

A SHARED JOURNEY

A training manual for champions



About

The Journey to Healing approach was developed through Tearfund's extensive work with peer support groups of survivors of sexual and gender-based violence (SGBV) in South Africa. This approach is a successful and replicable model that can easily be adapted to different contexts.

This manual is intended to equip champions – the leaders of peer support groups – to realise their own dreams of supporting survivors. It can be used to strengthen the capacity of champions leading survivor networks and the global movement to end SGBV. It should not be used outside the target audience of survivors of SGBV.

Acknowledgements

Tearfund would like to acknowledge all survivors of SGBV in KwaZulu-Natal, South Africa, for the trust they put in us to journey with them through their healing as well as the brave step they took in speaking out. A coalition was formed made up of individual people, faith organisations and other institutions, including government, to work together to create a safe space for survivors of SGBV in all its forms.

Immense gratitude goes to all those who supported this work financially and helped to create awareness and visibility of the survivor movement.

Special thanks to the writers of this manual who gave so much of themselves to develop this tool for champions so that the work of supporting survivors can continue.

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BACKGROUND OF THE JOURNEY TO HEALING APPROACH

This approach has emerged out of a long journey for Tearfund in learning how to support survivors of sexual and gender-based violence (SGBV). In 2013, Tearfund commissioned research studies to hear the voices of survivors concerning SGBV in KwaZulu-Natal and the Western Cape of South Africa; Burundi; Democratic Republic of Congo; Central African Republic; Myanmar; and Colombia (see Further reading on page 51).

The study objectives were to:

- explore survivors' understanding of SGBV
- understand why survivors remain silent
- map and explore the impact of SGBV on the lives of individual survivors
- map the priorities of survivors
- begin to understand the process of healing and restoration for survivors
- determine whether individual survivors would benefit from a survivor movement
- ascertain the role of the church in handling SGBV.

The study concluded that survivors of SGBV are waiting to speak. The voices of survivors in each focus group discussion and one-to-one interview carried strength and hope that if society acknowledged their pain, if they no longer had to fear judgement, and if a forum existed where survivors could join in unity to overcome their trauma, their silence would dissipate, and restoration would begin.

Tearfund in South Africa began to form peer support groups to open up safe spaces for survivors to speak out and overcome trauma. Through extensive work with survivors in these groups, the Journey to Healing (J2H) approach was developed. This approach is a successful and replicable model that can easily be adapted to different contexts.

MANUAL 1 **A Shared Journey: A Training Manual for Champions**

There is a great depth of emotional and physical trauma that a survivor of sexual and gender-based violence can experience, and it is important for a group leader (referred to as a 'champion') to have gone through their own personal journey of healing so that they can better support survivors of SGBV.

A Shared Journey: A Training Manual for Champions is a set of activities and tools to train champions on how to facilitate group work when working with survivors of SGBV. It is designed to build their understanding of the guiding principles of healing work, to equip them with basic facilitation skills and provide them with knowledge on how to facilitate group work with survivors.

MANUAL 2 **Out of the Shadows, into the Light: A Practical Workbook for Champions**

Out of the Shadows, into the Light: A Practical Workbook for Champions is a set of activities that can be facilitated by a champion with groups of survivors of SGBV.

Note: The material will need to be adapted to suit different country and community contexts.

HOW TO USE THIS MANUAL

This manual has four sections:

- **Section 1** lays a foundation for the journey to healing that champions will facilitate. It lays out the process for mobilising peer support groups for survivors and organising meetings.
- **Section 2** covers the foundational principles of Journey to Healing work and the qualities and values that an individual needs as a champion to facilitate a group effectively.
- **Section 3** lays out the basic skills, knowledge and understanding needed to support the healing journey of survivors.
- **Section 4** covers practical administrative skills, considerations for children of survivors when facilitating this work, and the concept of growing the movement in order to reach other women who have experienced SGBV.

This manual is for trainers of champions, to guide champions through the process of forming and organising peer support groups, facilitating the journey to healing with survivors of SGBV, and learning how to report and monitor change for the purposes of project funding.

As a journey to healing is a non-linear process, so is training to facilitate a journey to healing. Each section of the manual can be broken down and worked through in stages, using workshops to go through one or more chapters at a time.

Each group of champions may work at a different pace, so you as the trainer need to gauge the pace to work at, based on the time that you have allowed for the work to be covered. How quickly you move through the material depends on the capacity of the champions you are working with. Champions are selected based on their heart and willingness to serve the community and may not have experience in providing psychosocial support. This needs to be assessed for each group separately. It is up to you and your group to decide on your own pace. In many countries, champions have come for some training, then gone out to work with their community and come back to share their experience and receive more training. This approach seems to work well to support champions as they learn, and to provide mentoring and support.

Remember that champions are themselves survivors of SGBV and their ability to engage fully in the training process may be compromised by their own circumstances or situation. It is important to know when and where to refer if necessary, and to accept your own limits as a trainer for providing support to them.

This manual is intended to equip champions to realise their own dreams of supporting survivors. It should not be used outside the target audience of survivors of SGBV.

Children can experience sexual violence at any age, across different contexts, cultures and classes. This manual does not equip champions adequately to work with child survivors but gives a short guide on how to work with children who accompany group members to workshops, trainings or peer support groups.

As a trainer, there are some important guidelines to follow when working with survivors of SGBV:

Do	Do no harm; do not
<ul style="list-style-type: none">• give emotional and practical support• listen and provide comfort to distressed people• refer to more specialised care if needed• provide support in decision-making• show respect• empower champions to make their own decisions rather than acting for them	<ul style="list-style-type: none">• make promises you cannot keep• go beyond your role as a trainer to act as a therapist• break the rule of confidentiality• tell another person what to do or how to solve problems• show disrespect• probe too deeply – allow survivors/potential champions to share what they are ready and willing to share

Basic criteria for champions

1. A champion must be a survivor of SGBV (lived experience of the effects of SGBV).
2. A champion must be a survivor who is healing (steeped in the process of healing).
3. A champion must be living and working in the community, with a good understanding of the community situation.
4. A champion must be involved with or linked to local government structures.
5. A champion must be passionate about working with survivors of SGBV.
6. A champion must be willing to reach out to all survivors of SGBV from different racial groups in the community.
7. A champion must be willing to take up an advocacy role.

Project coordinators/trainers are expected to:

- mentor champions up to the level of empowerment
- transfer knowledge to champions
- provide guidance to the group of champions once a month
- share their final report with the group of champions at the end of the financial year, who will share it with members of their peer support groups
- attend meetings at local structures especially when the champion requires that.

Champions are expected to:

- transfer knowledge received to other members of the peer support group
- map the needs of the members of the group
- report back on the development of the group-based reporting format provided by the team
- attend regular meetings of different structures in the community and share information with the group
- stand up to be a catalyst for change

- be able to read and write (English or local language) in order to report on their activities on a weekly basis to the team leader or coordinator
- show interest in personal development
- have good communication skills and manners in their interactions with members of the community in general and survivors in particular
- be able to motivate more survivors to join the movement
- avoid any unnecessary argument in the community.

SECTION 1: LAYING A STRONG FOUNDATION

Learning objectives

By the end of this section, champions will:

- understand how to mobilise survivor groups
- know about the different options for organising meetings
- feel confident about mobilising and organising their own groups.

This section lays out the foundation of forming and organising peer support groups. Champions are usually asked to mobilise groups of survivors using their knowledge of their own communities. It is important to provide some guidance for them on this process and how they can effectively mobilise and organise their groups.

Explain to champions:

Peer support groups have been formed in countries around the world and below are some examples of how you can mobilise your group.

1. The majority of Tearfund-supported peer support groups have formed out of an initial research study to explore the needs, perspectives and experiences of survivors of SGBV. Women who participated in focus group discussions went on to form peer support groups. Survivors were identified for the research study through interfaith and church networks. This process was used in South Africa, Myanmar, Brazil, Sierra Leone, Zimbabwe, Burundi, Democratic Republic of Congo, Central African Republic, Mali, Nigeria, Rwanda, Colombia and Guatemala.
2. There are other ways to form peer support groups. Groups in Liberia were formed from participants in an existing SGBV project. The women who joined groups had already been part of the project and had been receiving one-to-one support to facilitate their healing. Peer support groups were introduced into this project and women were welcomed to join.

