Evaluation of the NoVo Move to End Violence Program

Cohort 2 Final Report
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Executive Summary

In December of 2012, the second cohort joined the Move to End Violence (MEV) Program. As the "baton" was passed from Cohort 1 to Cohort 2, many valuable lessons emerged on how to transition and engage new movement makers, embrace the previous cohort's offerings, build relationship and trust, and make pivots to ensure that pressing issues in the movement are centralized.

This Cohort 2 Final Evaluation Report presents the findings from Social Policy Research Associates' (SPR) comprehensive review and analysis of Cohort 2's experience, their feedback on the MEV Program design and implementation, the outcomes achieved, and key lessons and implications for moving forward. Key methods included: document review; convening observations; cohort evaluations and faculty reflections; interviews with 18 cohort members, five primary faculty members, and an alumni; and surveys which capture outcome impact assessments and social networking among cohort members.

Reflections on the MEV Program

While some programmatic elements of Cohort 2 were consistent with those of Cohort 1, Cohort 2's experience was, by and large, a vast departure from the previous cohort, both by design and through midstream adaptations. Intended program design changes included: (1) selecting cohort members who are strategists, (2) de-emphasis from building a "Beloved Community," (3) shifts from 60-40 to Forward Stance; and (4) attendance of the Rockwood Art of Leadership training in small groups. These fundamental programmatic shifts resulted in a tumultuous early program experience. After receiving critical feedback from the cohort, NoVo and MEV staff sought to address these concerns in order to ensure the Program and the cohort members moved forward together productively and with confidence and trust in each other. The summary tables below highlight elements that faculty and cohort and faculty members identified that did and did not work well.

Summary of MEV Program Element that Worked Well

MEV Faculty Reflections (N=5)	Cohort Reflections (N=18)
✔ WHAT WORKED	**✔ WHAT WORKED**
• **Adaptations** by the faculty/program • **Focus on race, class, power & privilege** as a goal of MEV • **Shared leadership** with the cohort in Extended Design Team • **Addition of faculty members** • **OD work**, Addressing **movement habits**, **Regional workshops** on self-care and strategic thinking, Engagement of cohort organizations' staff; **Diversity of cohort members**	• **Forward stance**: core strengths, Tai Ji, strategic thinking, self care • **Focus on RCPP** • **Shared leadership** - EDT & Co-Design • **Rockwood** • **Composition of the Faculty**: additional faculty • **OD work & coaches** • **Diversity of cohort members** • **Convenings** • **Convening accommodations** (e.g., families, notes for catching up on missed attendance) • **Adaptations**, Focus on **community/relationship building**, **integration of art**, **spaciousness**, **insights from India trip**

Summary of MEV Program Element That Did Not Work Well

MEV Faculty Reflections (N=5)

❌ WHAT DID NOT WORK

- **Lack of faculty cohesion, trust**, decision-making, ability to work together effectively
- **Design choices & shifts:** away from community/relationship building, compression of C2's onboarding, alignment of program goals to C2 members' needs & characteristics
- **RCPP implementation**: effect on faculty relationships, validation of RCPP work)
- **Type of cohort members selected** (lack of movement & outwardly focused, strategic thinkers)
- **Adaptations** (amount of time and energy spent on managing complex, changing dynamics)

Cohort Reflections (N=18)

❌ WHAT DID NOT WORK

- **India trip**: preparations, format, time to debriefing,
- **RCPP** : Focus not explicit initially, Methods, (e.g., caucusing, clearing, blaming, shaming & othering), No focus on class & gender, Implications of RCPP to movement building/cohort work
- **Time commitment/expectations:** balance w/ org responsibilities, convening length
- **Co-creation – sense of resistance from faculty** to making adaptations
    - **too limited of a faculty role** (e.g., more sharing of faculty wisdom, stronger facilitative leadership, co-movement building role)
    - **Domination of a few in decision making** & the **lack of linkage to broader goals**
- **Lack of emphasis on social change goals, skill building, strategizing**
- **Cohort 2 selection & composition**
- **Connection with and Transition from Cohort 1 & Cohort 2**
- **Program structure**: too much/little spaciousness; dropping of movement mapping workgroup focus, lack of connection to MEV & movement building goals
- **Shifts from emphasis on relationship/community building**
- **Integration of MEV learnings/focus into cohort member's organization**
- Cohort defining the workgroup's focus, Rockwood, Faculty composition (e.g., male member), tai ji, program symbols, defining what "the Movement" is

In reflecting back over Cohort 2 program cycle, elements that have been the hallmark of the program continued to work well for cohort members, such as Forward Stance, strategic thinking, Rockwood, and OD components. In fact, the OD component has become even more effective in this cycle and was frequently cited as working to improve cohort members' organizational health as well as aligning organizations with broader social change and movement building focus.

On the other hand, major changes to the MEV curriculum—such as shifts in the cohort selection criteria to select "strategists," the limited attention given to building relationships, the planning an execution of the trip to India—all contributed to triggering some cohort members and led them to engage in rather than disrupt movement habits. Their early experience of the program, including a tumultuous trip to India led them to conclude that the MEV Program needed deeper conversations and more explicit analyses of issues of race, class, power, and privilege (RCPP) that have beset the movement to end violence against women and girls.

In response, the faculty made major adaptations, including hiring additional faculty with expertise in RCPP and expanding the leadership structure to engage cohort members in co-designing the convenings. The cohort recognized the MEV's concerted efforts by responding to and renewing their commitment to the program, through intensive self-work and engaging with each other and with the faculty with authenticity and vulnerability. At the same time, the mixed

reviews of the newer components (landing on both what worked and did not work lists) and the splintering of the faculty demonstrated how extremely difficult it has been to be responsive to and address effectively such difficult and divisive topics.
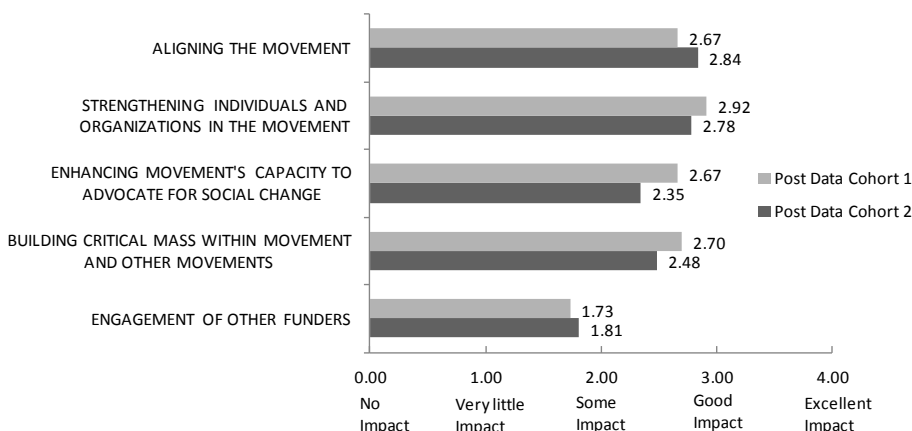
MEV Program Outcomes

The baseline data showed that Cohort 2 came into the program with high expectations of program impacts. Thus, Cohort 2's ratings showed little change. Interestingly, the post-results show that both cohorts ended up in similar places on their ratings MEV's impact on themselves, their organizations, and the movement. *Cohort 2 rated two major areas slightly more positively than Cohort 1*, which included: "Aligning the Movement" (2.84, good impact) and "Engagement of other Funders" (1.81, some impact). On the other hand, *Cohort 1 rated the other three areas more positively that Cohort 2*: "Strengthening Individuals and Organizations," "Enhancing Movement's Capacity to Advocate for Social Change," and "Building Critical Mass."

Move to End Violence Major Outcomes: Post Data for Cohort 1 and 2

	Post Data Cohort 1	Post Data Cohort 2
ALIGNING THE MOVEMENT	2.67	2.84
STRENGTHENING INDIVIDUALS AND ORGANIZATIONS IN THE MOVEMENT	2.92	2.78
ENHANCING MOVEMENT'S CAPACITY TO ADVOCATE FOR SOCIAL CHANGE	2.67	2.35
BUILDING CRITICAL MASS WITHIN MOVEMENT AND OTHER MOVEMENTS	2.70	2.48
ENGAGEMENT OF OTHER FUNDERS	1.73	1.81

0.00	1.00	2.00	3.00	4.00
No Impact	Very little Impact	Some Impact	Good Impact	Excellent Impact

Based on the qualitative data, overall, the MEV Program has had notable impact on **individual Cohort 2 members**. **Over half the cohort members reported leaving MEV with increased skills and self-awareness that have enabled them to step into greater leadership roles.** Many cohort members also feel a re-commitment to the anti-violence work, indicating that they have a deeper sense of connection to the movement and a clearer vision of their role in the movement and in their organizations. A few cohort members said that the MEV experience has given them a more clear understanding of the work that needs to be done to strengthen the movement moving forward.

While many cohort members reiterated that incorporating MEV learning's into their organizations is still an ongoing challenge, they found the **organizational development resources extremely valuable**. Many reflected that their participation in MEV was only made possible because of the funding their organizations received. Tangible change is ongoing in their organizations; however, most cohort members described how MEV has given them the perspective and tools necessary to work towards positive change.

The signature work of Cohort 2 was its focus on RCPP, a focus that led to unique individual and organizational outcomes. Most notably, approximately one third of the Cohort 2 members experienced personal shifts that changed how they engage in anti-oppression work within their organization and potential role within the movement. As a result of the RCPP work, they emerged as stronger leaders with an enhanced awareness of self and social identity. With newly acquired knowledge, tools, and skills, Cohort 2 members are beginning to integrate and promote the RCPP within their organizations. While the impact of the RCPP work on the movement has

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yet to be seen, the RCPP work has been instrumental in creating stronger connections among cohort members and organizations within the movement.

The tables below summarize SPR's assessment of progress towards specific outcomes identified for Cohort 2. Among the original 15 outcomes the Design Team identified in the "Cohort 2 Products and Outcomes," 4 outcomes showed excellent progress (signified by the green arrows), 10 had mixed results, and 1 outcome showed little progress (on increased knowledge and capacity to use fundamental advocacy and social change skills). See Appendix C for more details.

Assessment of Progress: Excellent Progress	Cohort 2 Targeted Outcomes
• Four cohort members spoke at length about how transformative the MEV work on strategic thinking was for them personally. With the help of organizational coaching, these cohort members now have the skills and tools needed to shift their organization towards strategic thinking.	1) Increased capacity to think and lead more strategically (individually, organizationally, some allies)
• Eleven cohort members reported that their increased skills and self-awareness has allowed them to step into leadership positions and be more confident in those positions; both within the movement and their organizations.	4) Enhanced connection to their own purpose
• In the process of adopting a more critical, intersectional analysis to their work, four cohort members challenged their colleagues' and own thinking on how to approach their work. Ultimately, through this process, these cohort members emerged as stronger leaders–both within their organizations and in the anti-violence movement. • Five cohort members introduced the RCPP work to their organizations to increase awareness of race, racism, privilege, and dominant cultural assumptions and habits. These leaders engaged staff in courageous conversations about anti-black racism and how RCPP issues play out within their organizations. • This outcome is also evident in the "reset" conversations that occurred within the cohort.	6) Increased capacity for and willingness to engage in courageous conversations for the benefit of their organizations and the movement
• Seven of the cohort members have found OD resources like Rockwood and organizational coaching extremely beneficial and helpful for incorporating their individual learning from MEV back into their organizations. The organizational area cohort members have made the most impact has been around improving their organizational infrastructure.	12) Organizations develop, understand, and align mission, vision, values and practices.

Assessment of Progress: Little or No Progress	Cohort 2 Targeted Outcomes
• Due to the shift in focus for Cohort 2, much of the social change work originally planned was not carried out. Cohort members felt the social change component was lacking.	3) Increased knowledge of and capacity to use fundamental advocacy and social change skills to shift attitudes and behaviors related to anti-VAGW

Connections to Movement Leaders

Like Cohort 1, over the course of MEV, Cohort 2 transformed from disconnected individuals to an interconnected and strengthened network. While cohort members cited the opportunities and potential of the emerging Network at the end of their participation, there was more of a sense of relationship building to support possibilities in the future than reflections on concrete formal collaborations during their time together in MEV.

The network maps below show the evolution of the informal and formal networks from November 2012 to April 2015. The dots (called *nodes*) representing cohort members are sized by *betweenness*, a measure of the degree to which individuals lie between others in the network and act as brokers, connecting individuals who are not connected directly to each other.
   Key findings related to changes in connections among Cohort 2 members include:

- **There was a multi-fold increase in connections.** Prior to joining MEV, even more Cohort 2 members were not connected to each other than Cohort 1 members at the beginning of their journey together. By the end of their participation in MEV, however, all cohort members were connected to each other, both formally and informally. **In the *informal* network, connections expanded from 4% of all possible connections to nearly 50%** (Figure 1). **In the *formal* network, ties among cohort members increased from 5% to 30%** (Figure 2).

- **Increase in connections across groups.** During their participation in MEV, not only did the number of connections grow, but connections across groups of individuals developed. Prior to MEV, small isolated groups existed with few connections. After MEV, cohort members were connected *to* each other and *through* each other in multiple ways, with no one individual dominating the core of the network.

- **There fewer increases in mutual recognition of connections at the informal level than expected.** In both informal and formal networks, the percent of agreed upon connections did not increase significantly over time. In the informal network, reciprocity increased slightly from 38% to 40%. In the formal network, although there was a good increase in number of connections, reciprocity decreased slightly, from 60% to 54%.   The lack of significant changes at the informal level suggests trust is not mutually held in the way it was for Cohort 1 at the end of their MEV participation and that some of the cohort relationships may be harder to sustain in the future outside the container of the MEV Program.

