency and equity among organisations. However, as organisations working with LGBTQ communities, it is necessary to evaluate cultural expectations and determine its impact on the change we are seeking to create.

In the following activity you will identify ways of building and strengthening transparency and equity in your organisation. We have provided a few guidelines below to support you in carrying out a review on pay transparency and equity in your organisation.

Tool: Developing a Pay Philosophy

Source

By Frank Sadowski for the Leaders for Equity and Equal Pay (LEEP) Toolkit

Objectives

- To improve transparency and equity in pay.
- To develop a pay policy or philosophy that is consistent and agreed on by the whole team

Time

60-90 minutes

Materials

- Good data on the competitive pay range for each position in your organisation (You can select a committee of a few staff to support with collecting data.) The committee could ask peer organisations, talent management experts or other organisations in the community on the best practices
- Current and comprehensive job descriptions
- Notebook and pens
- Flip charts and maker pens
- Copies of printed pay spectrum indicated in the next page of this toolkit

Guidance

As you review your pay transparency and equity, it is important to note that there are different levels of transparency around pay and benefits. As a team, you will need to identify what level is relevant for you. In this activity, we have provided a spectrum to support you in identifying what level you are at in these two practices. Print the pay spectrum before starting the activity.

Process

- Take time to reflect with your team on where you fall in the spectrum and what level would be better fit for your organisation. Use the following questions to carry out this exercise.
 - Where does our organisation fall under the spectrum? Each team should indicate on the spectrum and then share as a team. This can be an opportunity for you to clarify as a team where you fall when it comes to pay equity and transparency.
 - Why is pay transparency and equity important to you as an organisation? Share why this is a good practice. Make reference to the importance provided previously in this toolkit. Some of the reasons why pay transparency and equity are important are;
 - Pay equity and transparency reduce wage gap
 - Promote fair practices
 - Determine how much information would you want to share on your pay and benefits?

The Pay Transparency Spectrum



Image from payscale ([Source](#))

- Review and discuss the data compiled by the committee you selected
- Consider your organisation budget, current and prospective job levels, country's labour laws and develop a pay range
- Agree on how you would want to be positioned in the labour marketplace. Would you like to remunerate the team members as per the market range, above, below market range or adopt a differentiated strategy that aligns with your organisation.
- Identify the right mix of base pay i.e wages or salaries, benefits, and variable pay i.e. bonuses, commission pay, etc. for all the team members
- Draft the policy with the above information and include it in your organisation's human resource manual or any document that contains the remuneration information.

2.5 An Intersectional approach to centre People and Culture

As feminist organizers, the goal is to live our beliefs through our values. In effect, our intangible belief systems are congruent with our tangible actions. Scaling these actions at a systemic and organisational level requires intentional planning to ensure policies and systems reflect the values and needs of the organisation or movement.

In this section of the toolkit, we'll spend some time discussing what an intersectional approach is, an exercise to explore intersectionality, and how feminist leaders can apply intersectional approaches at the level of the organisation to foster an equitable and inclusive environment.

What is an intersectional approach?

First, social identities can include race, gender, sex, sexual orientation, religious affiliation, age, and more. The concept of intersectionality stems from the idea that our unique experiences are a result of the power and discrimination that are associated with our various social identities.¹⁴ Our social identities are elements of who we are that often shape how we're treated and valued in our societies. For example, while many people may experience obstacles to accessing healthcare, young women may experience this challenge differently than young men as a result of many types of bias and discrimination. And if this young woman is a transwoman, she may face even more obstacles. And if she is a trans woman from a marginalised ethnic or religious group, it may be even more challenging.



¹⁴ Taylor, B. (2020). Intersectionality 101: what is it and why is it important? Womankind Worldwide. Retrieved from <https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>

Tool: Social Identity Mandala

Source:

Creative Action Institute. (2021). Skill-building workshop: Integrating community-based art for social change.

Objectives:

- Understanding that our identities are influenced by our larger social contexts
- Develop empathy and deeper understanding of self and others
- Understand how social identities can impact the dynamics of group collaboration

Time:

30 - 60 minutes

Materials:

- Blank sheets of paper
- Markers, pens, pencils

Guidance:

To help you visualise social identities intersecting and how our experiences are influenced by multiple forms of oppression, it's important to reflect on our own social identities. Through this Social Identity Mandala, you will see how our social identities impact our collaboration on a personal level and how inclusive our organisation might be.

Process:

1. On a blank sheet of paper, list as many social identities as you can based on your own experiences. You might include:
 - a. Gender
 - b. Race
 - c. Class
 - d. Religion
 - e. Sexual orientation
 - f. Ability/disability
 - g. Age
 - h. Language
 - i. Geographic region

2. Consider which social identities you'd like to explore in depth.
3. On the backside of this sheet of paper, draw a flower with as many petals as social identities you'd like to explore.
4. Label each petal as with one of your social identities.
5. For each petal and the respective social identity, consider the positive and negative messages you've received from the following places and include the ones that stand out to you.
 - a. Society
 - b. Parents
 - c. School
 - d. Media
 - e. Religion
 - f. Culture

How can intersectional approaches help create an equitable and inclusive environment?