Usually a champion, like yourself, has been part of their own survivor group. As that group closes, champions are identified and sent out to mobilise other survivors to join the journey to healing. You are being asked to identify women who you think can benefit from this process and to welcome them to participate if they feel ready. Support is available to you as you do this through your trainer and mentors in your community. Tearfund works with local partner organisations who typically take the lead in mentoring and supporting champions. Tearfund provides support in this process to partner staff, and encourages them to have monthly meetings with champions to help them problem-solve and share any challenges they are facing. Champions are also encouraged to connect with each other for peer support.

A group should have no more than 12 members. This number allows for trust to be built between survivors, for the group to operate well and for the champion to manage facilitation of the activities effectively.

Once you have mobilised your group, sit together and decide where would be a safe and comfortable place to meet. It's important to consider a location and time that allows women to feel safe. Meeting in a public space may not be comfortable, and you might need to encourage women to share their feelings about the meeting location. Sessions should be held close to where most participants live.

As a champion you will be responsible for facilitating a process of healing with survivors of SGBV. As a survivor yourself, you already know that healing is not a linear process and looks different for every person. Your peer support group will need to decide for themselves when they would like to meet, how often and for how long each time. Your initial sessions with your group should be to lay this foundation and to come to an agreement about how the women you will journey with would like to meet. Try to choose a time, place and meeting length that works for the majority of the group, accommodating the needs of participants as much as you can. Groups meet at least once a month, but they can meet more frequently if the group would like. Sessions last between one and two hours.

When working in a group setting it is important to find out what the group wants. For example, if you are in a group that has many working women, meeting during the week might be difficult for them and attendance would be low. If it is a group that has a high number of unemployed women with children of school age you may want to meet in the morning. The group needs to decide for itself through mutual agreement what is best for the group, as well as what would work for the champion.

Factors to consider include:

- frequency of meetings (monthly, weekly, bi-monthly)
- availability of a venue
- length of meeting
- availability of the champion and group members
- size of group.

Planning

- Have a calendar where you write in important dates.
- Notify group members of the next meeting.
- Discuss in the group when the next meeting will happen.
- Be part of community-organised functions and other important local events, such as the ‘16 days of Activism against Gender-Based Violence’, and the Women’s Day celebrations, to increase awareness and visibility of the survivor movement.
- Know what is happening at a community level.
- Keep to committed plans as much as possible.
- Plan the day’s activities, but remain flexible. For example, if one of the survivors has just been through a traumatic experience they may need to talk about this. Remember the group meeting is for the group; you are not here to do what you want to do. Allow the group to determine what is needed.

Expansion

- Continue mobilising new members for the group.
- Reach out to new communities/churches to encourage other survivors to join.
- Build allies to support the network (interfaith, church and other networks).

1.1 Summarised stages of the Journey to Healing process

This journey is survivor-focused. Survivors need to have the freedom to adapt the material to suit their unique experience.

The effectiveness of the process depends on the facilitator. A group facilitator must have worked through their own journey of healing and be able to embody empathy, self-awareness and compassion.

The role is to facilitate a place for survivors to find their own healing.

Stage 1: Setting the stage: creating a healing environment

- Maintaining anonymity of group members and understanding the process of disclosure.
- Building trust with survivors and creating a safe space through sensitivity to group needs and awareness of group dynamics.
- Working towards achieving the goals of the individual and group.

Stage 2: Dealing with emotion and finding the hidden voice (finding yourself and expressing yourself)

- Helping survivors reconnect with their feelings. Many survivors disconnect from their feelings as a way to survive.
- Enabling survivors to own their story and helping them understand the resources available to them to find healing.
- Helping survivors deal with forgiveness, anger, regret, difficult relationships and family circumstances.
- As survivors tell their stories, they are connected with other survivors and feel less isolated, gaining a sense of unity and love for those who have had similar journeys.

Stage 3: Empowerment (developing greater self-awareness and awareness of others)

- Enabling survivors to own their stories.
- Enabling survivors to learn skills of self-empowerment, understanding needs and identifying resources for support.
- Helping survivors to start looking to the future and how they can support others – a shift in thinking from victim to survivor.

SECTION 2: A HEART FOR HEALING

Learning objectives

By the end of this section, champions will be able to:

- understand the foundational principles of a journey to healing:
 - respect
 - individualisation
 - self-determination
 - confidentiality and trust
- create a safe space and work together with everyone actively engaged.

This section lays out the foundations of effective group work with survivors of SGBV. Explain to champions that you are going to work through the foundational principles of a journey to healing first and then explore how to create a safe space for survivors and work together as a group.

There are four foundational principles for a journey to healing. These are respect, individualisation, self-determination, and confidentiality/trust. It can be helpful to write these four principles on flipchart paper around the room. As you move through each of the principles, first ask champions what they think each of the terms means.

2.1 Respect

Ask champions, how do we demonstrate respect to others? What does it mean to respect someone?

Some possible responses:

- Recognising that everyone has worth and value.
- People deserve to be shown consideration.
- People can choose for themselves what they want to do to find their healing (each person is their own best expert; the champion is not expected to be the expert).
- When given the right environment, people are able to grow and change.
- Everyone wants to be loved and valued.

Respect

To have proper care and concern for the feelings, wishes or rights of others

How do we demonstrate respect to others?

- By having a **non-judgemental** attitude and accepting each other's differences:
 - trying to see the world as others see it.
- By allowing space for people to work through their pain at their own pace.

2.2 Individualisation

Ask champions if they are familiar with this term and what they think it means.

Individualisation is seeing each person as a unique individual, as one of a kind. How do we practise the principle of individualisation?

- See the world through the eyes of the person you are working with.
- Try not to generalise. Not all SGBV survivors react or feel the same way.
- See each person's story as unique.
- Listen to how people speak; hear their words.

Individualisation

Seeing each person as unique

ACTIVITY: My eyes work better than yours

Learning objective

- To understand how perspective shapes our reality and that there are differences in how each person perceives the world

Materials needed

- Sunglasses, a piece of thin fabric or the pictures from the manual

Step 1

- Give one person a pair of very dark glasses and ask her to put them on. If you don't have glasses available, you can use a thin fabric that the person can still see through. If fabric is not available, use the pictures provided below.

Step 2

- Ask the person to describe what she sees. How is this different from when she is not wearing the glasses/fabric?

Alternative:

- Using the pictures below, ask champions to describe what they see. Note the differences between responses.

Explain to champions:

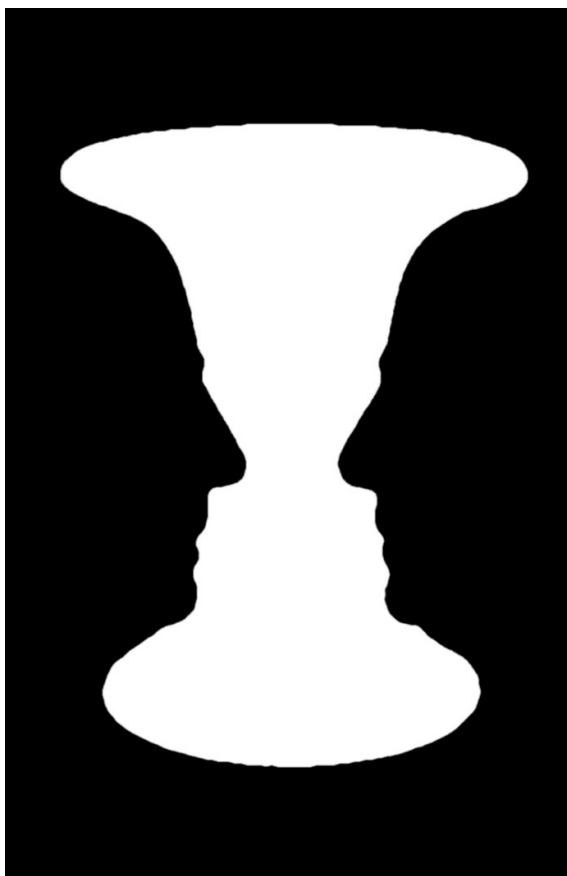
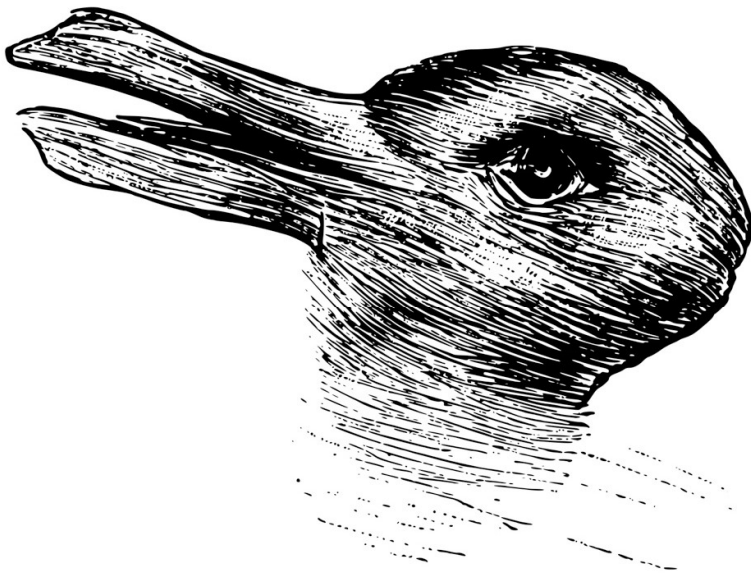
- **We frame things based on our own experiences.** It is important for us to be able to recognise how our experience shapes our perspective and to understand that each participant in our groups will see things in slightly different ways. We want to aim to be non-judgemental of these differences and to allow people to express how they see things in their own unique way.