Looking forward, the success of MEV depends on the extent to which Cohort 2 members will stay involved in the MEV work as alumni and their role in the broader movement. While individuals signed up for different roles at the final convening, it remains to be seen *who* remains engaged and *how* as alumni. There are some encouraging signs. As one cohort member explained, "*I feel so much more part of the movement than I did.*"

Figure 1: INFORMAL EXCHANGES
From Baseline to End of MEV Program

November 2012: Baseline
Before Participation in MEV

April 2015: After End of MEV
Participation
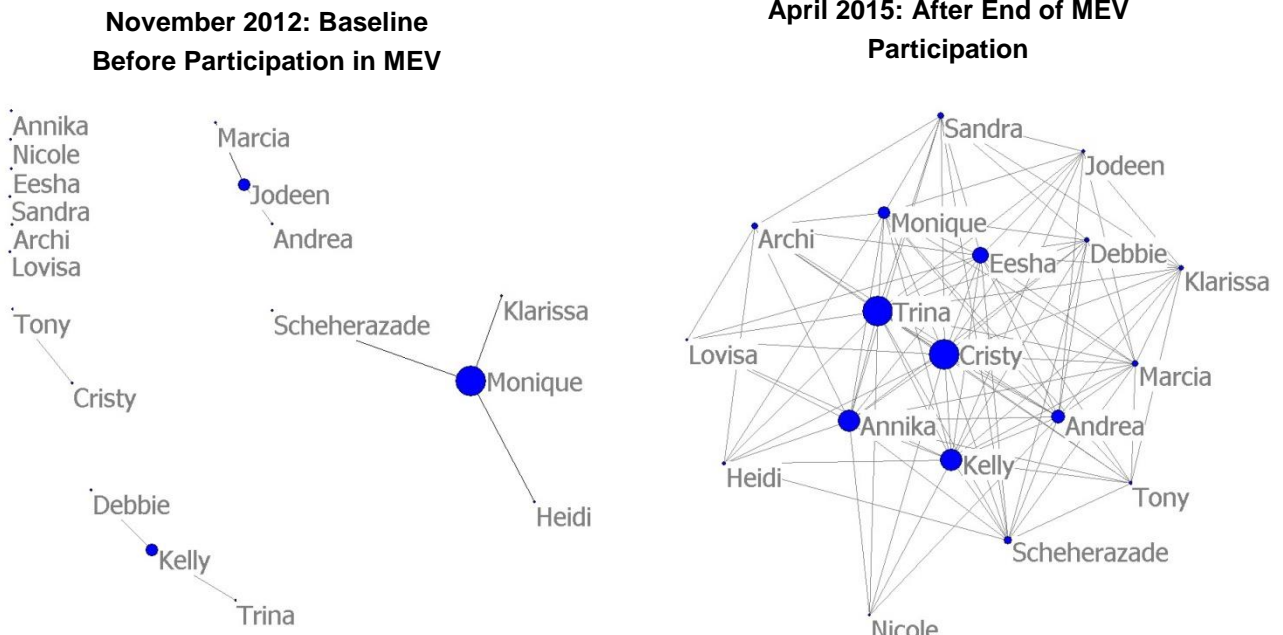
Figure 1: FORMAL COLLABORATION
From Baseline to End of Program

November 2012: Baseline
Before Participation in MEV

April 2015: After End of MEV
Participation
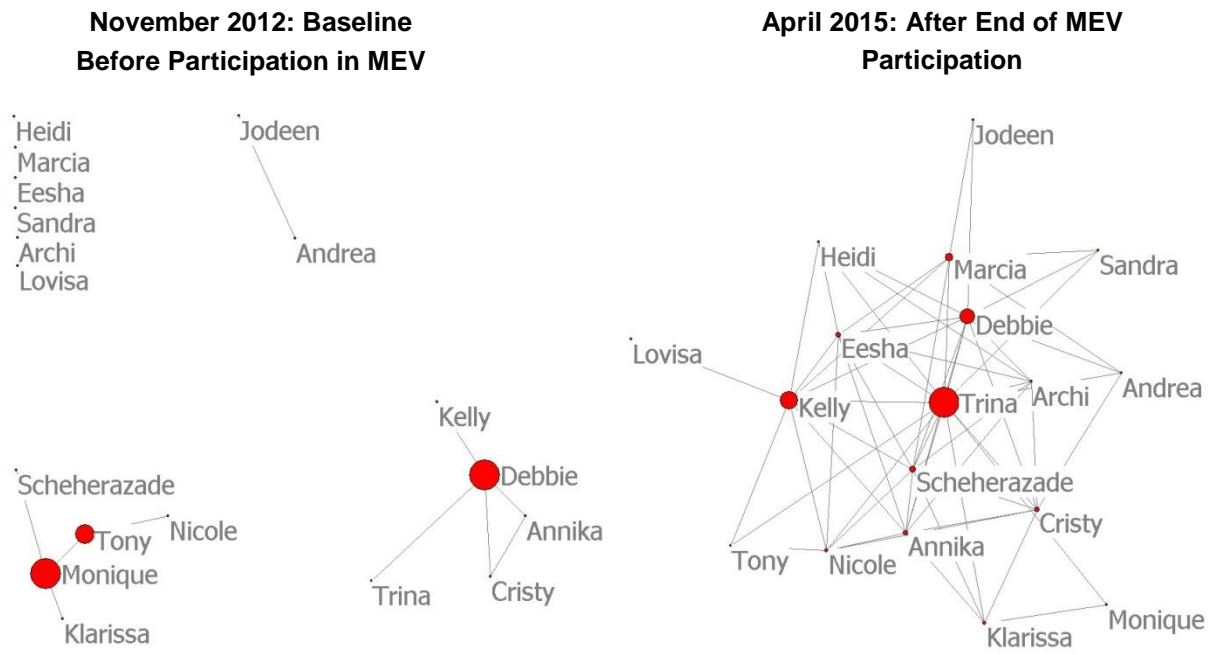
Lessons Learned and Implications for Moving Forward

Based on reflections on what worked and did not in this last round, following are key lessons that emerged from Cohort's experience.

Context Setting and Relationship/Community Building

- Lesson #1: Go slow to go fast and change happens at the speed of trust.
- Lesson #2: A leading/connecting framework is needed to integrate all of the elements of MEV.
- Lesson #3: Unchecked habits undermine intentionality.
- Lesson #4: Intergenerational time is critical to learn, understand, and embrace.

Cohort Selection

- Lesson #6: "I" does not exist in movement.

Co-creation and Shared Leadership

- Lesson #7: Experimentation and risk-taking are crucial in MEV's evolution and ultimate success.
- Lessons #8: Shared leadership needs to validate different styles and strengths and attend to how people are invited into leadership roles.
- Lesson #9: Co-leadership works best through understanding of (1) each other's strengths, (2) leadership and followership, and (3) clarity around common work.
- Lesson #10: Adaptability needs responsiveness as well as clarity in roles and responsibilities.

RCPP Lessons

- Lesson #11: RCPP work must be made explicit and addressed at the individual, interpersonal levels before addressing issues of RCPP in the larger movement, systemic, and societal levels.
- Lesson # 12: Grounding critical conversations in RCPP leads to talking about issues differently.
- Lesson # 13: Breakthrough courageous conversations on RCPP occurred with curiosity and compassion under the thoughtfully created conditions.
- Lesson # 14: RCPP needs to create transformation rather than "othering."

Lessons on Fundamentals

- Lesson # 15: Maintain focus on violence against women and girls.

In conclusion, the 2 years of the MEV Program for Cohort 2 marked significant developments and pivots in this program. Most notably, the MEV staff and faculty grappled with how best to engage in authentic shared leadership and decision-making with the movement makers. In addition, the cohort and faculty took on one of the on the most pressing issues in the movement—race, class, power, and privilege. It is clear to all involved in this last cycle, that

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there was a tremendous amount of heart, energy and effort made to respond to larger adaptive challenges rather than tokenistic fixes to the program. As discussed in this report, the steps taken have yielded significant outcomes and generated simultaneously positive and negative feedback. The outcomes reported suggest that, while great strides have been made, further work is needed in order to strike the right balance between the role of faculty and cohort leaders, create coherence across the multiple MEV frameworks and fundamentals, and find the right level of community building and visioning for each new cohort. Furthermore, it is necessary that the appropriate RCPP methodologies be integrated into the program in order to achieve transformative changes at multiple levels.

Although the experience with Cohort 2 severely tested the program, the swift and adaptive responses showed the NoVo Foundation's and MEV Program's unwavering commitment to the movement leaders. It is clear from this experience that the Program and faculty have emerged stronger and more knowledgeable about what it truly takes to build a thriving movement to effective end violence against the last women and girls.

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I. INTRODUCTION

There are lessons about in the model about what Cohort 1 hands off to Cohort 2 and Cohort 2 hands off to Cohort 3. Each generation actually has to do it together, so that they can inherit from the previous generation….There needs to be some creation with the group, intergenerational time where the previous cohort is able to really offer the next cohort its contribution and they're really building relationships.
- *Faculty member*

In December of 2012, the second cohort joined the Move to End Violence (MEV) Program at the Movement convening along with hundreds of other allies. From the moment when the "baton" was passed from Cohort 1 to Cohort 2, many valuable lessons were learned about how to transition and engage new groups of allies with grace and to ensure adequate time is devoted to embracing the previous cohort's offerings as well as the relationship and trust building.

Cohort 2, selected for their potential as strategists, engaged in the MEV Program and with the faculty and NoVo staff as true activists and organizers. The cohort's feedback throughout the past two years has been instrumental in instituting a series of adaptations to center on race, class, power and privilege, sharing of leadership, and hiring of new faculty members to ensure the program's responsiveness and effectiveness for not only to the cohort, but also for the movement.

With the completion of Movement Convening in December 2014, Cohort 2 reached the end of its time as a cohort and have transitioned into the role of alumni movement makers. Building on the evaluation data gathered from November 2012 to April 2015, this report presents the findings from SPR's review of Cohort 2's experience, their feedback on the MEV Program design and , implementation, the outcomes achieved, and key lessons and implications that can be applied to the MEV Program that will benefit future cohorts, their organizations, and the movement.

Because the organizational development work is ongoing, we plan to gather and provide feedback on that component upon its completion later this year in an addendum.

About the Evaluation

Our overall approach is driven by a dual focus on capturing the multi-level outcomes of the NoVo Foundation's investment in the Move to End Violence (MEV) Program, while simultaneously drawing out key learnings emerging from this innovative field-building project. SPR designed the evaluation to allow for flexibility in making mid-course changes to ensure that our efforts can evolve with any changing directions that MEV work may take.

Our evaluation is guided by the MEV Logic model (Exhibit I-1), which framed our data collection and analysis for the evaluation. The Logic Model builds upon the more in-depth MEV Theory of Change. The key components of the MEV program design reflect the hypothesized critical ingredients that need attention and nurturance to build a healthy, thriving, and sustainable social change movement. The overarching goals of the MEV Program include those outlined in Exhibit I-1, which include:

1. **Aligning the movement** to facilitate the development of a common vision for the movement that uses critical race, class, and gender analyses and is deeply embraced by promising leaders.

2. **Strengthening individuals and organizations in the movement** to promote a healthy thriving movement by experientially increasing the capacity of individuals and organizations to end violence against women and girls.

3. **Enhancing the movement's capacity to advocate for social change** by promoting and equipping participants to use cutting-edge social change theories and tools as the primary strategy to advocate for ending violence against women and girls in the U.S.

4. **Building critical mass within the movement and with other movements** to define and mobilize a critical mass of transformed leaders and organizations such that the movement's narrative and direction is impacted and incorporates global perspectives and cross-movement collaboration.

5. **Engagement of other funders** by developing a funder engagement strategy to inform and generate greater interest and investment in the work of the movement to end violence against women and girls (VAWG.)

The logic model identifies 15 short-term (1-3 years) to intermediate (3-6 years) outcomes. The major outcomes that we have been tracking since the start of the MEV Program are identified below in Exhibit 1-1. In addition, beginning with this last round of interviews with Cohort 1, we have folded in three additional long-term outcomes (those in italics).

Exhibit I-1. MEV Outcomes Tracked

Aligning the Movement Movement Building Cornerstone

1. A cluster of leaders committed to working together

2. A unified and directional vision for the future of the movement

3. Enhanced capacities to build alliances and increase collaborative efforts

4. A shared critical analysis with an intersectional and aligned approach

Strengthening Individuals and Organizations in the Movement: **Organizational Development (OD) & Transformational Leadership Cornerstones**

5. A shift towards collaborative, shared leadership models

6. Enhanced awareness of self and social identity

7. Organizations develop, understand and align mission, vision, values and practice

8. Adoption of models to best advance organizational missions and organizing work

9. Increased organizational capacity to think strategically and engage in social change strategies

- *A stronger bench of organizations with shared leadership and investment in the next generation of leadership*

- *Sustainable and healthy leadership and professional practices throughout the movement*

- *A thriving ecosystem of organizations working on ending violence.*

Enhancing Movement's Capacity to Advocate for Social Change Social Change Skills Cornerstone

10. Increased knowledge of and capacity to use fundamental and cutting edge advocacy, organizing, and campaign tools and strategies

11. Increased capacity across cohorts to gauge, target, and shift attitudes and behaviors related to gender-based violence

12. Effective research and messaging to inform social change efforts and support projects/campaigns

Building Critical Mass within the Movement and Other Movements Movement Building Cornerstone

13. Increased connection and engagement with allies outside of the U.S. and usage of a global frame for ending VAWG

14. Framing of the issue of VAWG in a more holistic, intersectional way

Engagement of Other Funders

15. Development and implementation of a funder engagement strategy

Our evaluation takes into account NoVo's priorities for an evaluation that tracks progress towards the major outcomes, and provides feedback on the process by which the MEV strategies as articulated in the logic model are implemented to achieve these outcomes.