Feminist organisers and organisations are often aware of the factors that create a divisive, inaccessible, or inherently discriminatory workplace for several groups of people. As a young feminist organiser, it might be the case that the environment of your organisation is a direct result of the spaces that were not inclusive of you. Of course, this awareness of what inclusion looks like is built on personal experience and this is why an intersectional lens can further your vision to create an inclusive and accessible organisation for your colleagues and peer organisations.

Based on what you learned from your own social identity mandala, consider that these factors (and others) are likely influencing the work your colleagues and partner organisations are doing. As a leader, creating an inclusive environment requires you to consider how the lived experiences of your colleagues can be accounted for and valued as strengths during collaborations.

Reflection:

Consider the following questions to help inform the logistics and planning of your organisation. In addition to inclusion and representation of social identities and their respective ideas, consider how you might model certain behaviours like empathy and transparency in the context of colleagues who are new to your organisation and have yet to share personal details. These questions are taken directly from the COFEM Feminist Leadership Learning Brief available at https://prevention-collaborative.org/wp-content/uploads/2021/08/COFEM_2020_Feminist-Leadership-Learning-Brief.pdf.

Diversity of thought and representation:

- Does your team prioritise equitable relationships and foster diverse people and forms of knowledge and experiences?
- Does your team have diverse representation across gender, age, ethnicity and other forms of identity?
- Are you ensuring that diverse voices are heard and respected?

Empathy:

- Do you model thoughtfulness and patience, listen to your colleagues and allow them to grow?
- Do you create positive spaces for your team to unlearn negative organisational cultures?

Balance Power:

- Do you consider the power dynamics at play among your team?
- If you are in a position of power, do you cede space and promote the work and achievements of others?

Transparency:

- How do you ensure inclusive decision-making that takes diverse views into account?
- Do you provide clarity to your colleagues around expectations, and share information openly with them?
- How do you receive, learn from, and respond to feedback?





03

Cybersecurity

3. Cyber-security

3.1 Introduction

The Internet and electronic files and data have become integral tools in our lives. Use of connected electronic information networks has grown rapidly and vastly in the past decades across the world. For example in Africa 500 million people have access and use the internet according to an assessment report compiled by International Criminal Police Organisation (Interpol). This means everyday millions of people are using a network to collect, process, store and share vast amounts of digital information. As the use and access to electronic information grows, there is a greater need for individuals and organisations to understand how to protect their information from unauthorised use or harm.

In this section, we will explore what cybersecurity is and why it is important. You can carry out a cyber health check using a tool below to determine how vulnerable we are as users and organisations. At the end of the section, we will also explore and determine techniques and practices that we can build in our organisations or at a personal level to protect ourselves from cyber threats.

3.2 Cybersecurity and digital security

We are focusing on cybersecurity, instead of digital security, as it describes how organisations can protect their networks against unauthorised access as well as how individuals can protect against unauthorised access to their online presence. How are these two different?

Cyber security protects entire networks, computer systems and other digital components and the data stored from unauthorised access.

Digital security protects users and their information (government IDs, search history, websites you've visited, transactions, or medical history, and online documents, emails, photos on social media) while cyber security protects the infrastructure, all systems, networks, devices, and information.

Reflection:

Take a moment to search your own digital information that is on the web. Go to www.google.com and type in your name and location or your name and current employer or school. Use quotation marks to get exact results, i.e.: "Mary Poppins London". Use the questions below to reflect on the search results of your Google search.

1. How many of the search results are related to you?
 2. Were there any search results that surprised you?
- Based on your use of cybersecurity measures, you may have found some unexpected search results. This doesn't have to mean you've experienced a cyber attack, but it is a good entry point to understanding how we can strengthen our cybersecurity practices to limit personal information that is available to others online.

3.3 Why is Cybersecurity important?

3.3 Why is cybersecurity important?

The goal of a cyber attack is to gain access to a system, the data it hosts or to a specific resource. Cybersecurity includes the technologies, processes, and practices that an organisation may use to protect itself as well as members, like you, against these attacks.

For young feminist LGBTQI organisers, a cybersecurity breach could mean that individuals are in danger of physical violence, unwanted information being shared, or extortion because queer and gender non-conforming people are often up against social norms and laws that criminalise their relationships or who they are.

Reflection:

On a sheet of paper, draw a chart of your organisation that shows the teams and their members. Remember to include yourself! Take a few minutes to chart out how you and your colleagues might respond to similar circumstances of a security threat. This reflection is adapted from the Tactical Technology Collective's 2016 Holistics Security Trainer's Manual.

Consider...

- Who might be most likely to encounter a security threat?
- What kinds of information or assets might be most at risk?
- Who might you or your team communicate with to respond- internally or externally?¹⁵
- What action would you take after the attack to improve cybersecurity for yourself and your organisation?