Note for champions

Remember:

- Try to really listen to what is said and what is not said. Try to see as they see.
- Try not to jump to conclusions: listen to the whole story. Don't try to solve their challenges. Understand what their issue really is.

Pictures for use with alternative activity



ACTIVITY: Filters

Learning objectives

- To understand how perspective shapes our reality and that there are differences in how each person perceives the world
- To understand personal bias

Materials needed

- None

Explain to the group of champions that sometimes **our own experiences and our perspectives can create a filter for how we see others**. Reflect as a group on the way we listen to and understand other people based on our own experiences.

Ask champions: What are some of the filters used to listen to people? Ask champions to list different ways that we use filters when we listen.

Some examples of filters: gender, age, culture, educational level, hobbies, experiences, upbringing, lifestyle, spiritual beliefs and sexuality.

Have champions sit in small groups to discuss the questions below.

Discussion questions

- Is it possible to not be aware of our own bias when supporting a person from a different social background, culture, or place?
- When you disagree with another person's religious or personal beliefs, how do you communicate your disagreement? What ways do you do this that are indirect or more subtle?
- A judgemental attitude can communicate itself without words. For example, others can sense that you are shocked or disapprove. How can I communicate acceptance and non-judgement?
- Sometimes we know a little about a person's culture or background but not very much. How can this contribute to making wrong assumptions or generalising?

To be a respectful and effective support group member, champions need to be aware of the personal filters they use when listening to others. Sometimes, we cannot completely escape the filters we use when we listen, but it is helpful to be aware of them so that we are mindful when interacting with others.

2.3 Self-determination

Ask champions what they think this term means.

Self-determination means that each person has the right to make up their own mind about what to think, feel or do without outside influence. It is not for the champion to say to a group member 'this is what you should be thinking', 'this is what you must say', or 'this is how you should feel'. It is up to the group members to decide what they want to say, think or feel.

Self-determination

Making up one's own mind about what to think, feel or do without outside influence

The role of the champion is **to listen first**. Champions are not here to fix, they are here to listen.

Listen to each person:

- What are their needs?
- What are their dreams?
- What do they feel?
- What are their resources?
- What are their values?
- What makes them frightened?
- What are their fears?
- What do they need to find their own healing?
- Are they able to verbalise what their needs are?
- What are their thoughts?
- What is their story?

2.4 Confidentiality and trust

Ask champions how they understand these terms and what experience they have had with confidentiality and building trust.

Explain that **confidentiality** is an important foundation for forming a safe space for group members. Confidentiality allows group members to speak, in the security of the group, without fear that what they share will be disclosed outside of the group.

Ask champions, what does it mean to trust someone?

Trust is having a strong belief that you can depend on someone to do what they say they are going to do. Trust is built as a bond between members of the group and develops over time. It is an important foundation for forming a safe space for group members. Trust gives the assurance that everything spoken of in the group is safe and that this safety will be guarded by each member of the group. Without confidentiality and trust in the group, people will not feel safe enough to speak.

Confidentiality and **trust** are key elements to group work. They are interdependent and work together but they mean different things.

Initially, the members may have questions such as:

- Is it safe to speak to this group?
- Will anyone gossip about me?
- How can I trust these people when so many have betrayed my trust?

Each person in the group needs to understand that what is discussed in the group has the protection of the group. Coming together at the start of forming a group to **decide a group contract or agreement** is a helpful way to ensure that everyone agrees to protect confidentiality. Some groups like to use the agreement, 'We do not repeat what is said in this group'.

In respecting this rule, people will be able to open up and speak about issues that are very private and **confidential** because they **trust** those they are with.

Confidentiality

Confidentiality is holding the privacy of another; it means not sharing personal information with anyone outside the group.

Confidentiality helps to build trust.

Trust

Trust is having a strong belief that you can depend on someone to do what they say they will do and to speak the truth.

A reminder for champions

For group work to succeed, it has to be built on a foundation of confidentiality and trust. Upholding confidentiality means that what is shared in the group is kept private within the group and is not shared or discussed outside of the group. Each person in the group needs to agree to this. Breaking confidentiality places people at risk. Peer support group members need to know that they are safe and that what they share will be held in confidence. The group then becomes a place of safety for each person present. Trust says, 'I know that you won't hurt me and I am safe here'.

Caution

The only time that confidentiality can be breached is if a crime is being committed or if someone poses a harmful risk to themselves or to others. In that case there are protocols that need to be followed. This is discussed in more detail in section 3 in Manual 2, *Out of the Shadows, into the Light*. If confidentiality is breached this is an offence and unethical, and action can be taken in response to this.

ACTIVITY: Building trust

Learning objective

- To understand how perspective shapes our reality and that there are differences in how each person perceives the world

Materials needed

- Large stones (large enough to stand on)

Have champions sit in a circle. In the middle of the circle, place a few large stones. These stones need to be large enough to stand on. If you do not have stones, you can use paper with pictures of stones drawn on them.

Scenario / Illustration

Imagine you are standing beside a fast-flowing river. You want to cross this river to get to the other side. You are frightened because the river is deep and you cannot walk through it. The water is also fast so you cannot swim across. You walk along the river trying to find a spot where you can safely cross. At one point, you see there are some large stones in the river – stepping stones. You look to see whether you can step from one large stone to another to cross safely to the bank on the other side. Slowly you step from one large stone to the other and before you know it you have managed to cross the river safely.

Have champions sit in small groups to discuss the questions below, or discuss as a large group with everyone together.

Discussion questions

- Have you had a time in your life where you have had to go through a difficult journey?
- When was this time, and what was it that you went through?
- What were the things that helped you get through this difficult time?
- Were there people who helped you through this time, if so who were they, and how did they help you?

What can we learn from this illustration?

- The **large stones** in the story represent **trust**; this is both individual and group trust.
- Group work (working as a group) represents the journey of crossing a river.
- The **large stones** in the river represent how having **trust** when working in a group helps to get you from one side to the other.

Without the trust given and held sacred by each person in the group, crossing the river becomes difficult and for some, impossible.

Why do we work in groups?

- **Becoming a member of a support group creates an opportunity for healing, overcoming isolation and a safe space where one's voice can be heard.**
- **Members can give and receive practical and emotional support.**
- **Members can advocate together against SGBV, finding purpose.**

SECTION 3: A HEAD FOR HEALING

Learning objectives

By the end of this section, champions will:

- have developed basic facilitation skills (active listening, effective communication, expressing emotion, self-awareness and capacity for empathy)
- understand the checking-in and checking-out process and how to use this in groups
- understand healing as a process not a destination, and the value of relationships in working towards healing.

Review with champions what was learned in section 2. In section 2, we learned about the **foundational principles** of working with groups. Ask if anyone can name the four principles. Remind them that these principles are: respect, individualisation, self-determination, and confidentiality/trust. All of the work we do with survivors is based on these four principles, and how we practise them creates opportunity for healing within the groups we will facilitate.

In this section, we will learn more about the journey to healing as well as some **skills** we can use to facilitate healing in our groups. We will also gain knowledge and understanding about the hurts and wounds that people experience from SGBV.