Exhibit I-2: Logic Model

NoVo Foundation Strengthening the U.S. Movement to End Violence Against Women & Girls

Strengthening a movement with the capacity to imagine, align around a vision of and advocate for social change

		Short-term Outcomes	Intermediate to Long-term Outcomes
Aligning the Movement	**Goal 1:** Facilitate the development of a common vision for the movement that uses a critical race, class and gender analysis and is deeply embraced by promising leaders. **Strategies** 1. Provide promising leaders **who are intersectional & have the propensity for social change**, the time, opportunities, restorative setting to: (a) Understand the field and power dynamics of movement building. (b) Align around a vision for the future of the movement. (c) Deepen commitment to and capacity for collaborative relationships. (d) Develop and engage in an analysis of challenging issues in the field.	• A cluster of leaders committed to working together • A unified and directional vision for the future of the movement • Enhanced capacities to build alliances and increase collaborative efforts • A shared critical analysis with an intersectional and aligned approach	• A sophisticated and evolved social change movement functioning outside the NoVo program structure • Cohort leaders actively engaged in social change and movement-building efforts in their local, state, and national communities
Strengthening Individuals and Organizations in the Movement	**Goal 2:** Promote a healthy, thriving movement by **experientially** increasing the capacity of individuals and organizations to end VAWG. **Strategies** 2. Invest in transformative leadership development for individuals serving as organizational and movement leaders. 3. Invest in organizational development and provide general operating support to ensure that participating organizations have the necessary capacities and resources to engage in social change advocacy.	• A shift towards collaborative, shared leadership models • Enhanced awareness of self and social identity • Organizations develop, understand and align mission, vision, values and practice • Adoption of models to best advance organizational missions and organizing work • Increased organizational capacity to think strategically and engage in social change strategies	• A stronger bench in organizations with shared leadership and investment in the next generation of leaders • Sustainable and healthy leadership and professional practices throughout the movement • A thriving ecosystem of organizations working on ending violence
Engagement of Other Funders	**Goal 3:** Develop a funder engagement strategy to inform and generate greater interest and investment in the work of the movement to end VAWG. **Strategy** 4. Engage other funders and encourage their investment in collaborative social change campaigns incubated in this initiative.	• Funder engagement strategy developed and implemented	• Increase in funding for social change advocacy to end VAWG • New funders engaged and resources committed to support collaborative social change campaigns
Enhancing Movement's Capacity to Advocate for Social Change	**Goal 4:** Promote and equip participants to use cutting edge social change theories and tools as the primary strategy to advocate for ending VAWG in the U.S. **Strategies** 5. Ensure that leaders have the inspiration, training and resources necessary to develop/execute social change vision and strategies. 6. Create opportunity to apply these trainings and skills to collaborative projects or campaigns.	• Increased knowledge of & capacity to use fundamental and cutting edge advocacy, organizing, and campaign tools and strategies • Increased capacity across cohorts to gauge, target, and shift attitudes & behaviors related to gender-based violence • Effective research and messaging to inform social change efforts and support projects/campaigns	• Bold strategies created for ending VAWG • Increased time, energy and resources going towards collaborative social change campaigns • Increased engagement of communities in ending VAWG • Shift in public opinion, attitudes, and behaviors as a result of these social change campaigns • Increased political and social will to end VAWG • Shifts in laws and policies that address the root causes of VAWG
Building Critical Mass within the Movement and with Other Movements	**Goal 5:** Define and mobilize a critical mass of transformed leaders and organizations such that the movement's narrative and direction is impacted and incorporates global perspectives and cross-movement collaboration. **Strategies** 7. Design an experiential program structure that will reach tipping point in 5-10 yrs. 8. Create opportunities to learn from & exchange ideas w/allied activists inside and outside the U.S. 9. Foster collaboration and partnership around joint strategic campaigns to end VAWG.	• Increased connection and engagement with allies outside of the U.S. and usage of a global frame for ending VAWG • The issue of VAWG is framed in a more holistic, intersectional way	• Increased engagement of anti- VAWG organizations in collaborative campaigns • Increased understanding of the opportunities for engaging in the global movement to end VAWG • A network of social justice organizations will integrate anti- VAWG analysis and agenda into their work

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In addition to the overarching MEV goals and outcomes outlined above, there were a number of goals identified specifically for Cohort 2. In the process of working on the products, cohort members are expected to achieve a larger set of specific outcomes. These are identified below in Exhibit I-3.

Exhibit I-3. Cohort 2 Specific Products and Outcomes[1]

Cohort 2 Products	Cohort 2 Outcomes
• Sharp articulation of the 1-3 root causes of violence against girls and women/gender-based violence	1) Increased capacity to think and lead more strategically (individually, organizationally, some allies)
	2) Shared critical, intersectional analysis resulting in a more holistic framing of the problem and solutions
• Fundamental landscape analysis, which includes an assessment of internal movement capacity for social change and external threats and opportunities	3) Increased knowledge of and capacity to use fundamental advocacy and social change skills to shift attitudes and behaviors related to anti-VAWG
	4) Enhanced connection to their own purpose
• Social change strategy: Articulation of the 5 most strategic priorities for the movement to collectively pursue over the next 5 years (including 10-year horizon, priorities, outcomes, milestones, and campaign examples)	5) Healthier relationship with their own individual and collective power.
	6) Increased capacity for and willingness to engage in courageous conversations for the benefit of their organizations and the movement
• Bold social change and movement stance: Understanding and willingness to embrace and embed proactive positions and actions within social change and movement building strategies.	7) Increased appreciation for the relationship between self-care and strategic impact; plus an enhanced personal and organizational practice of self care
	8) Enhanced desire and capacity to engage in collaborative efforts to lead the movement forward together
• Accompanying narrative that helps allies connect to and make sense of the strategy (including the vision, root causes, analysis of what the landscape and research data tells us about where we are now, what opportunities exist, where we need to be and how that results in our strategy)	9) Increased capacity to shift/align personal and organizational work toward collective vision, goals, and strategy for social change
	10) Increased engagement with allies outside of the U.S. and connection to a global movement
	11) Outreach to and engagement of allies both within and outside of traditional anti-VAWG field
• An invitation (ASK) to the field to engage with the strategy and identify how they fit in	Organizations develop, understand, and align mission, vision, values, and practices.
	12) Organizations understand their role in advancing social change and can articulate organizational

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[1] From the original Design Doc for Cohort 2

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Cohort 2 Products	Cohort 2 Outcomes
• Complementary MEV product: Effective research and messaging to inform social change strategy	strengths, opportunities and development needs to contribute to social change
	13) Organizations adopt models to best advance organizational capacity to engage in social change
	14) Organizations develop a stronger bench through shared leadership and investment in the next generation of leaders

Data Sources

Following are key sources of data gathered between November 2012 and April 2015 that informed the data analysis in this report. As most of the data have been analyzed and reported in the Baseline Reports, this report emphasized the data collected from April 2013 to April 2015.

Method	Description
Document Review	From November 2012 to April 2015, we have reviewed key planning, implementation, and product documents generated by the MEV staff, faculty, and cohort. These documents include: • Convening planning and follow-up documents, including annotated convening agendas which include learning objectives, expected outcome take-aways, presentations materials and handouts, memory packets, and "key take-away documents." • Documents prepared by cohort workgroups (e.g., landscape analysis and initial writeup, etc.) • Reported cohort activities and interactions (through forwarded emails) • Web-based and other online activities: cohort emails, cohort blogs, cohort's organizational newsletters, and announcements
Observations	We observed key events between November 2012 and April 2015, which included the two convenings, a faculty Design Team meeting, and faculty onsite briefing and phone debriefing meetings. To capture the key decision points and dynamics between cohort and faculty and within the cohort, we used an observation guide and template that captured points of discussions and key themes. Detailed observation notes typically ranged from 60 to more than 100 pages for the four- to five-day length of each convening.
Cohort Convening Evaluations and Faculty Reflections	For each convening, we prepared evaluation forms for the cohort, Extended Design Team (EDT) and the faculty to complete. These evaluation and reflection forms were tailored to the convening objectives and were typically completed onsite or within a few days after the convenings. Based on the observation notes and completed evaluations, we held oral briefings to summarize the quantitative and qualitative results and themes. We examined the cohort's progress, the extent to which convening objectives were met, what worked, what did not, key insights and outcomes experienced by the cohort members, and our recommendations for improvements to the next convening and next cohort cycles. The highlights of the our observations were presented at post-convening faculty and cohort leader debriefing conference calls.

Interviews • Cohort 2 members (18) • Cohort 1 member (1) • Faculty members (4)	Throughout the 24 months of Cohort 2's participation, we had periodic check-ins with the cohort members, informally at the convenings and formally at the baseline (after Convening 1), mid-point (after Convening 3),[2] and after Convening 6. The formal, semi-structured interviews lasted between 1 to 2 hours, most commonly lasting 1.5 hours. The last round interviews were fully transcribed and covered topics such as assessment of MEV program, impacts, within and cross-cohort, and movement-wide networking activities, movement building activities, and discussions of challenges, successes, and lessons learned, recommendations. We also conducted interviews with 4 faculty members and a Cohort 1 alumni who participated in the Extended Design Team of Convening 6.
Surveys	As an accompaniment to the baseline, mid-point, and final interviews, we administered surveys to the all 18 of the cohort members at two points in time to capture (1) the cohort's ongoing networking and collaboration activities with each other and movement allies; and (2) their assessment of movement strengths and impact of the MEV Program.

Overview of the Report

The remainder of this report consists of three major chapters. In Chapter 2, we summarize cohort and faculty reflections on the MEV program design and curriculum and presents, highlights of the cohort's feedback on the MEV program: what worked, what did not, as well as adaptations made to improve the program design. In Chapter 3, we present our assessment of the achievement of overarching MEV as well as Cohort 2–specific outcomes to date as well as the changes in the connections of Cohort 2 with each other and with movement leaders as they build alliances. Chapter 4, the final chapter, surfaces lessons learned and implications as they pertain to next steps in advancing the movement building work.

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[2] This check-in took the form of either a written online survey or an optional interview. The questions were developed in collaboration with the faculty in cohort members. After the data were collected and compiled, the faculty and a subset of cohort members played important roles in reviewing and sharing back the data to the entire cohort.

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II. REFLECTIONS ON THE MEV PROGRAM DESIGN AND IMPLEMENTATION

While some programmatic design elements of Cohort 2 were consistent with those of Cohort 1, Cohort 2's experience was by and large a vast departure from the previous cohort, both by design and through midstream adaptations. This chapter is intended to discuss the original programmatic design of Cohort 2 in addition to the adaptations that were made in response to cohort feedback. This chapter also summarizes feedback on which aspects of the program design did and did not work.

Overview of MEV Program

Move to End Violence is a 10-year initiative designed to strengthen the collective capacity of the movement to end violence against girls and women in the United States. The comprehensive program is originally guided by four interconnected and mutually reinforcing cornerstones: (1) transformative leadership development, (2) organizational development, (3) movement building, and (4) social change. Through these cornerstones, now called "fundamentals," the program seeks to make deep investments in and have an impact at the individual, organizational, and movement levels--all of which will ultimately contribute to a strong, innovative, and sustainable movement to end violence against girls and women.

To this end, the program endeavors to provide an intensive and holistic two-year experience to five cohorts, each of which is connected to and builds upon the work and experience of preceding cohorts. Over the life of the program, as many as 100 individuals from a wide range of organizations will have participated in this cohort experience. As Cohort 1 reached the end of its cohort cycle in December 2012, Cohort 2 began to simultaneously embark on an experience that consisted of several main components: (1) a series of six convenings in restorative locations, including an international site visit; (2) interim work and trainings, including Self-Care and Strategic Thinking Workshops for cohort organizations and allies; and (3) ongoing organizational development, including support through both a significant general operating grant and an organizational capacity building grant. Exhibit II-1 provides the original timeline of Cohort 2's major activities.

Exhibit II-1: Intended Cohort 2 Roadmap

Convenings

Similar to the Cohort 1, Cohort 2 members attended six convenings throughout their MEV experience. Convenings were intended to provide an opportunity for cohort members to build mutual trust and respect and develop the cohort's "work." A description of each convening's purpose, intended outcomes, and actually (vs. planned) activities is included in Exhibit II-2 below.

Exhibit II-2: Overview of MEV Convenings

Convening	Purpose	Outcome Objectives	Key Activities
C1: Movement Convening	Introduce Cohort 2 to the MEV program and each other.	• Understand Cohort 2's place in the MEV arc and empower them to step into the challenge of movement leadership • Support a solid understanding of the MEV trajectory to date among Cohort 2 and their preparedness to build on the work of Cohort 1 • Build relationships with Cohort 1 members • Ensure that Cohort 2 is informed about and excited by the journey ahead	• Sharing the NoVo Story • Introduction to MEV • Cohorts 1 & 2 Meet and Mingling • Understanding the Problem • Physical Practice and Movement Building • Power of this Moment with Celinda Lake • A Vision for the Movement • Introducing the Movement Pivots • Pivot Breakout Groups
C2: Vision and Strategy	Provide dedicated space to engage Cohort 2 in MEV's vision and launch the cohort's social change "work."	• Cultivate a practice of authentic connection, accountability, curiosity, risk taking, and possibility among the cohort • Engage Cohort 2 with the MEV vision for a changed world • Develop the cohort's shared understanding of the current movement landscape • Begin to project the world 10 years out and imagine new social change models that can get the movement there	• Culture setting and agreements • Leadership/Visions • Introduction to Forward Stance • Strategic Thinking • Mapping: Internal • Mapping: External • Overview of Program Theory and Signature Elements • India Conversation • 3 Key Questions: Movement, Violence, Girls and Women • Tai Ji, self-care, and physical practice

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Convening	Purpose	Outcome Objectives	Key Activities
C3: Reset & International Site Visit to India	**Reset** Define how cohort members want to be in the space together and be accountable to each other **India** • Reflect-in-action on the experience of the international journey • Further develop the Cohort 2's thinking about movement building, including organizing approaches, strategy and frameworks • Cultivate group culture and community among the cohort	**Reset** • Engage in purposeful connections as a cohort • Build trust among Cohort 2 and NoVo and MEV staff and faculty • Create a group culture of support and caring • Create a group culture of learning as a cohort and challenging each other to think deeply • Create a group process/practice of addressing issues **India** • Develop the cohort's connection to a global frame and an understanding within the U.S. movement to end VAWG that there are connections and synergies with activists and advocates working worldwide • Build relationships between U.S. and Indian colleagues that could be the basis for transnational collaboration and co-learning • Gain a fresh perspective among U.S. movement makers—both incorporating new and innovative strategies and being able to apply a shared analysis to the U.S.-based movement and work • Exposure to and in-depth learning about the trafficking of girls and women within the sex industry • Introduction to the community organizing model of Apne Aap • Connection and camaraderie among Cohort 2 and faculty • Develop Cohort 2's sense of collective power and a deepened sense of movement leadership	**Reset** • Reintroduction to physical practice • "Common ground" work • Small group sessions • Engagement conversations **India** • Meetings with Domestic Worker Organizers and SEWA at Apne Aap • Orientation to red light history and visit to Sonagachi Red Light District • Action India: Mahila Panchayat model with Gouri Choudrey • Ghandi Museum visit • Discussion with Rachael on race and internalized oppression • Shantiniketan: Salon-style dinner with activists • Conversations with Shomona Khanna and Bhuwan Ribhu