3.4 Identifying Threats and Coordinating Responses

In this section we'll discuss how you can visualise the threats you might face, respond effectively to potential threats, and determine cybersecurity practices to create a digital space that is accessible and safe for all to use. There are steps we can take to reduce the chances of an attack and respond effectively to the impacts after a security attack.

When we are faced with a threat- physical, psychological, or digital- our response to these threats can be very different from person to person. In the face of a threat, some may have a "freeze" response by not communicating and turning inward. Others may respond with a "flight" response, where they distance themselves from the threat as much as possible to avoid harm. But in general, attackers hope for a "comply" response in which we do as our attacker says to avoid the worst of the harm during an attack. This often results in giving up sensitive information like a password or personal details.¹⁶

Attackers often exploit our instinctual responses to threats to influence our behaviour before getting a chance to use logic and identify them as attackers. When attackers exploit our instinctual responses, they use **social engineering**, the art of manipulating, influencing, or deceiving you in order to gain control over your computer system. The hacker might use the phone, email, snail mail or direct contact to gain illegal access. Often, social engineering is geared to elicit a sense of panic, where we feel a sense of urgency to act, often before thinking through what's happening!

¹⁶ Tactical Technology Collective. (2016) p. 53. *Holistic Security Trainer's Manual*. European Union, Free Press Unlimited. https://holistic-security.tacticaltech.org/ckeditor_assets/attachments/60/holisticsecurity_trainersmanual.pdf

For example, an attacker might pose as an IT professional expressing concern for a common tool that is widely used asking you to update your version, or the attacker might send a bogus email from a bank claiming funds have been deposited or frozen and asking you to contact them personally, or more.¹⁷

From this perspective, it becomes clear that identifying a threat and being aware of our options for response can prevent an attack.

3.4 What a cyber attack might look like

As a feminist organizer or organisation- there are some attacks you or your organisation might be more prone to, particularly as LGBTQI focused and led organisations.. We want you to know what might happen, so you can be prepared with a fitting response!

A **cyber attack** is an exploitation of computer systems and networks. In most workspaces, cyber attacks occur while we use common web-based programs such as email, communication tools, or during internet research.

Table #: Types of Web Based Attacks

¹⁷ KnowBe4. (2022). *Social Engineering: Definition & Examples* | KnowBe4. Retrieved August 24, 2022, from <https://www.knowbe4.com/what-is-social-engineering/>

Web Based Tools You Might Use	Common Cyber Attacks	Goal of the Attacker
Email ¹⁸ Gmail, Outlook, Hotmail, Yahoo, etc.	Phishing	Attempting to acquire sensitive information such as usernames, passwords and credit card details by masquerading as a trustworthy entity using bulk email which tries to evade spam filters. The bulk emails often claim to be from popular social websites, banks, auction sites, or IT administrators.
	Spear Phishing	Attempting to acquire highly confidential information or details by masquerading as a trustworthy entity using research on the target in order to make the attack more personalised and increase their chances of success.
	CEO Fraud (Business Email Compromise)	Attempting to access financial information or funds by masquerading as a trustworthy entity using a targeted email for specific employees.
Social Media ¹⁹ TikTok, WhatsApp, Instagram, etc.	Reconnaissance	Gathering information about victims. This might include collecting emails from public websites but can be more specific to include your location, appearance, digital and physical activities, frequent purchases, etc.
	Use of breach data	Using previous data breaches from various sites to gather information about new victims including birthdates, financial information, PIN numbers, government issued IDs, medical records, or more
	Fake friends	Creating false profiles that look very similar to celebrities or friends in your circle. Then attackers can use your trust to start a conversation, ask you to watch a video or download a file which can give the attacker access to your devices or accounts.

¹⁸ KnowBe4. (2022). *Social Engineering: Definition & Examples* | KnowBe4. Retrieved August 24, 2022, from <https://www.knowbe4.com/what-is-social-engineering/>

¹⁹ KnowBe4. (2022). *Social Engineering: Definition & Examples* | KnowBe4. Retrieved August 24, 2022, from <https://www.knowbe4.com/what-is-social-engineering/>

	Watering hole	Researching websites which are trusted and frequented by people in a target organisation then, adding malicious programs within vulnerable spots in these websites (ads, banners, etc.). When a victim clicks on the ads or banners with malicious programming, the attacker can then gain access to a secure system.
Video Conferencing Zoom, Google Meet, Teams, etc.	Zoom Bombing or Teams Bombing	Gaining access to and disrupting a live meeting in Zoom or Microsoft Teams. This is more common in schools and colleges where meeting links are shared with several students in a class and an attacker originates within an organisation.
Website Attacks ²⁰	Bots	Gaining access to and disrupting a live meeting in Zoom or Microsoft Teams. This is more common in schools and colleges where meeting links are shared with several students in a class and an attacker originates within an organisation.
	DDoS attack (Distributed Denial of Service)	Using bots to access your public website at such a high volume that your website crashes and is unavailable to anyone.
	Malicious Programming	Adding malicious programming to a public website that can give attackers access to information about patrons like payment information or personal data. Malicious programming can also interrupt an online donation by a patron and take them to another website that will directly compromise the donor's personal and payment information.
	Malicious Software	Adding software to your public website to gather information about or access your business and personal details.