This part of the journey begins with communication. Part of communication is being able to listen and connect with the person speaking, and part is being able to speak and be understood.

Explain that we will first focus on essential skills for a champion facilitating groups with survivors. The first of these essential skills is active listening.

3.1 Active listening

Learning objectives

By the end of this session, champions will be able to:

- understand the difference between passive and active listening
- demonstrate effective active listening skills.

When you first mention listening skills, many people may feel they already know how to listen or that listening is a natural, built-in capability. **Active listening is different.** It means giving your full attention to the speaker. This means not only listening to what is being said but listening to what is *not* being said.

The aim of listening is to provide the opportunity for survivors to express their thoughts and feelings in a supportive environment. This supportive environment is created by the champion, by practising the foundational principles we learned in the last section (respect, individualisation, self-determination, and confidentiality/ trust).

Ask champions to name ways that we communicate. How do we get a message across to another person?

There are three components of communication: spoken (the words we use), vocal (the tone and volume we use) and body language (the facial and body expressions that we use when we communicate).

Give champions some examples of these types of communication:

1. **Spoken** – these are the actual words we use, what we say.
2. **Vocal** – this can include the volume someone uses to speak, the tone of their voice, are they speaking kindly, angrily, softly or loudly?
3. **Body language** – this includes the facial expressions we use; is the person smiling or frowning? It also includes what our body is doing. Are we speaking with our arms crossed in front of us or with our body turned away from someone?

There are also messages we send through our behaviour. Some examples of these are:

1. **Our attentiveness** – how focused are we on the person we are speaking to? Are we distracted or focused on something else while they talk? They might feel that they are not important if we are not focused on them when they are speaking.
2. **Our availability** – how do we respond when someone asks to speak to us? Are we always busy with something else or do we try to be available when we are needed?
3. **Touch** – does the person we are speaking to back away from touch or do they reach out and seem to want to have their hand held while they talk about something painful or difficult?

Actively listening to a person:

- shows that you care
- allows you to build a bridge from their world to yours
- creates a space where they feel valued and have worth.

How do we listen actively?

Ask champions first to list ways that they think they can listen actively. Write these on a flipchart or a white/black board, if available.

Some suggested examples include:

- Maintain eye contact with the speaker, as culturally appropriate.
- Remain engaged and allow the speaker to talk at their own pace.
- Use affirming head nods and words like 'hmm', 'yes', 'go on' but not too much that it becomes distracting to the speaker.
- Avoid being distracted; be attentive.
- Reflect back what you are hearing them say by paraphrasing or providing a summary to show you are engaged and also to check you are hearing and understanding them correctly.
- Mirror the same body language, vocal tone and volume and use the same strength of words when reflecting back.
- Ask questions to clarify.
- Focus on what is being said rather than guessing or preparing what you will say next.
- Give room for silence and don't fill every gap with a question.

ACTIVITY: Active listening

Learning objective

- To be able to demonstrate active listening skills

Materials needed

- None

- Ask champions to pair up and decide who will be the active listener and who will be the speaker.
- Ask speakers to choose a personal story from everyday life that they feel comfortable to share (not related to a crisis event or emergency).
- Ask listeners to give 100 per cent of their attention to listening to what the speaker is saying, using some reflection, mirroring and giving room for silence, and allow the speaker to explore the topic in their own way rather than 'interviewing' them.
- After five minutes, ask champions to switch roles with their partner. Repeat the activity.

Have the group come back together and ask the questions below to facilitate discussion on their experience of active listening.

Discussion questions

- How do you show someone that you are listening to them? How was this different to everyday conversation?
- How did you feel when there were silences?
- Were you more comfortable as the speaker or the listener?
- What percentage of your attention were you able to give to the speaker?
- How do you deal with someone if they have an outburst of emotion?
- Is it your job to have answers to everyone's problems?

3.2 Spoken communication

Learning objectives

- have confidence to express their emotions verbally
- demonstrate the ability to give voice to what they are thinking
- understand how to identify feelings in the body.

Materials needed

- None

Explain to champions: As a champion, it is your role to **create a safe space for others to speak**. Your role is to be a facilitator, not a teacher or a preacher.

A safe space is created by:

- listening, encouraging and allowing people space to speak and be their own true self
- allowing for each person's story to be told
- fostering a safe space by building trust and keeping trust
- upholding confidentiality
- remembering that when a survivor tells a traumatic story, it is their time to speak
- embracing silence
- allowing the expression of emotion
- not arguing with a group member (arguing destroys communication; even if you don't agree with what someone says it is not your place to tell them they are wrong)
- using questions sensitively. Often people don't know how they feel, so asking 'How do you feel?' may not get the right answer. It takes time for people who have locked away their feelings to begin to describe them.

ACTIVITY: Emotional expression

Learning objectives

- To gain insight into the emotions of another person
- To learn to express emotions verbally

Materials needed

- Flipchart paper

There are a few options for how you can facilitate this activity with champions.

1. Ask the group of champions to rate how they are feeling on a scale of 1 to 5, where 1 is the lowest and 5 is the highest. Each person can share how they are feeling that day and if they are comfortable, they can explain why. This can be done throughout the training process as a check-in and an opportunity to practise expressing emotions.
2. You can put feeling words on a chart or on the floor, or draw pictures of different feeling faces (happy, sad, angry, etc). Have champions choose one word to describe how they are feeling that day.

happy joyful pleased content glad	sad frightened tearful lonely isolated down
angry frustrated cross irritated mad	scared terrified worried anxious

Listen to the words used by the group and add them to the list, or even better, get them to write down words under the headings of the four core emotions: **happy, sad, angry, scared**.

Note for champions

By using these activities, you get to see a greater picture of how the group members are feeling and it gives the group member tools to describe how they are feeling (*this is called attending, which is a listening skill*).

Using these activities to check in about feelings alongside active listening skills can give you an idea of what is going on behind the emotions; what is not being said.

For example, someone who is feeling overwhelmed emotionally might want to sleep all the time. They might say to a friend, 'I don't know why I am always tired. It's not like I don't get enough sleep. I am in bed by 9pm every night.' If you listen to them they might share that they are feeling anxious, so rather than stay awake, it is easier for them to go to bed and 'hide'. The anxiety causes stress in their bodies, which makes their bodies tired. It is, therefore, not surprising that they want to sleep all the time. Given the right space, they can explore why they are always tired; they can connect to the feelings they have and understand why their body is responding the way it is.

Remind the group of champions about the key elements of effective listening and communication:

- active listening, giving your full attention
- connecting with the speaker and the listener
- listening to the words and the emotions
- hearing 'this is what I am saying and this is how I feel'
- watching body language, sometimes what we say and what we feel are not the same and our bodies give this away (this is called unspoken body communication)
- accepting, not judging the speaker
- building trust and keeping confidentiality
- being a safe space where all can speak and be heard
- demonstrating acceptance and empathy
- remembering you are here to listen, not to solve problems
- each person is their own best expert, give them space to find their own solutions.

People who participate in peer support groups often feel like the group members become a type of family to them. They know that in the safety of that group, they can speak and be accepted. Survivors are able to find value and acceptance, reducing their feelings of isolation. They find the courage to explore their own pain and find healing from sexual and gender-based violence.

Benefits of group sharing include the following:

- personal empowerment
- group empowerment
- connection is formed
- identity is reviewed and renewed
- trust is rebuilt
- secrecy is explored
- openness is encouraged
- significance is found
- meaning is restored
- emotions are released
- new beliefs are created
- hope is restored.

3.3 Self-awareness

Explain to champions that in order to listen and communicate effectively and to create the safe space that survivors need to share and find healing, we need to be able to practise self-awareness.

Ask the champions if anyone can explain what self-awareness is.

Self-awareness is having a conscious knowledge of one's own character, feelings, motives and desires. Simply put, self-awareness is knowing and understanding yourself.

Self-awareness

Self-awareness is knowing and understanding your own character, feelings, motives and desires.

Becoming more self-aware

We can develop our self-awareness by being in a space that is safe enough for someone to see us as we really are. Part of being able to do this is first forming a relationship with ourselves. We have to be willing to look within to learn all about the different parts and aspects of ourselves.

ACTIVITY: Reflection on our self-awareness

Learning objective

- To become more familiar with our own character, feelings, motives and desires

Materials needed

- Printed statements

This activity is done individually. Ask champions to sit and reflect on the statements about themselves below. You may want to distribute printed statements so that each person can reflect. If this is not possible, you could write the statements on a flipchart paper or board.