Convening	Purpose	Outcome Objectives	Key Activities
C4: Social Change: Race, Class, Power, and Privilege	Overall purpose not defined prior to Convening.	• Cultivate a group culture of mutual support, learning and curiosity, kindness and resiliency to undertake creative and challenging work • Engage in a transformative process of understanding and apply the analysis of structural racism to the work of ending VAWG • Explore the strategic advantages and vulnerabilities of movement, structural and societal habits • Create a sharpened vision for the future	• The Beginning Conversation: Our cohort Way Forward • Team Building Work • Core Work: Race, Class, Power, and Privilege (RCCP) • Applied Social Change Movement Stories • India Feedback/Clearing • Sharpening Our Vision for a Movement: Purposes and Values • Outwardly Facing Sense making

C5: Social Change: Race, Class, Power, and Privilege	Overall purpose not defined prior to Convening.	• Strengthen relationships to cultivate a group culture of mutual support, learning and curiosity, kindness and resiliency to undertake creative and challenging work
		• Identify and learn how to move from individual and collective core strengths
		• Increase the understanding and applied analysis of structural racism to the work of ending VAWG
		• Increase the visibility of communities and work that are too often invisible and undervalued in the movement
		• Enhance their practice of evaluating live opportunities and identifying meaningful solutions as a cohort
		• Broaden horizons and explore Cohort 2's potential as Movement Makers at Convening 6 and beyond
			• Core Strengths/Forward Stance
			• Racial Equity Framework
			• Raising Visibility
			  — Introduction and Frame
			  — Native Communities
			  — Men and Boys
			  — Sense making
			• Pivoting toward Live Opportunities
			• RCPP Lab
			• Strategic Thinking Lab

Convening	Purpose	Outcome Objectives	Key Activities

C6: Movement Convening	Overall purpose not defined prior to Convening.	• Space created to respond to the current political conditions and this movement moment
		
		• Strong deep relationships among Movement Makers in both cohorts, rooted in trust
		
		• An opportunity to ground with own cohort, given where members are in the arc
		
		• Awareness of the work of Movement Makers & the ability to articulate how it is inter-related
		
		• Clarity around network principles and the emerging Network, with an opportunity to practice/play in an emergent environment
		
		• Explored the latest MEV research to inform our thinking, strategies, and/or actions
		
		• Generative energy created to figure out next steps together
			• Core Connections (Gifts & Needs from the Well)
			
			• Research Presentation by Celinda Lake
			
			• Forward Progress, Collective Impact
			
			  — Action Now
			
			  — What is the work of MEV?
			
			  — Working with the Mainstream
			
			• Case Studies of Free Marissa and My Brother's Keeper
			
			• Short- and Long-Term Strategy
			
			• Practice, Set, Forward Stance, Race, Class, Power, Privilege

Interim Work

Between convenings, cohort members connected through their participation in the interim work. These activities provided cohort members with additional training and application of knowledge and skills related to transformational leadership development, social change, and movement building, as well as helped them to prioritize sustainable and strategic practices at the individual, organizational, and movement levels. Interim work included:

- **Self-care for Sustainability and Impact Workshop.** Organizations that were new to MEV were invited to participate in an optional two-day workshop that emphasized the importance of cultivating self-care practices at the individual and organizational level. Led by various members of the OD Team of the faculty, 11 organizations out of 15 that were new to MEV participated between June and October.[1]

- **Strategic Thinking Workshop.** MEV scheduled 3 regional, 2-day intensive workshops for cohort members, their organizations, allies, and Cohort 1 Movement Makers to attend. The training, led by Norma Wong, was a skills-building workshop to increase and deepen the capacity of movement makers to see, analyze, create, and make decisions more strategically. Sixteen of 18 cohort members attended, 12 of whom participated in conjunction with colleagues. In total, 29 organizations attended.

- **Organizational Development (OD).** Led by OD team lead Maura Bairley, organizations were invited to partner with one of five coaches to assess organizational needs and goals of cohort members' organizations. In total, 15 of the eighteen organizations participated.[2]

- **India Workgroup.** Created as a result of concerns raised by Cohort 2 members in response to presentations they heard at the Cohort 1 Movement Convening, Archi, Kelly, Annika, Eesha, and Anu worked with MEV faculty and staff to heighten the staff and cohort level of cultural competency prior to the India trip by identifying required pre-reading and influencing aspects of the agenda.

- **Landscape Mapping Workgroup.** Comprised of Debbie, Cristy, Kelly, Jodeen, and Sandra, the Mapping Workgroup served to carry out the primary "work" of Cohort 2. Over the course of two months, this workgroup developed a working white paper that lays out key definitions of violence, explains the focus on girls and women, assesses the status of the current anti-violence movement, and identifies key questions for the movement. This paper was never widely shared nor discussed as the workgroup did not continue past Convening 3.

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[1] The four organizations that did not participate were Just Detention International, Caring Across Generations, Sanctuary for Families, and Men Stopping Violence.

[2] Organizations that did not participate in OD work due to cohort members departing the organization were the Ms. Foundation, Peace Over Violence, and Men Stopping Violence.

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- **Extended Design Teams for Convenings 4, 5, and 6.** Composed of 5 to 9 cohort members, the Extended Design Team (EDT) worked with the MEV faculty and staff to design Convenings 4, 5, and 6. Although the composition of this workgroup varied by convening, a total of 13 Cohort 2 members participated in the EDT. An additional three Cohort 1 members also participated in the C6 convening EDT.

Major Shifts in the Design of the Program Structure from Cohort 1 to Cohort 2

In laying out the design of Cohort 2's experience with MEV, NoVo staff and faculty implemented several key design changes that were intended to build upon and complement Cohort 1's experience and work products, as well as incorporate previous programmatic feedback. Major programmatic shifts are described in Exhibit II-3 below.

Exhibit II-3: Overview of Planned Design Changes for Cohort 2

Intended Design Change	Description
Shift from building a "Beloved Community" among the Cohort	Unlike Cohort 1, Cohort 2 did not have an explicit focus on building a beloved community through storytelling, poetry, and relationship-building exercises such as Culture in a Bag or "Guts on the Table." Furthermore, Cohort 2 did not have as much relationship-building time as Cohort 1 did early in the Program. For example, Cohort 2 did not have a weeklong session to bond with each other and dive deep into MEV's culture at their first convening. Rather, their first convening had 4 days: 2 days of orientation to each other and to Cohort 1, and 2 days as part of the Movement Building Convening with other allies and partners.
Shift from 60-40 to Forward Stance	In the first round, faculty member, Norma Wong, spent each convening engaging Cohort 1 in the key elements of 60–40 learnings. Cohort 2 engaged only in Forward Stance teachings which was a sub-component of 60-40 Stance, which was meant to help them become more outward facing. While individual transformation is not a prerequisite within Forward Stance, in 60/40 Stance, this is *fundamental*. Also important was the fact that 60-40 stance provided a way to understand multiple frameworks and trainings (e.g., Rockwood, movement building, social change, etc.) to which cohort members were exposed.
Attendance of Rockwood Art of Leadership Training in several small groups	Whereas Cohort 1 attended the Rockwood Art of Leadership Training together and had additional time together to bond as a group, Cohort 2 attended Rockwood in several small clusters. This allowed cohort members to experience Rockwood with other social justice leaders. Due to the nature of Cohort 2's Rockwood experience, other key faculty members, such as Norma Wong, were not able to attend Rockwood with the cohort to draw lessons from their learnings into the broader framework of Forward Stance.

Intended Design Change	Description
Visioning Time	As part of the program's design, Cohort 1 developed the vision statement, which would then guide subsequent MEV cohorts in their pursuit to end violence against women and girls. NoVo staff hoped that the "work" of Cohort 1, or the vision and pivots, would then be adopted by Cohort 2 and serve as a guiding document for the landscape analysis and social change strategy development. As such, MEV and NoVo staff intentionally limited the amount of time that Cohort 2 spent on developing a vision for MEV.
Cohort Selection	In contrast to the "humble rock stars" who were recruited for Cohort 1, the MEV Program sought to recruit "strategists" with a strong intersectional analysis of and approach to social justice work for Cohort 2. These strategists would help MEV and the broader movement better understand the landscape and existing opportunities, address underlying tensions and power dynamics, and ultimately identify ways to collectively work towards social change.

These fundamental programmatic shifts, which were implemented early in Cohort 2's cycle, laid the groundwork for the tone, tenor, and a course of a program that was vastly different from Cohort 1's experience. In fact, early convening feedback showed a stark divergence between the two cohorts with regard to the convening's "Overall Experience." As shown below in Exhibit II-4, Cohort 2 rated the overall impact of Convening 2 as 2.6 on a scale of 1 to 4. In contrast, Cohort 1 rated Convening 2's Overall Experience as 3.6 on a scale of 1 to 4.[3]

Exhibit II-4: Multi-Convening Ratings Summary by Cohort

Convening	Cohort 2				Cohort 1[4]
	Convening Elements	**Convening Logistics**	**Convening Outcomes**	**Overall Experience**	**Overall Experience**
C1: Movement Convening	3.2	3.8	3.2	3.2	3.4
C2: Vision and Strategy	2.6	3.3	2.4	2.6	3.6
C3: International Site Visit to India (RESET)	2.5	3.5	3.2	2.5	3.7
C4: Race, Class, Power, and Privilege	3.4	3.5	3.2	3.4	3.3

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[3] Prior to Cohort 2's Convening 2, the MEV Program had never received any average rating lower than 3.0.

[4] The themes of Cohort 1's convenings differed from Cohort 2 (C1: Vision; C2: Transformative Leadership Development; C3: International Site Visit to India; C4: Social Change; C5: Social Change; C6: Movement Convening).

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C5: Race, Class, Power, and Privilege	3.3	3.2	3.6	3.3	3.4
C6: Movement Convening	3.4	3.4	3.4	3.4	3.6

In response to the critical feedback received from Convening 2, NoVo and MEV staff sought to address Cohort 2 members' concerns, such as: (1) a lack of trust among cohort members, faculty, and the MEV Program, (2) a sense of exclusion, disrespect, and inequity in regard to the power dynamics of the program and its participants, (3) distress around a missing integration of race, class, power, and privilege into the design and delivery of MEV Program, and (4) inadequate time to fully prepare the group culturally to embark on the international trip. As one alumni member observed:

> There was active resistance and lack of trust on the part of the cohort. They did not feel oriented to the program or in relationship with each other or the faculty. They brought up issues about the program that were raised by Cohort 1 (long days, overly structured conversations, faculty outside the circle, not having enough information about the thinking). This happened in ways that were not friendly or in the spirit of partnership. The change in design related to meeting people where they as humans, was very bumpy and not experienced well by the cohort.

Major Adaptations Made in Response to Cohort 2's Feedback

After a tumultuous experience at Convening 2, and receiving sharply critical feedback from the cohort, NoVo and MEV staff sought to address these concerns in order to ensure the Program and the cohort members moved forward together productively and with confidence and trust in each other. As a result, the MEV Program Director had 1-on-1 or small group conversations with 15 of the 18 cohort members to better understand the concerns and level of commitment from each cohort member. According to one cohort member,

> All of the worst movement dynamics were playing out in our internal dynamics--lots of mistrust, lots of very strong personalities. People have very important points/things to say, and I think that the way that we were managing those conversations with each other and in terms of facilitation was not working for the group as a whole.

In response to the faculty's outreach, cohort members provided several recommendations for moving forward and establishing a sense of trust among the cohort and with NoVo and MEV faculty and staff : (1) ensure all cohort members are equally committed to the program, (2) allow additional time and space before the international trip for relationship building and bonding (a 1.5 day "reset"), (3) create a system of shared leadership between the Cohort and the Program, and (4) integrate RCPP into the Program's design. As a result of these conversations and other

cohort feedback from an in-depth midpoint check-in after the trip to India in early 2014, NoVo staff implemented several significant programmatic adaptations, such as an Extended Design Team for Convenings, a focus on race, class, power, and privilege, greater spaciousness, and new faculty members. These adaptations are described below.

- **Creation of an extended design team (EDT) for Convenings 4, 5, and 6 to facilitate shared leadership between Program staff and the cohort.** The EDT offered the Cohort greater agency over the direction of the Program, leadership opportunities, and an avenue for building trust between the Cohort and NoVo and MEV staff.

- **Additional spaciousness during convenings.** Similar to Cohort 1, Cohort 2 expressed a need for greater spaciousness in many aspects: schedule, logistical, physical, intellectual, psychic, and relational. Meeting this need, much more unstructured time was built into Convening agendas for participants to step back, internalize, and bond. Note that greater spaciousness, time for rest, and "organized fun" resulted in less emphasis on key MEV fundamentals such as physical practice tied to Forward Stance training (e.g. Tai Ji was made optional).

- **Focus on anti-oppression work, specifically race, class, power, and privilege.** Cohort members began expressing concerns about how RCPP was integrated into Program early on. At mid-point data collection, 15 of 17 cohort members[5] either expressed or acknowledged a pressing need to address race, class, power, and privilege as part of MEV's work. However, there were divergent perspectives about how RCPP should be integrated. While some felt it was imperative that RCPP inform and undergird all of MEV's work, others felt there should have been an explicit, separate focus on RCPP. While the design of MEV's vision and pivots integrated race at the systematic level, this feedback spurred NoVo and MEV staff to modify its curriculum so that RCPP was addressed at the interpersonal level. One faculty member said that race "deeply triggered" many individuals in the cohort which made it imperative to address RCPP in order to move forward. In fact, the core work of Convenings 4, 5, and 6 was RCPP. Since then, NoVo staff has concluded that RCPP work would be included as a 5th fundamental of the program.

- **In order to facilitate the integration of RCPP into MEV, two new faculty members were added between C2 and C3.** Following C2, cohort members were critical of the Program's capacity to facilitate conversations which prompted the addition.

- **Reducing expectations that specific products would come out of Cohort 2 and subsequent cohorts at the end of their cohort experience.** This was meant to reduce the level of pressure and expectations so that there is more flexibility for cohorts to get to know each other and define their work together both inside and outside of the MEV container. As a result of this, Cohort 2's Convening 6,

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[5] Data was not collected from Archi at the mid-point due to participant scheduling conflicts.