Tool: Examine your Digital Ecosystem

Source:

This tool has been adapted from the blog post by Jeff Traynor on ForumOne.com available at <https://www.forumone.com/insights/blog/mapping-your-digital-ecosystem/>

Objectives:

- Determine the tools used by your organisation and the purposes they serve
- Identify potential places for cyber security vulnerability or attacks
- Determine cyber security measures that need to be implemented, modified, or revisited

Time:

60 - 90 minutes

Materials:

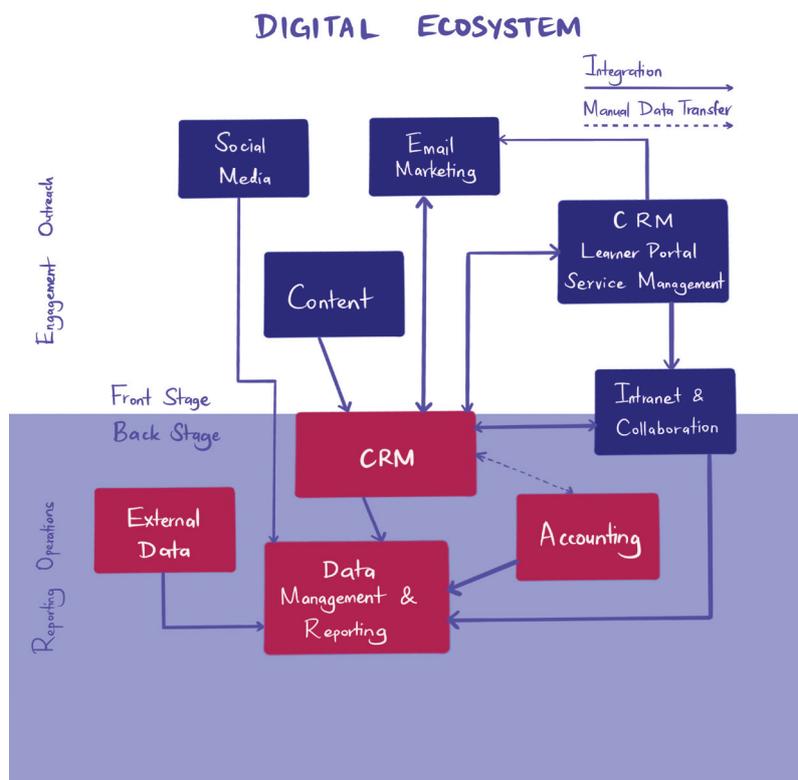
Bank paper
Pens or pencils

Guidance:

In order to understand how you or your organisation might experience an attack, it's important to visualise your digital ecosystem- a visual diagram of all the online tools and platforms used within your organisation which illustrates how data moves between tools, and whether this movement is secure.²¹ The image below shows a sample of what a digital ecosystem might look like.



²⁰ Lyons, F. (2021, December 8). What Are the 5 Most Common Attacks on Websites? Sectigo. Retrieved August 24, 2022, from <https://sectigo.com/resource-library/what-are-the-5-most-common-attacks-on-websites>



Process

1. Create a list of tools to get an inventory of all the applications and systems your organisation uses.
2. Identify whether these tools are external (client or public facing) or only for internal use.
3. Identify which tools are password protected or require some other type of security measure such as 2-step authentication using a phone number or email.
4. Determine which tools hold the most sensitive information.
5. Identify who uses each tool and who is ultimately responsible for each. This could be individuals, teams or departments.
6. Determine what each tool does and for which department or purpose. For example, maybe you have three tools that the marketing team uses. Or there may be one tool that everyone uses for storage and content creation. If you're unsure, get direct feedback from your colleagues who actually use these tools day-to-day.
7. Fold your sheet of paper in half, designate one half for external tools and the other half for internal tools.
8. Draw each tool onto your sheet of paper into the external or internal sections.
9. For each tool, add the name, users and/ or managers.
10. Draw a circle around the tools that are password protected or require other security measures before they can be accessed.
11. Draw connections between tools to show where information passes between them.
12. Discuss the digital ecosystem you mapped with your colleagues to confirm that you've included all

²¹ Traynor, J. (2022). Mapping Your Digital Ecosystem. Forum One. Retrieved from <https://www.forumone.com/insights/blog/mapping-your-digital-ecosystem/>

Use the following questions to implement security measures in your digital ecosystem. These reflection questions can give you a brief overview of what policies you implement for your organisation. Remember that your approaches here can and should change over time!

1. Look at each tool that has sensitive information, how many people are accessing this tool and how is the tool secured?
2. Which tools need to be password protected that are currently not?
3. Which tools should have more strict security measures like 2-step authentication using a phone or email?
4. Where might restricting the number of users for a tool improve security?
5. How often do colleagues access tools through personal emails instead of workplace emails?
6. Where might a single login credential be safer than using personal login credentials?
7. How might you set up notifications or alerts whenever sensitive information has been accessed?
8. Who needs specific security training based on the tools they're using?