Ask champions to reflect on the following statements. Tell them to take some time to really reflect on the answer they give and what that means to them, rather than just answering 'yes' or 'no'. As they respond, they should ask themselves why they respond in the way that they do. There is no right or wrong way of responding to the statements.

- If someone is angry, I try to make them happy.
- I don't always say or do what I really want to do for fear of upsetting others.
- I know what I like and dislike.
- I am critical of myself.
- I am not an angry person.
- I can tell others how I am feeling easily.
- I know what I need to feel safe and peaceful.
- I worry about what others think of me.
- I listen and attend to how I feel inside.
- I put others' needs before my own.
- I feel uncomfortable in new situations.
- I work hard to get other people's opinions.
- I can normally identify and say what I am feeling.

Tell the champions: Take time over this activity, giving yourself space to really consider each statement. There may be other things that you know about yourself that are not listed above: write them down. Pair up with someone and share your own reflections with them. If you feel you cannot do this honestly, what is stopping you? Note this down. What, if anything, would you like most to change about yourself?

3.4 Empathy

Explain to champions that practicing self-awareness and being conscious of our own feelings and needs helps us to practise empathy with others. It is especially important when someone is sharing something traumatic, emotional or vulnerable.

Empathy is having the ability to understand (feel and see) from the other person's point of view. Showing empathy and being non-judgemental of a person's feelings is one of the most helpful ways of supporting them. Building an empathic relationship with group members helps to strengthen trust within the group.

Empathy

The ability to communicate understanding of another person's experience from that person's perspective

It is important to listen to your own thoughts and feelings without being overwhelmed with your own emotions. If the champion is having difficulty remaining emotionally stable, it is important that they seek help from a supervisor or counsellor. This can happen to anyone and it is important to look after the self and well-being.

ACTIVITY: Feeling understood

Learning objective

- To understand how to practise empathy and active listening, to help survivors feel understood

Materials needed

- None

Ask champions to work in pairs, and think of a time they felt understood by someone and a time when they did not feel understood, using the following questions:

- What happened?
- Who was involved?
- What was said to you?
- What was the person's attitude towards you?
- How did you feel?
- How did the experience affect you?
- What did you need in order to feel understood?

It is important to acknowledge and accept that building empathy for each other is a work in progress. It is not a skill that is learnt and then done with. Empathy is a quality that develops over time as the relationship between members and champion also develops.

A champion's role is to facilitate a place where voices can be heard, and to monitor certain factors such as:

- Who speaks?
- When do they speak?
- Who responds?
- Who is silent?
- What non-verbal language is being used and by whom?
- What is the emotional tone of the group?
- What is the climate of the group, eg hostile or lethargic?
- Are new subjects being introduced by group members? If so what?
- Are there possible hidden agendas or undercurrents?
- Are all group members participating?
- Is the feedback from the group positive or negative?

It is important to pay particular attention to individuals and seek to spend time one-to-one with them, especially anyone who:

- shows signs of distress or vulnerability when speaking
- is short-tempered with others, dismissive or avoids speaking about themselves

- avoids being vulnerable or is not engaging with the group comfortably.

One survivor commented that after sharing, she felt naked and exposed. Had this not been addressed by the facilitator this person might have been further traumatised. The feeling of being left hanging in the air with nowhere to go is often what can cause even more damage. As a champion you can help group members 'put on their clothes' so to speak, so as to remedy being naked. You can organise a follow-up plan or an appointment for a one-to-one session immediately after the group session has concluded.

An analogy

Imagine walking into a dark forest with someone. They look around the forest and they begin to see scary animals that are ready to devour them. They tell you what they can see, because after all you are right there with them to hold their hand. You also said before entering the forest that you would help to protect them. Just as they reach out to grab hold of your hand they find you have gone and left them alone. Now they wish they had never gone with you into the forest, after all, you have abandoned them just like everyone else...

Facing pain alone is isolating, which is why group work is very important. Take care to ensure that those who are left feeling exposed are cared for, as they need to be cared for.

Caution

Empathy does not:

- hand out orders to others like an expert
- give advice
- make judgements about others
- ask questions to get information for personal benefit
- force people into making a choice that they are not comfortable with.

Note for champions

When members don't feel understood, they can feel judged and begin to feel uncomfortable and even ashamed or angry, and this may hinder them from opening up to share and partake in the healing process.

In order to develop empathy, there is a need to be honest about your own personal prejudices and stereotypes. Bring them into the light, so that their origins can be explored and new ways of understanding and challenging them can be found.

It is important to know your personal blocks to empathy so that you can explore and resolve them.

If you can show empathy and understanding to yourself, you are more likely to be able to extend that acceptance to others.

This also highlights the need for a facilitator to practise self-care in order to be present and attentive to the group.

It is simply not possible to offer empathy and support to someone you are judging!

3.5 Healing is a process

Ask champions how they think healing happens. What do we need in order to heal? Explain that what we have been working on so far creates an **environment** for healing. A safe space, trust, respect, non-judgement, active listening and empathy all create conditions for healing.

Healing is a process, not a destination. Ask: what do champions think is meant by this?

The process of dealing with painful emotions is like peeling an onion.

Just as you take off one layer there is another layer, and depending on how big the onion is there are more and more layers. The journey of dealing with painful events takes time. Allow for this time.

Often we need to understand why we feel such deep pain and this takes time. Each person heals at their own pace.

There is not a one-size-fits-all solution that can be used to fix all pain.

As we embrace past hurts and find healing, issues hidden deeply are given the space to surface. Do not push group members to dig up deeply buried issues.

We can create the conditions for healing, but each person's journey to healing is unique and they need to decide for themselves what that will look like. Facilitating journeys to healing requires patience and for us to trust the process.

3.6 Checking in

Learning objective

- To understand how to use the checking-in process in group facilitation

Explain to champions that the goal of group work is to create a 'circle of intention': a place and space where each person is given the space to speak and a place to be heard, where unresolved emotional issues can be safely visited and healing can ultimately be found.

Checking-in questions can be used as a way of connecting with group members, moving a conversation on to a new topic or engaging survivors in a new way.

Reasons for asking a check-in question are:

- to bring about discussion on a topic
- to get people thinking and to know what they are thinking
- to encourage change, to find out what they want to change
- to gather information, to give the champion insight on a subject (from the group's perspective)
- to connect people to their emotions, so they know how they are feeling – to help people connect what they are thinking with what they are feeling (an example of this would be: '*what have you been facing that has been hard to deal with, and how have you responded to this situation?*').

Goals of the checking-in process:

- enabling self-reflection
- getting the group to come together as a whole
- seeing where each group member is at in themselves
- setting the tone of the meeting
- proposing the topic for group discussion.

In the early stages of group work, checking-in questions might be simple, like:

- What is your name and why are you here today?
- Who invited you to join us and what made you decide to join the group?

Once the group has been working together for some time the questions will be different. You can ask questions like:

- Since we last met, what has been a highlight for you in your life?
- What challenges have you faced or overcome since we last met?
- What have you done in the past in this situation, and how do you deal with this same situation now?