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although still called the "Movement Convening" only included invitees from Cohort 1 rather than a larger set of movement allies to showcase developments in the MEV Program.

Additionally, MEV integrated art as a way of improving the accessibility of the program and as a tool for processing convening content. MEV staff also scheduled a significant amount of "organized fun" into convenings based on cohort feedback.

Summary of Adaptations

Through adaptations and intended design shifts, Cohort 2's MEV experience was significantly different than what was originally designed. The following table provides an overview of the program design for Cohort 1, the intended design for Cohort 2, and the actual programmatic elements of Cohort 2.

Exhibit II-5: Progression of MEV Program Design

Activity	Cohort 1 Design	Intended Cohort 2 Design	Actual Cohort 2 Design/Implementation
Cohort Selection Criteria	• "Humble rock stars" • Innovative • Visionary • Adventurous and willing to take risks • Appreciative of the group, or the "we" orientation	• Strategists • Intersectional analysis of and approach to social justice work • Ready and willing to engage in conversations around tensions and conflicts in the movement • Forward and strategic thinker • Movement-minded collaborator • Strategic and experienced in social change campaigns	• Activists • Organizers • Implementers • Sharp analysis of social justice and anti-oppression work
Cohort Products	Creation of guiding vision, strategy, and pivots for the movement	• Sharp articulation of the 1-3 root causes of violence against women and girls • Landscape analysis • Social change strategy • Bold social change and movement stance • Accompanying narrative • An invitation to the field to engage with the strategy and identify how they fit in	• Importance of race, class, power, and privilege on movement conversations • Preliminary Landscape Analysis white paper

Activity	Cohort 1 Design	Intended Cohort 2 Design	Actual Cohort 2 Design/Implementation
Leading Framework and Fundamental Program Elements	**60/40.** Led by Norma Wong, 60/40 has a significant focus on individual transformation and movement building work **Cornerstones** 1. Transformative leadership development 2. Organizational development 3. Movement building 4. Social change	**Forward Stance.** Forward Stance, led by Norma Wong, has more of an emphasis on outward facing strategic thinking and strategy development. **Fundamentals** 1. Transformative leadership development 2. Organizational development 3. Movement building 4. Social change	**Forward Stance and RCPP as Competing Frameworks** 1. Transformative leadership development 2. Organizational development 3. Movement building 4. Social change 5. RCPP
Convening Themes	C1: Vision C2: Transformative Leadership Development C3: International India Trip C4: Social Change C5: Social Change C6: Movement Convening	C1: Movement Convening C2: Vision & Strategy C3: International India C4: Social Change C5: Social Change C6: Movement Convening	C1: Movement Convening C2: Vision & Strategy C3: Reset & International India C4: Race, Class, Power, and Privilege C5: Race, Class, Power, and Privilege C6: Movement Convening
Interim Work	• Self-care Workshop • Strategic Thinking Workshop • Framing Paper Workgroup • India Workgroup • Research Practicum on Public Opinion Research • Community Conversations on the "Last Girl" • C6 Workgroup • OD work	• Self-care Workshop • Strategic Thinking Workshop • OD work • Mapping Workgroup • India Workgroup • C6 Workgroup	• Self-care Workshop • Strategic Thinking Workshop • OD work • Mapping Workgroup • Reset Workgroup • India Workgroup • Extended Design Team for C4, C5, and C6

What Worked in the MEV Program Design and Implementation

Original MEV Signature Elements and Planned Elements for Cohort 2

By design, the Cohort 2 experience was intended to be a noticeable departure from that experienced by Cohort 1. Among the originally planned design elements for Cohort 2, the ones that Cohort 2 identified as particularly effective and impactful were very similar to those that Cohort 1 identified. These include: (1) Forward Stance by Norma Wong, which is a mind-body approach to movement building and includes core strength, self-care, strategic thinking and

physical practice, and movement habits; (2) the Rockwood transformational leadership training, (3) composition of the entire faculty; (4) OD coaches and work; (5) diversity of cohort members selected; (6) the program's responsiveness unique family circumstances; and (7) regional workshop format. The commonality across the positive feedback was the thoughtfulness with which these components were implemented, the profound effect these elements have had on individuals' and organizations' practices, and the appetite for continued learning, particularly with regards to Forward Stance.

Following are summaries of feedback on the original planned elements for Cohort 2, key trends and illustrative quotes and examples from Cohort 2, faculty, and alumni members.

Planned Program Elements	Powerful quotes or examples
Forward Stance recognized as an effective framework for individual, organizational and movement building work. Although Forward Stance might not have been fully implemented within the convenings, cohort members gained enough knowledge of this approach to identify it as the most effective element of the MEV program (12 mentions). Reflecting on the teachings, the cohort spoke about the accessibility, applicability, usefulness of Forward Stance to themselves, and the opportunity to share teachings with colleagues.	• *I deeply, deeply appreciate **Forward Stance**. At a personal level, I use it in my day where I make analogies or connections. I'm much more aware of my own stance at any given moment or day.* • ***Core strength** has helped me to get clarity around my role and around my power. My power is probably stronger.* • ***Physical practice** is accessible, it's applicable. It's been very meaningful for us to practice together as an organization and staff, particularly since we're not all in the same physical location.* • *The **Forward Stance and strategic thinking workshops** were really beneficial for me and really opened my mind to what strategic thinking actually is in a way that I didn't understand before. I'm hungry for more of that.*
Rockwood helped members to examine life purpose and connect to others. While most cohort members (10) mentioned the camaraderie they found with the few MEV cohort members in attendance and other social justice leaders, a few described the personally and professionally profound insights they had in examining their life purpose.	• **Rockwood was personally and professionally profound**: *I started to understand a little bit more about how it makes my professional purpose and life purpose gel a little more…and about power. Those glimmers of lessons from Rockwood have really stayed with me and influenced my leaving my previous job and finding a job where I fit much, much better. I do think Rockwood was another turning point in my professional and personal life, and hugely critical.*

Planned Program Elements	Powerful quotes or examples
The expertise and skills of the faculty are key to the program's success. More than half of the cohort members *(10)* specifically cited the faculty as a tremendous asset to the program, praising their skills, values and approaches. In addition, at least five cohort members specifically emphasized the importance of the addition of Rachael and Monica to round out the skill sets and to address the needs and goals of the cohort.	• I really appreciated the addition of Rachael, and especially Monica into the faculty, but I always appreciated Maura, Norma, and Kristen as well in terms of their role with us. I learned a lot from them and I felt like they brought really different strengths and approaches. • The faculty brings great strengths and richness, texture and value to the program. I really loved that there are those differences in strengths and value. In particular, I think the addition of Rachel and Monica for our Cohort around the racial equity and justice, I don't know that they saved us but certainly helped us in many ways. I really want to lift up their leadership as facility in that process, in addition to Norma, Kristen and Maura.
OD coaches, grant, and training efforts showed signs of working in concert to integrate with other components. Even at this early stage in the OD project work, half of Cohort 2 (8 total) and a faculty member spoke about how well the OD work has been implemented to benefit cohort organizations. The intentionality of helping cohort members to integrate larger program learnings (such as Forward Stance and Rockwood), self-care, strategic thinking, as well as OD specific elements, OD assessment, and OD grant seem to be greatly appreciated by cohort members as one of the most positive aspects of the MEV program.	• *I so appreciated also some of the interim [OD] work. The fact that,* — *we have an OD coach, that **Norma and my OD coach did the self-care for sustainability training**;* — *we got to **shape that organizational development grant built my learnings from MEV**;* — *we looked at the **organizational strengths and areas of growth**, and* — *they engaged deeply in my organization and continue to help us **integrate some of the themes and lessons and the analysis** that I've been able to engage with [my cohort];* — *we didn't just get to think about that, but also got to enact some of it with support that has just been fabulous, really, really fabulous.*
Diversity of cohort members selected was widely recognized. Multiple cohort members (4) as well as a faculty member observed how well represented the individual selected for of the antiviolence movement. The respect expressed of other cohort members allowed individuals (3) to establish close connections and bonds over time.	• *There were folks in our cohort that came from different arenas of anti-violence work. I felt that there was a real balance. As someone relatively new to anti-violence work when I joined the cohort, I certainly got to know the layout of the movement and the folks and organizations that were in it.*

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Planned Program Elements	Powerful quotes or examples
Cohort members commended generous accommodations to their family and other circumstances. Cohort members (3) sincerely appreciated the program's thoughtfulness and extraordinary support to allow new mothers to become full participants or others who faced unavoidable circumstances to stay engaged in MEV.	• *MEV has done such an amazing, beautiful job in thinking about what that really means to support parents in this work and in this movement in ways that I have never seen or experienced before. That is both a gift to us benefiting from it and also some really critical lessons to share with the larger sister movements around how we really enable parents, particularly women who still have a disproportionate care-giving role, to be at the table and be full participants.*
Addressing movement habits seen as fundamental. Movement habits have been covered in the previous cohort cycle and became even more pressing to address in the context of group and power dynamics that played out in this cohort experience. This was noted by multiple faculty members (3) and cohort members (2)	• Out of the challenge of falling into movement habits, Cohort 2 became very interested in how those movement habits develop. They began to have conversations about those habits in the movement. • ***Habit of moving too quickly to solutions**. One of the habits is this habit of moving very quickly. What I loved about MEV was [the willingness to] hold up and look at what's the problem? Really thinking more critically and strategically around how we engage and that has been helpful. If we have the wrong solution, doing the wrong solution faster isn't going to help us... There was this recognition that what we need to be more thoughtful and have more thoughtful engagement rather than just more.* • ***Habit of avoid difficult topics such as racism and exclusion.** The addition of faculty was really instrumental even though there wasn't a very explicit container created at the beginning. [It was useful] to talk about the fact that structural racism plays such a part in movement habits [of inclusion and exclusion].* • ***Habit of staying with likeminded individuals**: We had a two-year container to hold us and to hold us in [a] process of movement… it's really rare in our movement to hang in with people when it's hard over that extended period. The habit always is to cluster with likeminded folks and to not be in sustained spaces where we're really struggling together around really hard things outside of strategic questions around the movement. The option usually is to opt out and most folks take it.* What was so great about MEV was it offered the opportunity to have a sustained relationship that allowed for real movement and evolution both personally and as a larger collective representing the movement….By the final convening, it was a very different feel [because] we had struggled together and got to a very different place. The structure of a two-year engagement really helped make that a transformative process and helped people come back even when it was hard.
Regional workshops on self-care and strategic thinking and movement building worked well	• *We trained the OD coaches to do the self-care workshops, that sharing the body of knowledge beyond just Norma and Pua, and hopefully we'll be able to have a bigger ripple effect with*

Planned Program Elements	Powerful quotes or examples
in helping to achieve MEV goals: The MEV design team made an important design decision to uncouple self-care and strategic thinking and invite cohort members' organizational colleagues as well as allies to the strategic thinking training. These have all been very well received by cohort members and faculty. It has been effective to training OD coaches on self-care so the body of knowledge can be spread to have a greater ripple effect. The workshops allowed Cohort 2 members to connect with Cohort 1 and other allies to build trust and relationships. It also allowed organizational colleagues to bring back learnings to their organizations. Finally, there were a number of very positive comments (3) about the movement workshop conducted at MSC.	*more people trained in it, and not on just one person. Also, inviting folks to bring people from their organizations really helped them because they were able to not be the only one carrying it back. [It was also helpful to invite] a few folks who are in the field who are allies. [* • *We are modeling a shift in how we think about our work…[This self care model] takes us out of that role of we need to work, work, work, and don't take time to actually breathe or move your body or check-in. That has been a HUGE shift for us….The more it becomes built in to our organizational culture the more it will continue to roll out into our coalition culture.* • *I really appreciated the opportunity in the strategic thinking workshop not only for us with Norma, but also because we brought in people from the outside. It was a way to have these conversations with colleagues who we each invited… It helped to let people know that we're in this and give them a taste of it…* • *I loved Norma's strategic thinking workshop and the self-care workshop that was available for our organization. That was a really important moment for our organization. I also participated a session at MSC that Kristen did – I loved it. I thought it was really well done.* • *One thing that worked really well for me and a handful of the cohort members was bringing people to MSC to do a movement mapping workshop…. it was really super refreshing to be able to do that because I was just able to say, 'Here's what we have to offer.'*
Some were able to glean Insights from India trip (2): Although the India trip was tumultuous for the group, Cohort members said they gained some valuable insights about the concept of the last girl and about sex trafficking first hand. One was so personally affected such that her organization now does some anti-trafficking work.	• *It really was transformative in terms of [how] the cohort [is] thinking about the work, but also how they think about themselves and their critical perspective on MEV—[in terms of] really look at MEV's elements with a lot of clarity and complexity.*

Adaptations

Due to key program decisions and early developments from the beginning as Cohort 2 on boarded to the MEV program, it became apparent that it was critical for the faculty to be flexible and responsive to cohort members' feedback on what was not working for them. As a result, numerous key adaptations were made which are outlined in this chapter. The major adaption was to re-center the program curriculum on race, class, power and privilege. Below is the feedback on what worked in the adaptations in the incorporation of race, class, power and

privilege (RCPP); shared leadership between the cohort and faculty; the addition of new faculty; and attempts at changing the format and structure of the convenings.