Some of these questions may raise alarm bells based on the discussion of power in previous sections. Remember that security measures can and need to be updated. Where you feel that your security policies create barriers to collaborative work, it's important for you and your colleagues to discuss these challenges and brainstorm new solutions to balance accountability, collaboration, empathy, power, and transparency.

Tool: Creating Your Cyber Security Policy

This activity is adapted using the guidance provided online by the Australian Government on their website. It is likely that if you don't have a cyber security policy in place, you're leaving yourself vulnerable to cyber attacks.²² Meet with your colleagues or the team responsible for implementing cyber security measures in your organisation to discuss and plan out how your organisation will address each of the following aspects of cyber security.

1. Set Password Requirements outlining:
 - a. requirements to create strong passwords
 - b. how to store passwords correctly
 - c. how often you need to update passwords
 - d. the importance of having unique passwords for different logins
2. Outline email security measure including:
 - a. when it's appropriate to share your work email address
 - b. only opening email attachments from trusted contacts and businesses
 - c. blocking junk, spam and scam emails
 - d. identifying, deleting and reporting suspicious looking emails
3. Explain how to handle sensitive data of employees or users, specifically:
 - a. when staff may share sensitive data with others
 - b. ways they should store physical files with sensitive data, such as in a locked room or drawer
 - c. ways to properly identify sensitive data
 - d. ways to destroy any sensitive data when it is no longer needed
4. Set rules around handling technology supplied by your organisation stating:
 - a. where employees can access their devices such as a business laptop away from the workplace
 - b. how to store devices when they aren't in use
 - c. how to report a theft or loss of a work device

²² Government of Australia. (2021). Create a cyber security policy. Business.Gov.Au. Retrieved from <https://business.gov.au/online/cyber-security/create-a-cyber-security-policy>

- d. how system updates such as IT patches and spam filter updates will be rolled out to employee devices
 - e. when to physically shut down computers and mobile devices if not in use
 - f. the need to lock screens when computers and devices are left unattended
 - g. how to protect data stored on devices like USB drives
 - h. restrictions on use of removable devices to prevent malware being installed
 - i. the need to scan all removable devices for viruses before they may be connected to your business systems
5. Set standards for social media and internet access including:
 - a. what is appropriate business information to share on social media channels
 - b. what is appropriate for staff to sign when using their work email account
 - c. guidelines around which websites and social media channels are appropriate to access during work hours
 6. Prepare for an incident and specify:
 - a. staff roles and responsibilities for dealing with a cyber attack
 - b. how to inform colleagues, patrons, and partner organisations
 - c. how to log and if it is safe, report the incident
 7. Review your local laws to identify:
 - a. the rights you, your colleagues, and the general public have
 - b. the penalties attackers or violators of cyber security policy may incur
 - c. whether or not it is safe for you or your colleagues to report cyber attacks to state police or state officials
 8. Stay up to date with cyber security policies through:
 - a. transparency about if and when a cyber attack occurs
 - b. regular review of the cyber security policy
 - c. reminders to encourage colleagues and patrons to update devices on their end

3.5 Proactive Responses to Cyber Security Threats

Based on your digital ecosystem from the previous activity- you should have a better idea of the kinds of things you might change about your security measures in your organisation- this is great! Let's dive in!

Here are links to five security practices for web-based tools- that apply to personal or work use:

- [General Security Practices and how to identify phishing emails](#)
- [Protecting your social media](#)
- [Video Conferencing](#)
- [Business Website](#)

3.6 Wrap Up

The goal of cyber security is to prevent an attack; but if one happens, we can recover quickly having learned a lesson and hopefully without too many battle wounds from the attack. Young feminist organisers collaborating with or representing LGBTQI communities should specifically keep in mind that the divide between our physical and digital environments continues to be blurred. This ever-evolving digital reality requires us to consider how we can use technology for all of the benefits it offers while maintaining a safe and inclusive environment that respects the privacy and dignity of our LGBTQI friends, colleagues, and allies.

In addition to the strategies, tools, and practices outlined in this section, there are helpful resources in the Appendix regarding creating strong passwords, identifying phishing emails, and much more!





04

Regional Rights of LGBTQI Organizers

4. Regional Rights of LGBTQI Organizers

“Human rights are not things that are put on the table for people to enjoy. These are things you fight for and then you protect.” - Prof. Wangari Maathai

4.1 Introduction

Across the region, LGBTQI people face immense challenges due to cultural and social norms as well as legal rulings that criminalise who they are and who they love.²³ LGBTQI people live in increasingly hostile environments, and a recent surge in homophobic laws, violence, and arrests have focused new attention on the struggles of LGBTQI people in the region.