Some additional example questions for check-in

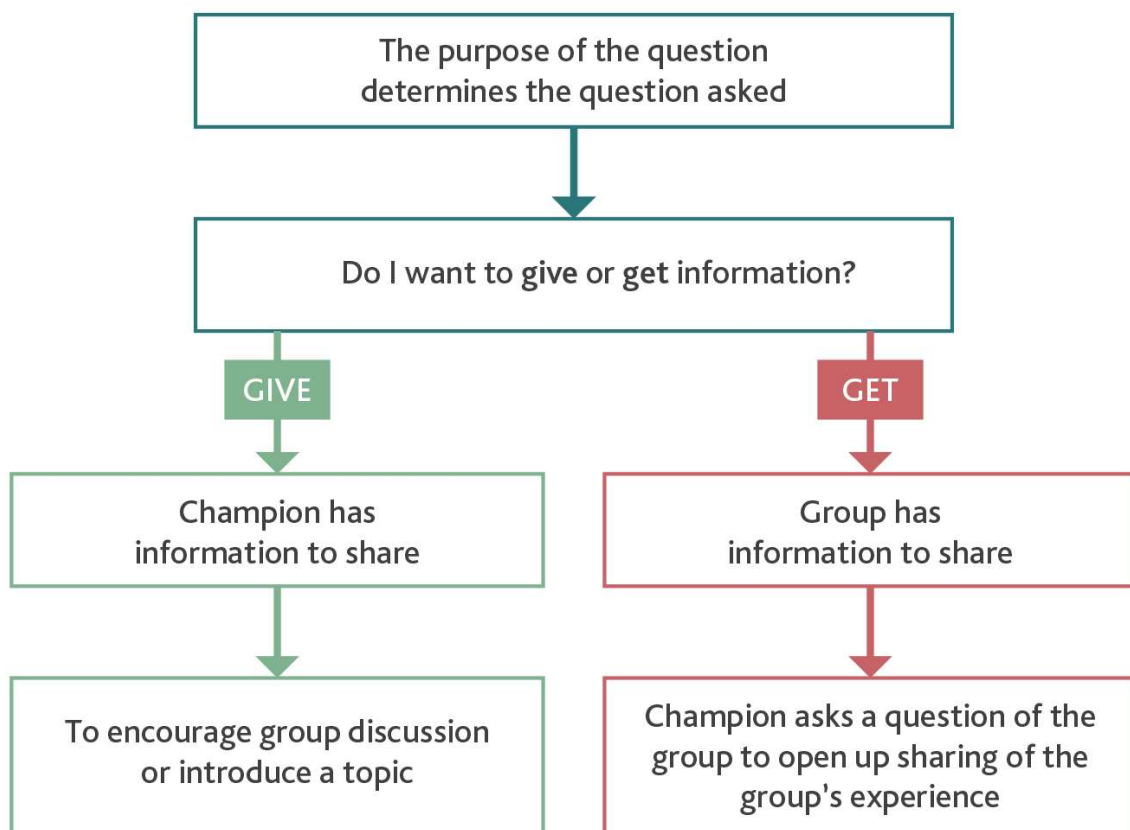
- Can you tell the group about something you are proud of that you did?
- How was the last group meeting we held?
- Since being in this group, what have you learnt that sticks in your mind the most?
- Is there anything that is holding you back from taking the next step in your healing process? If so, what is it?
- If there was someone who you would like to support you through this journey of change who would it be and why?
- Who has been with you in the past to support you through changes (transitioning stages) in your life?
- What is one thing that you would like to learn today?
- What brings you joy in your life?
- What inspires you or gives you hope?
- How have you benefited from being together as a group?
- What have you learned from the group?

Points to remember

- Keep the questions real.
- A positive question will lead to a positive discussion; a negative question may lead to a negative group discussion.
- No one is forced to speak – each person decides for themselves if they want to speak.
- Be the change you want to see – remember that as the facilitator/trainer you set the tone.

Use checking-in questions throughout the training with champions and when you use them, point out to the group that you are using a checking-in question and explain your reason for using it. This will help champions to understanding how these can be used and when they are most useful. Practise a couple of checking-in questions with the group now before moving on to the next activity.

A map of the process of checking in



3.7 Checking out

Learning objectives

- To be able to close a group work session
- To understand where each group member is emotionally and mentally
- To make use of questions to plan collectively as a group for future meetings

Checking out uses questions in a non-threatening way to establish how a group is doing and how each person is doing. It is also a way of bringing closure to a group day together. The closing of a group allows for self-reflection as well as group reflection, and also allows for planning for the next steps.

Use checking-out questions throughout the training and be sure to point out to the champions when you are using them and why. This will help champions to understand the different ways that checking-out questions and activities can be used. Practise a couple of the checking-out activities below now as you close this section.

The following examples can be used as checking-out activities

Diamonds and stones – *these questions can be used to evaluate the day*

- What does a diamond represent to you?
- What does a stone represent to you?
- What was like a diamond for you during this time?
- What was like a stone to you?

Weaving webs – *used to link the positive learning and highlights from group members together*

- Invite group members to stand together forming a circle.
- Using a small ball, start off with one member with the small ball in their hands. As they throw the ball to another member in the circle, they will share with the group one positive thing that they have learned from this person today. Note: if you do not have a ball, you can make a ball out of crumpled paper or you can have each member call out someone else's name to share after they have finished speaking.
- Each person who receives the ball will also say one positive thing about someone else as they throw the ball to them.
- Repeat this until everyone has had the chance to say something.
- The facilitator can close the session by showing how each person is connected to each other and how each person has been a positive influence to someone else in the group. This interconnection leads to strength and group harmony.

Silent circle – *used when there has been a lot of emotion expressed or if there has been group tension*

- Invite group members to stand together forming a circle with arms linked.
- Ask the group to reflect quietly as individuals on what has impacted them most from this session and what they will be taking home with them.
- Ask the group to reflect quietly, holding a few moments of silence.

One word to describe what I have learned – *self-reflection and group feedback*

- Ask each member to give one word as a feedback for the day.

Have I changed how I think? What changed my thinking? – *this could be used if you have had a session that has been information-heavy or if there has been a lot of group sharing; this links with 'one word to describe what I have learned' above.*

One word that describes how I feel or Rate how I am feeling from 1 to 5 – *encourages the understanding of own emotional well-being*

- Ask each group member to give one word that describes how they feel.
- Then ask each group member to rate how they feel on a scale of 1 to 5 (with 1 being the lowest score and 5 being the highest).

Where to from here? – *this is used for personal goal setting and group goal setting, and can be done either verbally or in writing*

- Each individual champion's goal or plan of action is presented.
- Trainer/facilitator's plan of action is presented to champions as well.

SECTION 4: HANDS THAT HEAL

Learning objectives

By the end of this section, champions will:

- understand how to empower group and personal change
- feel confident to identify support resources and make referrals
- understand how to practise self-care and how to access support if needed
- understand how to work with children accompanying a group member.

4.1 Empowering group and personal change

Explain to champions:

- As the champion you need to attend to your own growth needs.
- It is easy to fall into the trap of caring so much about the peer support group members that you forget about your responsibilities.
- Group members are to be interdependent, not co-dependent.

Fostering independence is as important as encouraging group cohesion. (See also section 2.3: Self-determination.)

Picture two magnetic balls; both are attracted to each other. They touch each other but are free to move in the direction they choose (interdependence). Now picture two half circles, one slightly smaller than the other. The smaller one clings to the larger, grasping it for fear of detachment, not wanting to be alone (co-dependence).

- For a time, a group member might need you to hold their hand, but as they get stronger allow them their own autonomy.
- Some survivors, once they have worked through their traumas, might want to move away from this and 'close the chapter', so to speak. It is their choice to do so; this illustrates self-determination and choice.

Case study *

The young women of a small village knew that when they were away at work, and their children were at school, the older women were being harmed by young men who were unemployed. The daughters and granddaughters would come home at night to the tears of their dearly loved grandmothers.

One afternoon, a wise older woman from the village called the girls and their mothers together. She sat and spoke gently to them. She asked them what they could do to solve the problem. No one wanted to see these older women harmed any longer. They asked why the government did not come and help, but sadly thought this was unlikely to happen. This village was often overlooked.

Then suddenly one of the women stood up with a smile all over her face. She had thought of the perfect solution.

She had recently lost her job in the city but she had her own little house. She was at home all day now and she was more than willing to give her time. She asked the women if they could spare a bed for her, because she was willing to provide a day-care centre for the elderly women. With extra beds the grandmothers could rest during the day and she would feed them. She would care for them from the time the children left for school, and when they had finished at school they could stop by and fetch their grandmothers. That way they would be safe.

All the women rejoiced; they had found their own solution. They did not wait for someone else to tell them what to do. They saw the challenge facing them, looked at what resources they had and by speaking out together they were able to change their own future.

* *Based on a true story*

4.2 Referral pathways and networking

Explain to champions:

- There will be times where it is necessary to refer a group member to someone in the community for further help.
- As a champion you are not expected to know everything about the processes of healing or be an expert in everything.
- An important part of the role is to know the limitations of the support that can be provided by you, and connect people who need specialised support with the appropriate specialists or services, such as professional counsellors, doctors, psychologists, psychiatrists, social services, legal services, local police stations, etc.
- It is important that you know who to go to and for what.
- Accompany the group member if they would like you to. Be supportive but remember to follow their lead.

When to refer

Champions might need to refer a group member if there is evidence of:

- extreme distress that has lasted a long time without improving
- behaviour that poses a risk to herself (suicide) or to others (abuse or criminal activity)
- uncontrollable strong emotions, such as severe depression or anxiety

- severe sleeping problems (either sleeping too much or not much at all).