Adaptations	Powerful quotes or examples
Focusing on race, class, power and privilege allowed for MEV to become more explicit in its intersectional analysis and go deeper. While the intersection of race, class, power and privilege was a part of the MEV theory of change, the cohort (11) request that MEV make RCPP a more explicit focus was a pivotal moment in the MEV program. As the cohort's distrust in the MEV program and faculty grew, taking on RCPP directly gave cohort members a framework from which they bonded through joint learning. The cohort developed a shared language to discuss issues that were bothering them and had an open space to express those feelings. That was critical for some cohort members, who were traumatized by the India trip to move forward. They were hopeful that what MEV program learned from "the clearing" to lead to a experience for future cohorts on the international trips for future groups.	• *It's been such a barrier and it continues to plague movements across the board that it was good for us to try to go and explore [RCPP]. I think of what Cohort 2 did was look at Cohort 1's vision and pivots and really say, "Yes, and we need to emphasize the oppression aspects of this, particularly racial oppression" … What it means as a challenge to us this time is how to go deeper and say, "Okay, how can we continue to do [RCPP] well, and what's the relationship between all of the different fundamentals?"* • *Even though it was in the theory of change, having strong intersectional race equity, racial justice lens and analysis [was critical] ….It just needed more intentionality around it, and I feel like we worked on that together, and that felt right. [Cristy]* • *I felt like **there was actually quite a damaging experience that took place when we were in Sonagachi, which will stay with me for a long time. ….**It did seem clear that there was a fundamental –a **sense of community and understanding that was lacking in our group,** including the faculty, before we went and then once we were there that led to I think a lot of what was so problematic about that experience.*
Shared leadership with the cohort in Extended Design Team helped to create a new model of power sharing with movement leaders. Overall, the majority of the cohort (11) and a couple of the faculty members interviewed believed that the shared leadership worked well to improve the cohort's experience and learnings from the convenings and to some extent, the workgroups. Participating on the Extended Design Team was the most meaningful part of MEV for some cohort members. The fact that the cohort members contributed to the design of the convenings helped the entire cohort feel more engaged and invested in the experience.	• *One of the positive signs to me that MEV really is the evolving, dynamic program that it claims it is, is that a lot of very courageous listening on the part of the core faculty and leaders. They heard the discomfort and complaints and suggestions, and they saw opportunities in many of those, and so didn't shut down. They really tried to make changes based on some of the input from the cohort, and that is tremendous.* • *There were four convenings where there was joint design [involving cohort members and faculty], there was a more natural elegance in terms of the group leading with each other and in some ways that's part of the purpose of the whole project, in terms of bridging towards the Network.* • *I think that the convenings got better over time, as there was more of a co-design approach, so I appreciated the last three convenings.* • *For me one of the really powerful pieces of my participation was being on the extended design team to help plan the convenings. For me that's actually what made it incredibly meaningful, and powerful for me, my participation in the design team, and I feel like I just have the chance to discover a lot of about myself, about working with other folks, about holding a whole group, about showing up strong in my own leadership, and also supporting other people's leadership. It made me really invested and have more ownership over my experience, and that's where we were after in my cohort experience. The convenings are really special because of that, so being on the*

Adaptations	Powerful quotes or examples
	design team to plan those that make the convenings really powerful.
	• *I would say shared leadership, having a clearer understanding of the Cohort members, what the work group's purview and authority was, were really helpful so that it felt like I knew what my purpose was. It just really helped make my participation feel more constructive.*
Additional faculty to allow the program participants to dive deeper into issues of race and class. The introduction of Rachael and Monica into the faculty was greatly welcomed by the cohort (4) and faculty (2). Their participation was also important for some cohort members' ability to begin to heal from the India trip. It was these new faculty members' ability to take their individual experiences and place it in the broader context of race, class, power and privilege that started a deeper conversation. Some cohort members view their addition to the faculty as a pivotal moment in the MEV program.	• *The introduction of Rachel and Monica was really pivotal to me. That April convening with Rachel and Monica gave me brand new hope and I was willing to come back knowing that they would be there, Rachael really offered a lens, a framework, an analysis that was critically needed and was terribly, sorely lacking. She gave us space to speak safely about issues that we all needed to get to and nobody had been able to move us to even though they had been trying. People in our cohort from day one had been saying when are we going to talk about the root causes? How are we going to talk about race? Rachael really made that possible for us.* • *Rachael having been with us in India and seeing what we were experiencing and instead of saying let's sit and talk more about Sonagachi, she said I think this group needs to start getting grounded in issues of race, class, power and privilege. Her ability to look at the situation and go meta and look at it and say this is not about individual people. This is about how all of you are interacting with these topics, both white and non-white. Everybody in this group is reacting in ways that are not productive.*

In addition to the adapted described above, several cohort members also cited the importance of the program making adjustments to focus on (1); integration of art (2) and to provide more spaciousness in the convenings. Based on the higher ratings on spaciousness (reported above), this was achieved successfully, and even more so than the first iteration of the convenings for cohort 1.

What Did Not Work

Across all interviews, many agreed that there were some inherent challenges in Cohort 2's experience, which stemmed from decisions to shift the program focus from the intensive, deep level individual transformation in order to accelerate social change efforts by moving the group more quickly to action. According to the MEV Director, it started with the cohort design where, "we made a decision to back away from individual transformation and be a little bit more in our heads." She elaborates,

> *There was a feeling that we had gotten the balance was off a little bit, and that we should move from 60/40 in Cohort 1 to Forward Stance in Cohort 2 with Norma. We moved away from building Beloved Community to using more of the group dynamic approach. We stepped away from the deep emphasis on relationship [building] upfront, and shifted our design*

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intentionally towards the belief that if you just work together on something closely for a long time, through that work you will build trust and relationship and it will be sufficient.

In retrospect, this belief and approach proved to be insufficient. Beginning the MEV experience with Cohort 1's Movement Convening in 2012, did not provide Cohort 2 with sufficient time to get to know each other, but they had enough exposure to the program to raise serious questions about the reasons for their trip to India. The group continued to have limited time together going to the Rockwood Art of Leadership in small groups rather than as an entire cohort. In Convening 2 on Vision and Strategy, the tensions and distrust within the cohort and between the cohort and faculty continued to build, which called for a "reset" before the group went to India. Despite the faculty and cohort leaders' tremendous effort to re-focus the program around RCPP and making other adaptations, both the cohort members and the faculty had mixed review of these adaptations in their conception and implementation. Following are cohort and faculty feedback on what did not work for this group and supporting quotes to elaborate on key themes.

Feedback	Quotes and Examples
The trip to India was beset with difficulties in its conception and execution. For the majority of cohort members (11), the trip to India got the most critical feedback and was clearly the lowest point in the program. This experience caused some to question their continued participation in MEV. Despite the involvement of cohort members in the India Workgroup to address concerns with this trip, some found this component to be poorly planned and not well structured. Specifically, • Cohort members did not feel that they had adequate time to discuss and prepare for the inter-cultural and inter-country exchange and their responsibility as a group. • The trip was not a rich learning experience. A few reported the tour of Sonagachi as traumatizing, unsafe due to the circumstances and the misrepresentation of their group. • More reflection and debriefing time were needed after the trip to understand individuals' reactions to the challenges experienced.	• ***Questions and concerns not well addressed****: While I really appreciated the opportunity to go to India and it was personally transformative, I had a lot of questions about why we were doing that trip to begin with, and I definitely had problems with how it was implemented. I'm not immediately convinced that that is the best use of resources and the most important thing to have happen with this program.* • *When we were in India and it was overall **not a terribly rich learning experience** in terms of exchange between us and the other activists. I got a lot out of it, but I think it could have been much richer. In addition, I felt like **there was actually quite a damaging experience that took place when we were in Sonagachi, which will stay with me for a long time. ….**It did seem clear that there was a fundamental – a **sense of community and understanding that was lacking in our group,** including the faculty, before we went and then once we were there that led to I think a lot of what was so problematic about that experience.* • ***The choice of partner, structure and the security of the trip were all poorly planned****: In my opinion, India did not work. What I would say is the choice of the partner that we visited, the structure of the visit itself, and the lack of attention to potential security of a group of 20 plus people traveling anywhere overseas at this point in the world, were all reasons why it didn't work…. There were very, very minimal exchanges.* • ***More opportunities for dialogue and reflection was needed, rather than its focus on caucusing:*** *India was hard, the caucusing was hard. [Coming] from both the domestic and sexual violence movement and the disability movement, so much of that is, "There's nothing about us without us, and we stay in the same room together to work things out." The caucusing happened in a way that wasn't set up in the very best way 'cause there wasn't conversation first going in*

Feedback	Quotes and Examples
	or even a way to wrap it up well at the end.
The lack of explicit focus on race, class, power, privilege (RCPP) *and* gender was problematic. For a number of cohort members (11), the re-centering the MEV program to focus on RCPP was critical. By not having the space or container to talk about structural racism, the program, in effect, was reproducing movement habits of inclusion and non-inclusion, which were similar to what they experienced "outside of the walls of the convenings." In the end, despite concerted efforts to focus on RCPP in the violence against women and girls movement, a number of cohort members noted that class and gender were conspicuously missing from the discussions which impeded their progress to develop strategies and solutions in the movement building work.	• ***Lack of explicit focus on RCPP initially.*** *I had faith that [the intersectional focus] was in the theory of change, but when the experience didn't match with the analysis needed, it felt like a betrayal. So re-centering around race, class, power, and privilege was so critical to [make sure] that there's actually discussions of race, class, power, and privilege. It was helpful for all of us to hold it as central, and it had to be done with time and care.* • ***Missing focus on gender and class.*** *I mean there are times, where I was like 'Sweet Jesus, we're not even talking about violence against women and girls, and that's the whole purpose of this ten year initiative.' The other thing that did not work well for me is we kept saying race and class. I don't think that "class" is inherent in discussions of race…. We did session after session on structural racism, which is super important. It would have been nice to have some sort of a structured or semi-structured intentional discussion about how class can intersect with that.*
The methods used in RCPP training was questioned by some of the participants. Due to the level of tension and mistrust that spawned the focus on RCPP, it was not surprising that the RCPP work was tremendously difficult for all cohort members and caused some to experience more pain. A few cohort and faculty members (3) expressed the belief that RCPP was not "forward moving" and "took a lot out of people to see others struggle without a common language and the skills to engage" to build trust and momentum.	• ***Method of engagement challenging to participants:*** *I found challenges in the conflicts and tensions…It just didn't sit right with me, and I really wondered if [RCPP] was a helpful practice or not... We didn't have the skill to do it well or we didn't have common language. I would have appreciated nonviolent communication to have been a part of that, because there would have been a way to be honest, authentic, and accountable and to be less blaming, shaming, and othering...* • ***Issues with Caucusing***: *I was really resistant to the caucusing when it happened originally [in India]….It was clumsily implemented. There're some challenges to it, but I think over time we kind of grew into it more.*
RCPP raised questions of relevance and implications for the cohort work in movement and community building. The most frequent reasons offered for why RCPP did not work for the cohort was around the relevance and implications of the RCPP work. First, a number of cohort members said that the RCPP component could have been structured differently to spend more time discussing the practical, programmatic implications of RCPP instead of mostly theory. Second, one cohort member found her community to be not very receptive to topics related to race, power, and privilege because they see issues faced by tribal communities as very different. Most importantly, the RCPP	• ***Lack of applied focus of RCPP:*** *There was a lot of need by the group to have those conversations but I would have liked to do more application of how we use the perspectives, skills, and the tools based on this new awareness on how we transform programmatically and on communication …To me, there was a missed opportunity to make it more applicable, because the opportunity to think together on very specific movement directions [is rare]. I would have loved more of that stuff but I did feel like I was in the minority.* • ***Challenges of engaging particular communities***: *Race, power, and privilege and black lives matter—in tribal communities, people have not been very receptive…..When I try to push out things like the #blacklivesmatter video, it was not received as well as maybe it was in other communities. That makes me sad. How much more work we need to do? How I really long to have more conversations within tribal communities about "what is that about? Why is it that tribal communities and communities of color are always pitted against each*

Feedback	Quotes and Examples
component was not well integrated into the MEV movement building vision, goals, or frameworks. One interviewee cautioned MEV from making the RCPP work an intellectual, political exercise. Further, a concern expressed was ensuring that usage of an RCPP lens doesn't leave out or limit many other important considerations in movement building work. Finally, three cohort members concluded that the conversations helped move the program, but not the movement, forward and she expressed her hope that MEV will filter this conversation out to the movement in the future.	*other – 'my stuff is more important than yours' rather than as allies who are working together."* • ***Lack of integration of RCPP with other MEV frameworks***. *What is the new model around racial justice, organizing and transformation…how is this helping people step into something bigger and not just trying to right a wrong? That was not part of that process, and I'm still sitting with that. I'm still very curious, hopeful, and feel the vision of healing and racial equity has to be part of the vision of what MEV is doing….There's a piece of human development and habits that has to do with race and power and some don't….To have only a lens of race, class power and privilege leaves out a whole bunch of the group's experience and that doesn't allow for the whole fullness of being human and developing a community.* • ***Ensuring that the RCPP work differs from what has happened in the movement.*** *From what I know about what Cohort 2 was doing [with RCPP], it seemed very much an intellectual, political exercise. It's one that I'm familiar with. I've been in so many places where I've seen and been a part of the same conversations. It's a lot of posturing. It's a lot of verbal intellectual competition. It's also very heartfelt….* • ***Ambivalence about Cohort 2's progress on RCPP***. *A challenge for me on a personal level was the feeling that it was a beautiful experience, but I actually don't know what we accomplished or got through…. I'm having a really hard time, because the work and the conversations we were trying to engage in around race are really important to this movement, but I'm not sure that we landed in a concrete place. We figured out how to be with each other and how to center conversations about race, but we did not figure out how we pushed the movement as a whole to do that.*
Co-creation and shared leadership have inherent challenges. Although the cohort widely commended the faculty's efforts in making adaptations and sharing leadership, which made the MEV program more meaningful for most of the cohort, finding the right level of responsiveness and flexibility while still maintaining fidelity to the goals and outcomes of the program has been tricky for the faculty. Due to this and the highly charged nature of RCPP work, a number of cohort members (9) as well as some faculty members (2) said they sensed some hesitancy or resistance from MEV faculty to adapt authentically the program design to fully integrate RCPP work. This undermined somewhat the effectiveness and centrality of the RCPP focus. **On the other hand, the faculty could have played a stronger leadership role** Some cohort members noted that the faculty may have been *too* tentative in	• It took a lot of cohort pushing against the faculty on the question of program design before the adaptations were made. That started at the very first convening and continued on with a lot of pushing back and asking for more space and asking for more agency over program design. It wasn't until Convening 4 that cohort members were feeling ownership over the convening process. That was a big part of what made first part of the experience so frustrating, is that it felt as though there was a lot of resistance to shifting the program design. • ***Lack of role clarity***. *Part of the challenge of MEV was it did feel like we were building this bridge as we crossed it. Still some of the roles weren't clear to me—like who is responsible for what and sometimes the faculty leadership seemed somewhat tentative. I got the sense that faculty didn't want to step in too much and yet there was this program that has been created by them. It took a lot of time over the two years to figure out what we were doing. Sometimes I felt a little bit tired of that and wanting to just jump in.* • ***Faculty ceded too much leadership responsibilities***. *I imagine a space where folks are co-creating a vision, co-creating a design, co-creating a set of strategies together so that we're really benefitting from everyone's expertise and particular role and position in the movement. I feel like during this cohort there was a lot of confusion about who exactly was driving the agenda, the work, and my hope always was that it was shared… rather than having the faculty step all*