New, more broadly-based LGBTQI organizers are emerging, including many led by queer-identifying or gender-nonconforming persons. However, they face structural challenges that make their work and lives difficult, such as:

- Laws that make legal registration and open LGBTQI activism difficult or impossible,
- Lack of physical and political spaces in which to connect, share ideas and experiences, build alliances, and organise safely,
- Homophobic and transphobic discrimination that restricts educational, training, and employment opportunities,
- Lack of sensitivity to the priorities and experiences of queer-identifying and gender-nonconforming people within LGBTQI organisations,
- Reluctance to embrace a broader LGBTQI rights agenda,
- Few leadership opportunities and little decision-making power,
- Lack of funding to address power imbalances within the LGBTQI movement,

- Reluctance within civil society and social movements to integrate the concerns of LGBTQI people into broader human rights, women’s rights, and youth rights agendas,
- Few bilingual or Francophone spaces where French-speaking activists can fully engage and connect across borders,
- Limited access to funding as a result of language barriers, particularly in Francophone countries, and
- Limited access to regional and international spaces where emerging activists can connect with potential donors and allies.

Despite these challenges and legal restrictions, the following International and Regional Instruments guarantee rights to all persons, no matter their sexual orientation and gender identity:

1. The United Nations Charter (The Universal Declaration of Human Rights)
2. International Covenant on Civil and Political Rights (ICCPR)
3. International Covenant on Economic, Social and Cultural Rights (ICESCR)
4. The 'African Commission of People and Humans Rights (The African Charter)

Although this section highlights the legal precedents and opportunities for successful advocacy through judicial systems, the realities of engaging multilateral spaces as queer African activists can be challenging and hostile, which has historically made them inaccessible and difficult to navigate. While there have been historic steps taken that have helped to move the movement forward, there have also been major setbacks that have undermined the progress.

²³ UN Human Rights. (2017). Homophobic and Transphobic Violence Fact Sheet. Retrieved from <https://www.unfe.org/wp-content/uploads/2017/05/Homophobic-and-Transphobic-Violence.pdf>

For example, whilst the African Commission of People and Humans Rights did indeed adopt resolution 275, in 2018 they revoked a lesbian organization's ability to formally participate at the ACHPR by citing that the organizations work went against traditional African values [by virtue of them being lesbians]. We must note the complicated legacy of these multilateral spaces, as we use them for our organisational learnings.

The United Nations Charter

The United Nations Charter is also known as the Universal Declaration of Human Rights (UDHR). It affirms that “All human beings are born free and equal in dignity and rights,” and that “Everyone is entitled to all the rights and freedoms set forth in the Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”²⁴ Individuals are protected from discrimination on grounds of their “sex” and “other status” in a raft of subsequent international human rights treaties – with United Nations treaty bodies repeatedly confirming that such grounds include a person’s sexual orientation and gender identity.²⁵

The United Nations General Assembly,²⁶ in a series of resolutions, has called on states to ensure the protection of the right to life of all persons under their jurisdiction and to investigate promptly and thoroughly all killings including those motivated by the victim’s sexual orientation and gender identity.²⁷ In June 2011, the United Nations Human Rights Council became the first UN intergovernmental body to adopt a wide-ranging resolution on human rights, sexual orientation and gender identity. Resolution 17/19 expressed the Council’s “grave concern” at violence and discrimination against individuals based on their sexual orientation and gender identity, and commissioned a study on the scope and extent of these violations and the measures needed to address them.

The United Nations Human Rights Council has condemned violence and discrimination based on sexual orientation and gender identity multiple times; and, in 2016, established a special procedures mandate tasked with investigating and reporting on such abuses.

The United Nations Office of the High Commissioner for Human Rights (OHCHR) has consolidated international human rights norms and standards and emphasised five core legal obligations of all UN member states with respect to protecting the human rights of LGBTQI persons.²⁸ States have an obligation to:

- Protect individuals from homophobic and transphobic violence;
- Prevent torture and cruel, inhuman and degrading treatment of LGBTQI persons;
- Decriminalize homosexuality and repeal other laws used to criminalize LGBTQI persons;
- Prohibit discrimination based on sexual orientation and gender identity; and
- Respect freedom of expression, association and peaceful assembly.

²⁴ UN General Assembly. (1948). *Universal Declaration of Human Rights*. 217A (III), Articles 1 and 2.

²⁵ See Report of the High Commissioner for Human Rights to the United Nations Human Rights Council (A/HRC/19/41) paras. 5-19.

²⁶ UN Office of the High Commissioner for Human Rights (UN Human Rights), *Discrimination and Violence against Individuals Based on Their Sexual Orientation*

²⁷ See, for example, resolution A/RES/67/168.

²⁸ OHCHR (2012). *Born Free and Equal. Sexual Orientation and Gender Identity in International Human Rights Law*. HR/PUB/12/06. New York and Geneva, 2012.