Points for discussion

- How would you inform the group member that you will need to refer her?
- How would you make her understand that this is for the best?
- Give examples of how you can discuss these issues in a sensitive way.

How to refer

Explain to champions:

- In the first instance and where possible, after getting the consent of the group member involved, speak with the main facilitator or coordinator who is the main contact point for the relevant organisation/service.
- In some cases, group members may want to contact the required organisation/service themselves. Support them in their decision.
- If they want support or would prefer that you contact the required organisation/service, you can do this in their presence.

Example

For example, a woman is being beaten by her husband. She may ask you to help her get help.

- Do you know what the framework is from a legal point of view?
- She may need medical help. Do you know where to get this help?
- She may want the help of a faith leader. Do you know who in the community can help? There may be a church with a very compassionate leader who may be able to give her more counselling.
- Does the local church allow for meetings to be held to help women? If so, get involved.
- Does the community have a social service where you can meet with social workers? If so, introduce yourself to these social workers.

It is important for you to put together a list of referral agencies skilled at providing the services that are needed.

ACTIVITY: Building a referral network

Learning objective

- To have increased awareness of available support for survivors

Materials needed

- None

Ask champions to do the following:

- Together as a group, make a list of local agencies and services that the group is aware of within their community and the type of service they offer.
- Include local agencies and organisations that provide medical, legal, psychological, and spiritual support.
- Where there are gaps in the services or agencies that your group is aware of, make a list of people you can ask about additional options. This could include police officers, lawyers, faith organisations, non-government organisations or non-profits.
- Write down some of the challenges regarding referrals. How have others in the group overcome these challenges when making referrals?
- Each champion should keep a list of agencies or contact people for their local community.

Explain to champions that suggesting a referral for more specialised help can be challenging. Sometimes people can have misconceptions, fears or unrealistic expectations regarding the professional help they can receive. They may think that professional help is only for 'crazy' people or people who really can't cope. It is important to normalise accessing professional help to assist survivors in making use of the resources that are available to help them. Professional help is really just a neutral third party who can listen to your experience and offer you suggestions for how to cope with the challenges you face.

4.3 External support for champions

Share with champions the following information on external support:

Facilitating journeys to healing is not easy work. It can take its toll on you as you work to support survivors of SGBV. It is important to be aware of your own limits and when you are starting to feel burnt out. If you begin to feel irritable, agitated or frustrated with members of your group; if you experience heightened anxiety or feel under pressure; or if you feel lethargic and unable to motivate yourself to get up and do normal things, you may be experiencing 'burnout'.

Care work requires that those who are providing care also be cared for. As you think about when you need to refer members of your group to external support, it is important to think about when you, yourself, might need additional care. The same resources that are available to the women in your group are available to you. In addition, you have the support of your trainers and mentors if you find yourself feeling overwhelmed and needing someone to care for you.

Journeys to healing are not journeys that we walk alone and they are not journeys that we facilitate alone either. Ensure that you have the phone numbers of people who are willing to listen to you when you need to talk, spaces you can go or things you can do to relax and release stress, and practices that can help you to find your centre and cope with the challenges of this work you are doing.

Recharging your battery at all times

When a car battery is flat, nothing happens, the engine just stops.

Similarly, people working in the field of psychosocial support must look after themselves or they risk what is called 'burnout'. Burnout is similar to a car engine becoming flat: you as a facilitator run out of energy and resources to support the people you care about because you have not been able to take care of yourself enough.

Dealing with stress or burnout

It is important to understand yourself and to think about what helps you cope with stress, relax, and release painful emotions. It is also important to be able to recognise when you have been triggered by someone else's trauma or are reaching burnout.

Think about what adds value to your life and gives you energy. Make a list of all the things that you enjoy and that bring joy to your life. Some ideas are below, but be free to add other things as you think of them.

- Taking a walk
- A quiet rest
- Reading a book
- Spending time with friends
- Listening to music
- Singing
- Playing with children
- Art work

- Journaling
- Talking to a close friend
- Debriefing with a mentor

Ask yourself, 'What do I enjoy doing for myself?' and 'What charges my batteries?'

This will help you to:

- understand what helps to maintain yourself, so that you do not become drained from working with others
- rest and recharge
- give yourself time to self-nurture.

The role of faith

With trauma not only are our bodies affected, but we often carry wounding of our minds deep within us. The word of God teaches us that he can renew our minds. From scripture, we see that we will at times experience distress and need to be delivered. When we realise that it is God who will be our deliverer and the shield around us, we find the courage to face the challenges that often consume us.

In Christian contexts, most people believe that it is only by the blood of Christ that they are healed. It is through the empowerment of his word that they can be healed and can change. It is through prayer that they connect to a source of strength. Through the study of the word, we gain knowledge and understanding that can transform us all.

Meditations

It is advisable to do meditation personally and in a comfortable manner. For Christians, Bible verses can be used to meditate as well as many other books of choice.

Note for champions

The *Hand in Hand* series of biblical reflections on how to respond to sexual violence is a good tool to use both in a group setting and in personal study. It can be accessed online at: www.tearfund.org/sexualviolence

Retreats for champions

In addition to mentoring and the self-care we have been discussing, there are times when retreats can offer a more intensive opportunity for champions to access care and support. If champions would like to organise a retreat, an example itinerary has been provided in **Appendix 2**. Retreats can be run for themselves as part of self-care, or they can be run with survivors.

4.4 Working with children accompanying a group member

This manual does not equip champions to work with child survivors of sexual violence as this requires specialised training and additional skills. Children (under 18) who accompany a group member, who may be their caregiver, to a

group meeting could experience secondary trauma. This can happen when the child hears about the first-hand trauma experiences of their carer or another group member.

What to do with children at group meetings

- During the group session, if it is possible, children should be introduced to different activities in a separate room to where the group meeting is being held.
- This is to prevent children experiencing trauma or being re-traumatised by hearing the adult survivors share their stories or seeing them process their emotions. Children shouldn't be in the same room with parents or caregivers for child protection purposes.
- To minimise concern about the protection of children, it is best for those working with children to work in pairs.
- Where it is not possible to have children in a separate room or have two people working with them, it is important to be aware of children in the room in the way the group addresses issues during group work.
- Ensure that group members are informed of why it is important to prevent secondary trauma in children so that they are aware of this when speaking with children around.
- Ensure that group members are aware of where their children are at all times.
- Each child will have a different reaction to trauma, and this will be unique to their experiences.

4.5 Report writing

Group champions need a range of skills in order to run an efficient and effective peer support group. In this section we discuss and teach those skills, including report writing and administration.

The primary goal of survivor movement-building is to reach more women who have been affected by SGBV. By having champions, more women can be reached. Explain to champions: the reason for reporting is to give an indication of what is happening, to see where you may need support, and then for this support to be provided where necessary. Those who you report to are not always able to go into the field where you are; this is a way to communicate the needs of the group. Note: If wanting to use information from a group member for a case study or a report you must obtain informed consent from the person. They need to agree – without being pressured – that their story may be shared (also agreeing on how and where it will be shared).

Appendix 1 is a template of a report layout to be used monthly by champions. This is a good way of measuring what is being done in the field.

4.6 Moving forward

As group members find their healing, they are able to begin to look further than just being able to survive. It is during this stage that there can be a reawakening of past dreams or the forming of new dreams. After healing, some groups may engage in small businesses to support their families or saving and lending activities to improve their quality of life.

To strengthen small businesses or any self-help group activities that involve money, extra lessons are needed beyond what is covered in the Journey to Healing manuals. Champions can reach out to local organisations or other existing self-help groups for additional training on how to manage funds, develop small businesses and save money as a group.

Explain to champions:

- When considering the way forward, it is important to allow the group to decide for itself where it wants to go.
- The focus of forming groups of SGBV survivors is to build a support system for women by women.
- As the process of healing evolves and women deal with their past hurts, gaining insight into their emotional wounding, a new sense of hope develops. Through this process they are able to move forward.

Out of healing comes a new tomorrow. This is a process where the focus of the group shifts.

- Group members may seek to develop new goals. If the group wants to start a small business initiative together, make room for this to develop.
- This does not mean that the group will disband but rather that the focus of the group may change.
- Remember that for the SGBV movement to grow, other women need to join (new groups need to form). Because the structure of this group work is a closed group, the group will need to divide and multiply.