Feedback	Quotes and Examples
taking the lead. According to almost one-third of the cohort (5), the attempt at accommodating and sharing leadership with Cohort 2 may have gone too far. For some members, staff and faculty stepped back too much and let the cohort members lead on their own instead of working together. It is clear that this is a continued area of work into the next cohort cycle. MEV provides an invaluable opportunity and an experimental setting for funders and staff and cohort members to co-create a vision and set of strategies so that the program benefitted from everyone's expertise.	*the way back and let the cohort members lead on their own. I feel like that's a lost opportunity for us to actually practice what it means for us to work together and to show up fully in each of our power and authority and expertise and imagine what we could do together from that position instead of faculty members sitting on the outside of the circle and watching the action happen in the middle of the fishbowl…*
The cohort selection criteria shift the program from finding leaders with the readiness to be outward facing. According to numerous faculty (4) and cohort members (5), the cohort selection shifted away from choosing movement leaders who act as "bridges" to looking for strategists and organizers. In the end, there was consensus among the majority of the faculty that the program got good organizers who had strong points of view and were skilled at advocating their perspective. However, the challenge became getting the group to think about movement and network leadership. It was difficult to navigate the group as a "we" vs. "I." Finally, some cohort members (3) felt that key groups of people were missing from the program, especially men and non-English speakers.	• We made a choice to **select people based a little bit more on whether we thought they were strategists or organizers**, and less focus on "Are they bridgers? Are they humble rock stars?"…When we moved away from that as a sharp lens for Cohort 2**, we experienced the difference between folks who are primarily motivated by collaboration for movement and network leadership to folks who are great individual leaders and had strong points of view, and were skilled at making them**. • Coming in that there was more emphasis placed on people who believe that they are strategists. I don't think that that meant that we had strategists in the room. What that essentially meant was there were people who worked on implementation of various things versus people who were thought leaders or visionaries. It just means that they were doers. We had lots of doers. I think we selected people [in Cohort 1] who would have a propensity to [disrupt their movement habits]. Rather than having to be talked into [disrupting movement habits as with Cohort 2]. • **The MEV program was not designed to fully engage men in the movement to end violence against women and girls**. *What did not work for me was being the only man in the cohort. There also seemed to be pretty limited interest in the role of men. I don't believe that we can go much further than we've gone in ending violence against women and girls without men and boys being part of the solution, and the MEV process did not really seem to be designed in a way that that was a part of the process. We had two men in the first cohort, and in the second cohort we had one, which for me meant we were going backwards in respect to men's involvement.*
The group needed more clarity around group decision making to effectively engage members of own group as well as potential allies. Even at the end of the program, there appeared to be dissatisfaction with Cohort 2's style of decision-making. Cohort members (2) observed that the group's culture evolved to continuously addressing the needs of the few at the expense of the	• *"Dictatorship of one."* *At the first convening, the group had agreed to use a thumbs-up/thumb-down system to assess whether they should address an individual's concern. However, the culture quickly shifted to halting every time someone had a concern. Some of us wished that the staff could have supported the cohort members in implementing a system that allowed participants to quickly gauge the temperature of the room…..I've been there and that was frustrating to me. I call it the "dictatorship of one"… We become immobilized and we want to do it all. Then doing it all waters down what we sought out to do in the first place. My philosophy is doing more is* not *better,*

Feedback	Quotes and Examples
entire cohort. This style of decision-making made it particularly confusing for others who were invited into Cohort 2's space. For example, it was noted that the integration of Cohort 1 members onto the C6 EDT was an awkward process due to differences in decision-making styles with Cohort 2. Often, members of Cohort 1 deferred to Cohort 2 even when there was not agreement due to lack of role clarity.	*but there oftentimes was that culture of the movement [is] let's not step on anybody.* • ***Decision-making process murky in the last convening as the EDT expanded to include Cohort 1****: It was hard to tell who was making decisions. Should Cohort 2 people have priority in making decisions because this was really their convening. I think for the future that just needs to be thought through a little bit…For me it was, "How do I respect the fact that this is Cohort 2's space and Cohort 2's leadership is a style that is not my preferred style?" So I deferred. I deferred quite a bit because I just really wanted to be supportive and be participatory. But it just wasn't the way that I would have done it.]*
Being constantly adaptive took a considerable toll on the faculty and program. Although the program's adaptations were seen as a strength, the high level of and constant adaptations and the amount of time and energy spent on managing complex, changing dynamics were seen as not conductive to quality or building trust among the faculty (6). Further, because there was no designated space for faculty to come together, faculty had to rebuild their relationships at each convening to be functional. Consequently, much tension arose among the faculty as members struggled to deal with race issues as an integrated team. Because the newer faculty were not brought in with the same level of intentionality as other faculty members, their role as faculty was unclear week-to-week. This was also due in part to the program trying to be as flexible as possible, but this did not work. For the newer faculty, MEV seem to have a hierarchal approach to defining expert knowledge. For example, while team members from Race Forward were perceived as experts, they did not do as much relationship building with the Design Team that Rachael and Monica had to do. This hierarchy of experts made it difficult for the RCPP faculty to interact effectively with the Race Forward team.	• ***Too much improvisation and adaption became disruptive****: In pretty much every single convening, there was so much, improvising, and adaptation, and shifting roles and relationships to each other, it required a very high level of adaptation and awareness and trust….There was a cost of opening up the design space, which had to happen, but it was really apparent that it took that much extra management to figure out how to lead and support together, when that stuff didn't really actually have the space to get negotiated in a healthy way.* • ***The limited time to properly on boarding new faculty contributed to challenges in working together well****. Part of the challenge there was we brought in two great folks who have experience with anti-oppression work, but did not bring them in in a way that was intentional enough and with the care and attention that we had done with other faculty where we got to know each other and learn about each other...We were also trying very much to not be intransigent or hold onto things just because we had planned them.* • *What we did was we programmatically and on a relational basis, we accommodated each other as our form of integration. With race, class, power and privilege [taking priority].* • *MEV approaches its work in a hierarchal way. The amount of relationship building and vetting and courts that [the new faculty] had to do with the faculty team members or the cohort members or the design team were never required of [the Race Forward team].* • ***Uncertainty about the contributions of various faculty****. There are times where I was trying to figure out how to bring my best, how to bring it, my contribution and how to best bring a contribution. There was a lot of time in the second half of the cycle where I felt like I needed to back into more of a supporting role to compliment Monica and Rachael and, to some degree, Maura.* • *There was also a conflict between faculty and between their points of view and what their offerings were. It was very rocky about people feeling not valued and people wondering if they should stay in the program if their stuff was still appropriate anymore. So really just by doing our best to keep it together and experiment and adapt but without that same level of trust and love and respect for each other and partnerships that we had previously had at the faculty level.*

Feedback	Quotes and Examples
Contrary to the goals and expectations laid out, the MEV Program lacked sufficient emphasis on social change goals, skill building, strategizing. For at least one-third of the cohort (6), MEV missed the opportunity to deeply engage cohort members in social change strategies to end violence against women and girls. While they had conversations around diagnosing the problem of RCPP in the movement, they never progressed to discussing how they can use that analysis to shift and change the movement.	• The biggest missing piece for me was just any deep engagement around questions of social change… We definitely had conversations around diagnosing the problem, how race, class, power and privilege plays out in our work and in our movement, and I feel like we still need to go further in really applying that analysis to the movement and to our theory of change for where we want to go with this movement, with that analysis… and I think the next conversation that we need to have is collectively how do we shift and hold this analysis and these practices within our larger movement together.
Program structure sometimes limited the program and cohort members from meeting their goals and expectations. Similar to issues raised by Cohort 1, this cohort raised concerns about (3) the **lack of spaciousness** in the convening agenda, as well as difficulty in **balancing their organizational leadership with MEV commitment**, which was more time intensive than they could ever imagine. Both cohorts spoke to the need for more support to integrate MEV learnings/focus into cohort members' organizations (2). However, there were some issues that were unique to the program structure that was laid out for Cohort 2. While personally transformative, sending small groups to **Rockwood** did not help in building strong cohort relationships. A number of the cohort members also thought the **workgroups** would have been a good vehicle for advancing the work and to build relationships within the cohort; however, expressed tremendous disappointment that key workgroups were "dropped" because of shifting programmatic priorities. There should have been a **clearer framework to connect the workgroups and to the overall cohorts' purpose**. There is a lost opportunity when cohort members put a great effort into the workgroups without understanding how it would be applicable to the overall movement building work.	• ***Small groups attendance of Rockwood not conducive to relationship building with the entire cohort****: At Rockwood I had a chance to get to know three other cohort members in a way that those relationships stayed special for the duration of the program, and I never felt that I developed those kinds of special relationships during the convenings when we were all together.* • ***Limited opportunity to engage in social change work through workgroups and the MEV container****. The rest of the group just wasn't as excited because they weren't there. But it would have been great if we continued that work while we were in the cohort because then we would stand on better ground because now Kelly and I have to do it independently….There's just more momentum, of course, when you're in the cohort time.* • ***Need for an articulation of a clearer framework to connect the work of the cohort to the overall cohort purpose****. I feel like there probably had to have been a better framework or foundation for talking about why workgroups existed and how their work would connect with the cohort's work, whether there would be total convergence or not. It's something that I didn't feel like we got as clear as we should on, and people in that group contributed a lot of time into it. So that's just something that moving forward I would think a lot about in terms of how the workgroup there is set up and how to define their work in a way that the relationship to the cohort is really defined.*

Feedback	Quotes and Examples
Articulation of the reason for selecting certain organizations would help the cohort member to develop in more strategic approach to integrating MEV goals within the larger organization. Some cohort members who came from organizations that did not directly engage in VAWG work as its central focus, needed stronger support from MEV on how leverage MEV's work.	• *Most of my work is around violence, so that I have a lot of colleagues in different parts of the ACLU who collaborate with me. But most of their work is not around violence? So the integration was much easier for folks who worked at organizations that focused primarily or solely on violence issues. I think there was a very conscious decision to select me into the cohort and ACLU as an organization. But the main thing is that they saw value in ACLU, and maybe there needed to be a more explicit plan on the organizational integration into this work and working in partnership with me to develop that [OD integration] plan.*
Failure to address movement habits head on at the faculty and cohort levels earlier in the program made it more difficult later in the program. One faculty member noted that while individuals struggling to not fall into those movement habits, by and large there was accommodation of those habits. It was also noted that cohort members suppressed those habits outside of MEV (e.g., when they were doing workshops). However, in the cohort space they felt were made to feel more at ease in laying everything out on the table, including movement habits.	• ***Individuals played into movement habits and were accommodated**. I think people actually played heavily into their habits in this particular cohort. Whatever their habits were they rose up and became manifests individually and on a group basis. Which also made the group in a very interesting way, very curious about the theory of habits and curious about how that ends up working. Not necessarily choosing to– you saw people actually struggling to not feed into it. But mostly I saw an **accommodation of habits as a way of survival a**nd **to avoid triggers**.*

In summary, for Cohort 2 cycle, the MEV Design Team deliberately made major changes in the curriculum with hopes of getting to social change objectives more effectively. Signature elements that have been the hallmark of the program continued to work well for cohort members, such as Forward Stance, strategic thinking, Rockwood, and OD components. In fact, the OD component has become even more effective in this cycle and was frequently cited as working to improve cohort members' organizational health as well as aligning organizations with broader social change and movement building focus.

On the other hand, major changes to the MEV curriculum—such as shifts in the cohort selection criteria to select "strategists," the limited attention given to building relationships, the planning an execution of the trip to India—all contributed to triggering and causing pain among many cohort members and encouraged them to engage in rather than disrupt movement habits. Their early experience of the program, including a tumultuous trip to India led them to conclude that the MEV program was not well equipped to share leadership and power with movement makers and to dive into a deeper conversations and analysis of the issues of race, class, power, and privilege that have beset the VAWG movement.

In response, the faculty was forced to make major accommodations, including hiring additional faculty with expertise in RCPP and expanding the leadership structure to engage cohort members

in co-designing the convenings. The cohort recognized the MEV's concerted efforts by responding to and renewing their commitment to the program, through intensive self-work and engaging with each other and with the faculty with authenticity and vulnerability. At the same time, the mixed reviews of the newer components (landing on both what worked and did not work lists) and the splintering of the faculty demonstrated how extremely difficult it has been to be responsive to and address effectively such difficult and divisive topics. In the next and final chapter, we will discuss the lessons and far-reaching implications from Cohort 2's experience, as well as provide recommendations for moving forward.

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III. PROGRESS TOWARDS OUTCOMES

In this chapter, we examine Cohort 2's perception of the MEV program's impact on overarching program-level goals, as well as on the leadership of Cohort 2 members and the capacity of their organizations. We conclude the chapter with an analysis of how the MEV program influenced Cohort 2's connections to each other and the broader movement.

Program-Level Outcomes

As articulated in the MEV Logic Model presented in Chapter I, the MEV Program has five overarching program-level goals (aligning the movement, strengthening individuals and organizations, enhancing the movement's capacity for social change, building critical mass, and engagement of funders), which map to 15 short-term and 3 intermediate initiative-level outcomes that we are tracking as part of the evaluation.

In this section, we briefly highlight findings associated with each of the five overarching goals and the 18 outcome areas at the end of Cohort 1 (see Appendix A for detailed findings). Assessments include information gathered through an online survey and an interview with each of the cohort members.

Exhibit III-1 below shows that Cohort 1 had a much more positive assessment of the state of the movement at the start of the MEV Program than did Cohort 2. The two categories Cohort 1 rated the highest were, "Enhancing Movement's Capacity to Advocate for Social Change"(1.55, Somewhat Strong) and "Strengthening Individuals and Organizations" (1.44, Somewhat Strong). However, despite Cohort 1's higher ratings neither cohort assessed the movement as "very strong" or better. At follow up both cohorts were more aligned in their assessment of the movement with little difference between their "somewhat strong" rating for all five outcome measures. Although Cohort 1 did not rate MEV Program impacts as the Program was just beginning, Cohort 2 was very positive in their baseline ratings of MEV Program impact.