International Covenant on Civil and Political Rights (ICCPR)

The ICCPR enshrines the rights of all people to non-discrimination and equality before the law. Each State that is a party to the ICCPR undertakes to recognize the rights of individuals enshrined in this instrument without distinction of any kind such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 17 sets out the right to privacy while Article 23 sets out the right to marry and found a family. The ICCPR does not specifically refer to sexual orientation. However, the United Nations Human Rights Committee has found that the treaty includes an obligation to prevent discrimination on the basis of sexual orientation.

International Covenant on Economic, Social and Cultural Rights (ICESCR)

Adopted in 1966, the ICESCR came into force in 1976. The ICESCR explicitly provides in Article 2.2 that “The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”

Discrimination is a common issue that LGBTQI people face in the majority of countries and on a daily basis on the grounds of sexual orientation or gender identity. Discriminatory practices can be found in the workplace and in the public sphere, specifically regarding access to health care and education. Such practices go against the right enshrined in Article 2.2 of the ICESCR.

The African Charter on Human and Peoples' Rights (ACHPR)

The principle of non-discrimination is also guaranteed in the ACHPR. The African Commission on Human and Peoples' Rights (African Commission) has emphasised that the ACHPR protects the human rights of all persons.

The ACHPR has condemned discrimination, violence and other human rights violations against persons based on their real or perceived sexual orientation and gender identity. It has also tasked nation states to implement measures to end acts of violence and abuse by state and non-state actors, to prohibit such violence and to ensure investigation and prosecution of such acts in order to deliver justice to victims and protect human rights defenders, including those working on these issues.

On the African continent, there have been some positive developments with regard to respect for, fulfilment of, and protection of the rights of LGBTQI and other gender-non-conforming persons. In May 2014, the African Commission adopted Resolution 275, an important milestone.²⁹ In it, for the first time, the African Commission explicitly condemned violence and discrimination based on sexual orientation and gender identity.

The resolution called upon member states of the African Union to end all acts of violence and abuse, whether committed by state or non-state actors by enacting and effectively applying appropriate laws prohibiting and punishing all forms of violence, including those targeting persons on the basis of their real or implied sexual orientation or gender identity.

The resolution further called on states to ensure proper investigation and prosecution of perpetrators of such violence and to establish judicial procedures responsive to the needs of victims.³⁰

²⁹ NDP and UN Human Rights Office of the High Commissioner. *Sexual Orientation, Gender Identity and Rights (SOGIR) Africa. Reducing Inequalities, Exclusion and Human Rights Violations Experienced by People of Diverse Sexual Orientation and Gender Identity in Africa.*

³⁰ African Commission on People's and Human Rights (2014). *Resolution on Protection against Violence and other Human Rights Violations against Persons on the basis of their real or imputed Sexual Orientation or Gender Identity.* <https://www.achpr.org/sessions/resolutions?id=322>

4.2 Some Takeaways for Legal Advocacy

1. Continuous public constitutional litigation attacking the various discriminating legal sections is integral. Even when a case does not result in a repeal, it is important to keep trying! There is a tendency of judges to be generally conservative, so change will require persistence and litigation by filing cases before courts with judges who are liberal or activist in their formulations and statements of the law. Judgments will remain binding law unless overturned on appeal or a higher court reaches a different decision.

2. Seeking to repeal decisions is not the only way to make legal progress. Seeking declaratory judgments on various discriminating provisions of laws will however build a friendly body of case law and precedents that can be relied on to set the stage for repeals. African countries are signatories to multilateral treaties such as the UN Charter and the African Charter. However, various national laws of these countries have discriminatory provisions against LGBTQI individuals which go against the spirit of those multilateral treaties. Young feminists or feminist organisations should consider filing cases asking the court to declare provisions of laws that are against LGBTQI individuals as discriminatory. Once those provisions have been declared as discriminatory, they can then file cases to have them repealed.

3. Lobbying the Legislature (Parliament) of grantees' states to remove or repeal laws that discriminate against LGBTQI persons is a powerful leverage point. Laws can be repealed by members of the legislature and we, the people, play a role in selecting our legislators. We can use this power to our advantage.

4. There is a need to hold governments accountable in order to ensure the implementation of laws that criminalise discrimination of any kind. Citizens have a legitimate expectation of non-discrimination from the state and other non state actors. Therefore, any laws protecting citizens from discrimination should be implemented speedily and we have a role to play in holding implementing bodies accountable.

5. There is a need for 24/7 hotlines for legal support for LGBTQI persons in conflict with the law. This might include a dedicated standing panel of lawyers and websites with practical resources in each country.

6. There is a need for active agitation and lobbying for Hate Crimes Prevention Legislation. This type of legislation criminalises acts of violence that cause bodily injury (and attempts to do so with a dangerous weapon) when motivated by a person's actual or perceived sexual orientation, gender identity, or disability (including HIV/AIDS). This can be used to protect LGBTQI persons.

7. There is a need to create working groups in the countries in the WESCA region that continuously explore how existing civil rights laws might address discrimination experienced by LGBTQI individuals.