In the group there will be women who want to start groups of their own (potential champions). Through a process of mentoring, other women will become champions and go on to lead groups of their own, and in this way the group forms new groups (dividing and multiplying). The skills learned from the initial group are then carried to others. This does not mean that the original group disbands. Listen to the needs of the group and what they want. Allow them to chart the way forward.

Selecting new champions

Explain to champions:

- Try and observe which group members have grasped their own healing.
- Some members of the group may have a high level of emotional resilience and are able to overcome their own painful past. Look out for those who demonstrate a high level of empathy and caring – they have a heart for healing.
- Observe which group members are natural nurturers, who want to help others, and those who show a desire to see other women find their own freedom from the effects of SGBV.

Characteristics modelled in their interaction with others:

- They are able to respect themselves and others: importance of champion knowing her community and being known by them as a person of integrity.
- They are able to reflect: they can balance activism and connection for the groups (ie healing versus outreach).
- They are able to respond appropriately: they have good communication skills and good manners.
- They look for group strengths – they look at capacities and resources within the groups and communities for solutions.

4.7 Bearers of hope for others

In order to reach more women, those who have had the opportunity to learn and grow from this movement become the bearers of hope to others.

You are not alone

Imagine you are in a dark room; there is no light at all. The night sky is dark and tonight you are not able to see the stars. You are all alone in your room; the fear you feel is overwhelming, and you do not know where to turn. But then you hear footsteps in the corridor and someone quietly whispers, 'You are not alone; I will turn on the light. I will wait here until you fall asleep. I will be here in the morning light. You are not alone.'

Explain to champions: Just as you had someone who was the light in the darkness for you, so can you be this light for someone else. By breaking the silence that surrounded your trauma, light and life was able to flow back into your life. It is your time now to reach out and invite another woman whose soul is troubled to walk with you into the light of a new tomorrow. You have been healed and restored from the journey that has caused you pain but has made you stronger. You can be the hope for others if you will only reach out your hand to another woman in distress – a survivor looking for healing just as you did not so long ago.

ACTIVITY: Lighting the candle

Learning objective

- To understand how to pass on hope to other survivors

Materials needed

- Candles and matches
- Long piece of string (if candles are not available)

This exercise is best done in a darkened room or in the evening when there is not too much light. (Champions can also use this exercise with their peer support group.)

- Stand together side by side in a circle. Give each woman a candle.
- Light your candle and then turn to the woman on your right and light her candle. Each person in turn does this until all the candles are lit.

(If candles are not available, use a long piece of string to connect everyone. The first woman holds the string, unrolls a little and passes it to the woman beside her. Each does this until everyone is holding the same string. Women can comment on what it means to be part of the circle and what holding on to the string means to them. If string is not available, have women reach out to the person beside them and hold hands. What does it mean to them to be connected in this way?)

- Allow for a moment of silence. Reflect on where you have come from and the hope you now have.
- Allow each woman to then share one word about how they are feeling right now.
- You might allow each woman to say what this light represents for them. (See what the group needs, and then act accordingly. Some groups may want to say more, others may not. Try to 'read' what they need and then facilitate this.)

For those who enjoy singing, you may want to end with a song of thanksgiving and praise.

Monthly report for champions leading survivor groups

Champion's name:

Month:

Name of the group:

Number of survivors:

New survivors:

	Description of activities	Objective to achieve	By who / Stakeholders
Individual activities			
Group activities			
Next plans of action			
Recommendations			

APPENDIX 1: REPORT TEMPLATE

APPENDIX 2: RETREATS

A Journey to Healing workshop/retreat

There are different possibilities for starting work with survivors. In some cases you might want to start with a workshop/retreat; this creates a foundation of trust and safety as well as bonding between participants on which to build further. By organising a retreat you are assured that all participants will be there during the day, meaning the activities can all start on time. Also, participants will not be distracted by issues going on at home or having to leave quickly.

The retreat activities come from the two manuals and can be adapted according to your environment.

Day 1

The retreat starts in the evening. Participants should arrive between 4 and 5pm, and settle into their accommodation/dormitories.

Start with dinner together before going into the evening session, which could include:

- introductions
- expectations
- agreements
- the following exercises, which can be used to get to know each other and set the tone for Day 2:
 - Check-in questions (see section 3.1.6)
 - Hello, my name is... (Exercise 1 in Manual 2, *Out of the shadows, into the Light*)
 - My eyes work better than yours (activity in section 2.2)

Day 2

The whole day will focus around story telling (Exercise 12: Discovery lifeline in Manual 2, *Out of the shadows, into the Light*).

In the evening have some fun together: play games, have music/dancing or other cultural entertainment.

Day 3

This will be a short programme after breakfast; a time to say goodbye and make plans to continue working with the group on the journey to healing. With this exercise participants are invited to use their creativity to reflect on what God has started in their life in previous days. God is the ultimate creator and we are all made in his image; it might surprise participants to see how profoundly he can speak through what might feel like simple, unimpressive or silly activities.

Activities to try

- Write a poem.
- Draw or paint a picture.
- Make a collage: cut out words or images from magazines and newspapers and stick them to a page.

- Sculpt with play-dough or something similar.

At an agreed time, come together in a circle. Each chair will have a candle on it; let everyone find a seat. Going around the circle we close off the workshop by asking everyone to share their art work with the group. Take time to listen to what each one has to share; this is just listening time. No comments or questions will be asked. Go around the circle till all have presented their art.

Finally all participants will stand up forming a circle, holding their candle. The lead facilitator will light her candle and pass on the light to her neighbour. As she does so, she will say briefly or in one word what the workshop has meant for her. Once all the candles are lit and the groups stands in a lit circle, the lead facilitator emphasises the bond and unity that is among the women now. This will continue even after these days. She will then pray a blessing over the group.

Final activities before lunch, packing up and returning home:

Evaluation

For groups with mostly illiterate participants, ask each person to say briefly how this workshop has impacted their lives – or not.

Write this on a flipchart.

If the group is a literate group, participants can write on a flipchart a message they want to give about the workshop.

Way forward

Introduce the peer-support group context to the participants. Share existing group locations, times and phone numbers of the champions leading the group. If necessary, establish a new group in a new location.

Explain how the groups functions: the continuing process of healing using this manual and other activities, group-saving, income-generating work and other activities the group might be involved in.

FURTHER READING

Caring for Child Survivors of Sexual Abuse, Guidelines for health and psychosocial service providers in humanitarian settings www.unicef.org/protection/files/IRC_CCSGuide_FullGuide_lowres.pdf

Dykes F, Postings T, Kopp B, Crouch A (2017) *Counselling Skills and Studies*, Second edition

Lay Counselling – A Trainer’s Manual (by Psychosocial Centre IFRC & RC, WAR Trauma and Danish Cancer Society)
<https://pscentre.org/?resource=lay-counselling-trainers-manual-english>

Tearfund Psychosocial Support Post-Disaster – a resource kit for NZ churches
A Tearfund New Zealand resource – please email solange.mukamana@tearfund.org for a PDF

Thea L (2017) *Women healing from trauma: facilitators’ guide*
<https://pathssk.org/wp-content/uploads/2017/02/TIC-Women-healing-from-Trauma-Lynn-Thera.pdf>

Research with survivors

The following reports can all be found by going to learn.tearfund.org/survivormapping

Warning: please be aware that some of the accounts in these reports describe sexual violence in graphic detail and may be distressing to some readers.

Are we listening to survivors? (2017) presents a summary of the key themes that emerged in our qualitative baseline research with survivors of sexual violence undertaken between 2013 and 2016 in South Africa, Burundi, Democratic Republic of Congo, Central African Republic, Myanmar and Colombia.

Breaking the silence: a needs assessment of survivors of sexual violence in KwaZulu-Natal, South Africa (2013)

Waiting to speak: a needs assessment of survivors of sexual violence in the Western Cape, South Africa (2014)

Breaking the silence: a needs assessment of survivors of sexual violence in Burundi (2014)

If I speak out, will it change? Listening to survivors of sexual violence in Eastern DRC – (Democratic Republic of Congo) (2014)

To make our voices heard: listening to survivors of sexual violence in Central African Republic (2015)

Our daughters’ voices: working in faith communities to heal the wounds of sexual violence in Myanmar (2016)

Lifting our voices, building hope: listening to survivors of sexual violence in Colombia (2016)