Due to the fact that national laws in various WESCA countries have criminalised homosexuality, people suspected to be members of the LGBTQI community have often had their civil rights violated i.e. they have been victims of bodily and psychological harm. A working group can identify such cases for litigation under civil law against individual perpetrators and the State. This is to ensure that the individual perpetrators are held accountable for their actions and pay damages to the victims/survivors. The State can also be sued under civil laws for failing to ensure the rights of private citizens are protected and fulfilled.

4.3 Reflection

1. How could you use international and regional instruments or the cases to better protect the rights of LGBTQI organisers?
2. What other laws do you think can be relied on to protect the rights of LGBTQI organisers?
3. Do you know of other cases in your country that can be relied upon to uphold the rights of LGBTQI organisers?



4.4 Wrap Up

LGBTQI people have the same human rights as all individuals, which includes the right to non-discrimination in the enjoyment of these rights. This principle is enshrined in numerous international instruments, providing for a wide scope in its application.

Daily discrimination on the grounds of sexual orientation or gender identity is the most common issue that LGBTQI people face in the majority of African countries that FRIDA grantee partners live and work in. Discriminatory practices can be found in the workplace and in the public sphere, specifically regarding access to health care and education. Such practices go against the right to equality and non-discrimination in the enjoyment of human rights.

By becoming parties to international and regional human rights treaties, States assume legally binding obligations to respect, protect and fulfil human rights. The obligation that States share to protect individuals from violence and discrimination based on sexual orientation and gender identity is therefore anchored in international and regional human rights laws. States must therefore take the necessary steps to make sure that domestic laws do not discriminate against people based on sexual orientation and gender identity as well as protect individuals from such discrimination by third parties.





Thank
You!



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Appendix

5. Appendix

Feminist Leadership & Collaboration

- Achieving Transformative Feminist Leadership: A Toolkit for Organisations and Movements
https://prevention-collaborative.org/wp-content/uploads/2021/08/CREA_2014_Achieving-Transformative-Feminist-Leadership.pdf
- Feminist Leadership: Key Definitions
https://werise-toolkit.org/en/system/tdf/pdf/tools/Feminist-Leadership-Key-Definitions_0.pdf?file=1&force=#:~:text=%5BFeminist%5D%20leadership%20is%20a%20process,%2D%20CREA
- Action Aid's Ten Principles of Feminist Leadership
<https://actionaid.org/feminist-leadership>

Understanding and Analysing Power Dynamics

- A New Weave of Power, People, and Politics: Chapter 3: Power and Empowerment
https://justassociates.org/wp-content/uploads/2007/08/new_weave_en_ch3.pdf
- Understanding and Working with Power
https://www.interpeace.org/wp-content/uploads/2015/10/2015_10_12_Effective_Advising_How-Power.pdf
- Power: A Practical Guide for Facilitating Social Change
https://www.ywcaelpaso.org/wp-content/uploads/sites/37/Power-A-Practical-Guide-for-Facilitating-Social-Change_0.pdf

Communicating with and Engaging Community Stakeholders

- We Rise Toolkit
<https://werise-toolkit.org/en/toolkit>
- Plan Your Power: A Toolkit for Women's Rights Advocacy Planning
https://www.womankind.org.uk/wp-content/uploads/2020/08/IWDA_WW_Plan-Your-Power-Toolkit_final.pdf

Accountability and Consultation in Review Process

- A Feminist Poststructuralist Critique of Talent Management:
<https://journals.sagepub.com/doi/pdf/10.1016/j.brq.2019.04.004>
- Sample 360 Feedback review:
https://usagym.org/PDFs/Member%20Services/bestpractices/2015/4_02_360review.pdf
- 360-Degree Feedback-Best Practice:
https://teammate360.eu/results/IO6_Best_Practice_Guide/IO6_-_T360_Best_Practice_Guide_-_EN.pdf

Self-Care

- Self Care Exercises by Capacitar with Instructions, in several languages,
<https://capacitar.org/capacitar-emergency-kits-to-download/>
- Happiness Manifesto by FRIDA Fund,
<https://youngfeministfund.org/wp-content/uploads/2019/04/Happiness-Manifestx-finalsingle-pages-2-2.pdf>
- An archive of healing practises in social justice
<https://irresistible.org/>

Digital Security

- Creating a Strong Password,
<https://www.knowbe4.com/hubfs/241394/collateral/ComplexPasswordGuide.pdf>
- The best password manager applications for 2022,
<https://www.pcmag.com/picks/the-best-password-managers>
- Red Flags of a Phishing Attack,
https://www.corsicatech.com/wp-content/uploads/2019/06/CT_Red-Flags-of-a-Phishing-Attack-Infographic.pdf
- Be Prepared for a Cyber Attack,
https://www.ready.gov/sites/default/files/2020-11/ready_cyberattack_information-sheet.pdf

- A Template of a Social Media Policy for Small Business,
<https://www.hftp.org/i/downloads/AC16HotTopic2.pdf>
- A Cybersecurity Workbook for Small Businesses to aid in developing a security policy,
<https://www.cbia.com/wp-content/uploads/2018/04/Cybersecurity-Workbook.pdf>



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