Exhibit III-1:

Assessment of the State of the Movement at Baseline
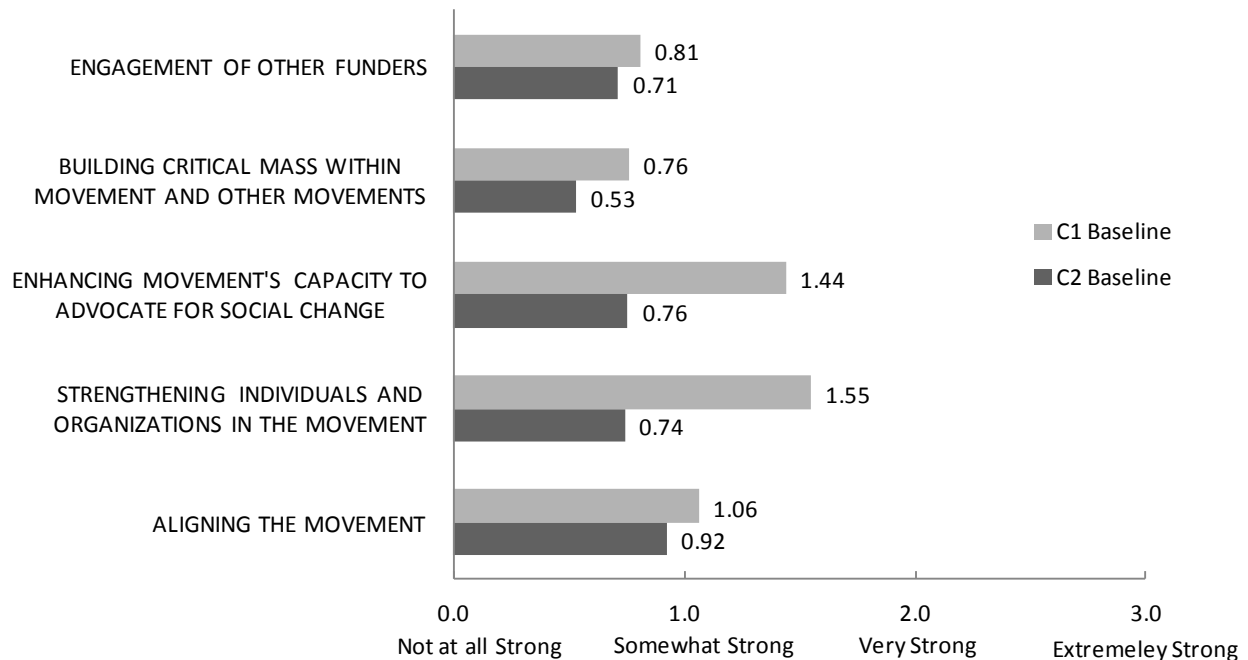
As illustrated in Exhibit III–2 below, coming in with high expectations provided Cohort 2 with less opportunity for growth. Thus, while Cohort 1's average positive ratings significantly increased after the program, Cohort 2's ratings showed little change. However, both cohorts ended up in similar places when it came to rating MEV's impact on themselves, their organizations, and the movement. ***Cohort 2 rated two major areas slightly more positively than Cohort 1***, which included: "Aligning the Movement" (2.84, good impact) and "Engagement of other Funders" (1.81, some impact). On the other hand, ***Cohort 1 rated the other three areas more positively that Cohort 2***: "Strengthening Individuals and Organizations," "Enhancing Movement's Capacity to Advocate for Social Change," and "Building Critical Mass."
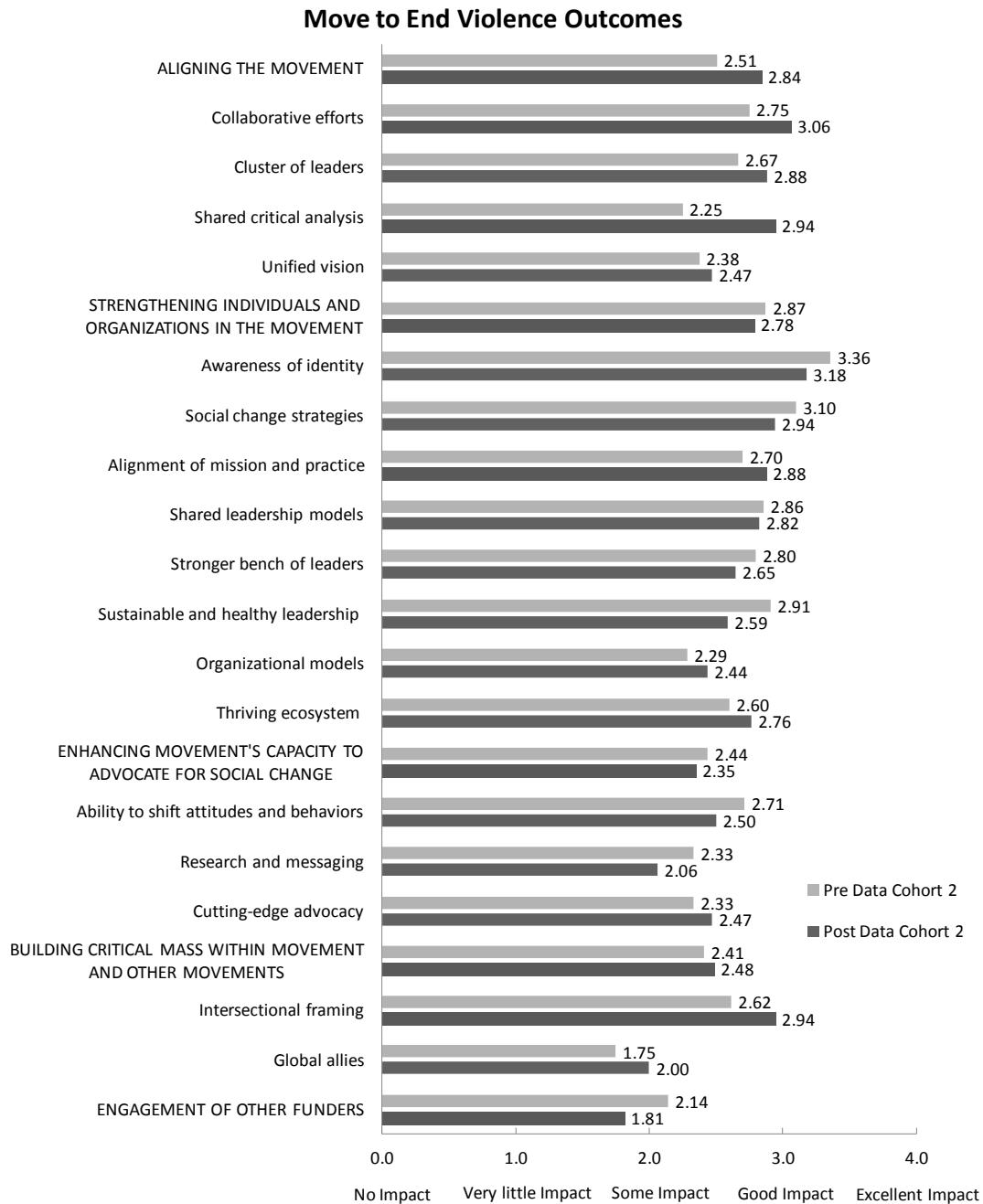
Exhibit III-2

Move to End Violence Major Outcomes: Post Data for Cohort 1 and 2
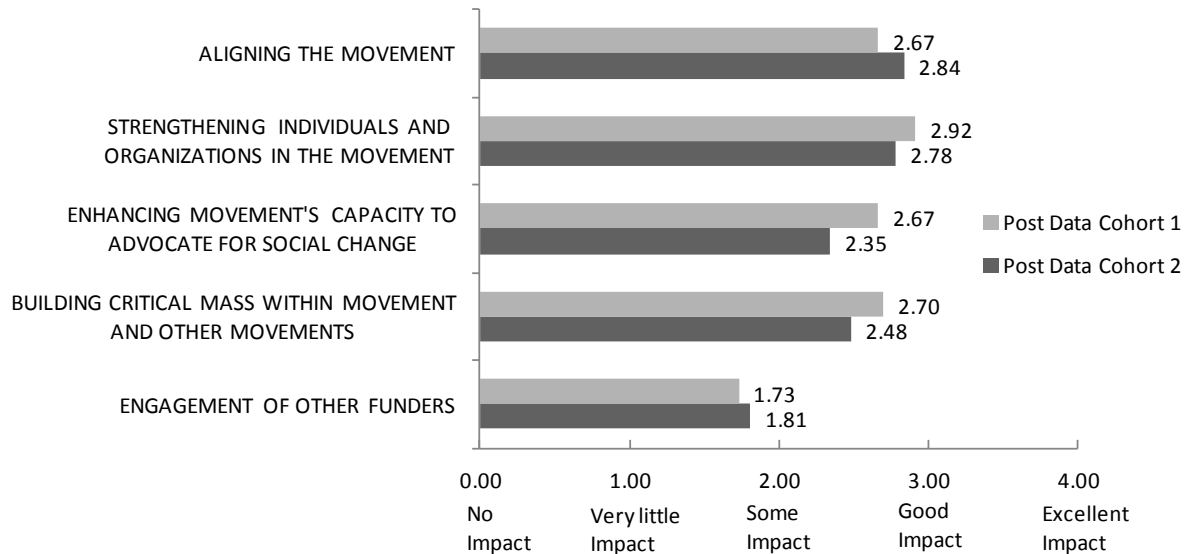
Finally, the figure below shows pre-post MEV impact scores for Cohort 2. In general, there was very little change in Cohort 2's perception of MEV's impact over the course of their participation in the program. They ranked 10 of the outcomes marginally higher than they did at the beginning of their participation and 9 of the outcomes marginally lower. The areas of greatest negative change were "Engagement of Funders" (-.33), "Healthy and Sustainable Leadership" (-.32), and "Research and Messaging" (-.27). Notably, given the strong focus of Cohort 2 on Race, Class, Power and Privilege, the two outcomes with the greatest positive change were "A Shared Critical Analysis" (+0.69) and "Intersectional Framing" (+0.33).

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Exhibit III-3

Comparison of Cohort Members' Pre- and Post–Assessment[1]

Move to End Violence Outcomes

Outcome	Pre Data Cohort 2	Post Data Cohort 2
ALIGNING THE MOVEMENT	2.51	2.84
Collaborative efforts	2.75	3.06
Cluster of leaders	2.67	2.88
Shared critical analysis	2.25	2.94
Unified vision	2.38	2.47
STRENGTHENING INDIVIDUALS AND ORGANIZATIONS IN THE MOVEMENT	2.87	2.78
Awareness of identity	3.36	3.18
Social change strategies	3.10	2.94
Alignment of mission and practice	2.70	2.88
Shared leadership models	2.86	2.82
Stronger bench of leaders	2.80	2.65
Sustainable and healthy leadership	2.91	2.59
Organizational models	2.29	2.44
Thriving ecosystem	2.60	2.76
ENHANCING MOVEMENT'S CAPACITY TO ADVOCATE FOR SOCIAL CHANGE	2.44	2.35
Ability to shift attitudes and behaviors	2.71	2.50
Research and messaging	2.33	2.06
Cutting-edge advocacy	2.33	2.47
BUILDING CRITICAL MASS WITHIN MOVEMENT AND OTHER MOVEMENTS	2.41	2.48
Intersectional framing	2.62	2.94
Global allies	1.75	2.00
ENGAGEMENT OF OTHER FUNDERS	2.14	1.81

Scale: 0.0 No Impact · 1.0 Very little Impact · 2.0 Some Impact · 3.0 Good Impact · 4.0 Excellent Impact

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[1] Cohort members responded using a four-point scale: not at all strong, somewhat strong, very strong, and extremely strong.

Individual and Organizational Outcomes

In this section, based on the interviews conducted with cohort members, we first provide an overview of general MEV outcomes for individuals and organizations of Cohort 2, and then provide an in-depth view of those outcomes associated with their intensive work on Race, Class, Power and Privilege (RCPP).

General Outcomes

Overall, the MEV Program has had notable impact on individual Cohort 2 members. Over half the cohort members reported leaving MEV with increased skills and self-awareness that have enabled them to step into greater leadership roles. Many cohort members also feel a re-commitment to the work, indicating that they have a deeper sense of connection to the movement and a clearer vision of their role in the movement and in their organizations. A few cohort members said that the MEV experience has given them a more clear understanding of the work that needs to be done to strengthen the movement moving forward.

Individual-level impacts	Quote or Examples
Enhanced awareness of their own purpose and role as a leader. Eleven cohort members reported that their increased skills and self-awareness has allowed them to step into leadership positions and be more confident in those positions; both within the movement and their organizations.	• ***Acknowledging their own leadership skills.*** *I feel more confident and clear and comfortable with who I am as a leader in this movement, and that I've found more of my voice and my place…. I think people recognize me more as a leader and that I have unique contributions…because of my own personal growth people do see me more visibly and they do see my leadership and see me for my own unique self. [Annika]* • *I feel I can show up and call myself a leader. [I] see myself as someone in the movement who has really had both the interest and passion … the responsibility to help lead, but also engage others in the movement… had I not been through the MEV experience, it would've been much harder for me, given who I am, to step into that [leadership role]. [Cristy]* • *One of the strongest impacts MEV has had on me is helping me take permission or take authority to lead from my own gut... [Klarissa]* • ***Emerging movement leaders***: *I think about my role, it's not even so much of a role. It feels like a responsibility, in terms of what my responsibility is… I feel like I have such clarity about what I've learned through MEV, that it would be irresponsible not to take it forward. [Kelly]*
Enhanced desire and commitment to engage with others in the movement. The MEV Program has fostered a re-commitment to the work in seven cohort members who feel a deeper sense of connection to leaders within	• ***Engaging individuals at all levels of the movement.*** *[MEV] fortified my commitment to bringing other voices into this conversation… It's reinforced for me a desire to figure out: how do you get the voices from the ground out so that folks who are really well intentioned and kind of thinking of your policy and programs are really being guided by what people's realities are. [Andrea]* • ***Deeper connection to the movement.*** *Personally, I do feel like I am connected. Norma talked about the Hawaiian word pilina, which means mutual relationships. I definitely feel personally and*

Individual-level impacts	Quote or Examples
the movement and to the movement itself.	*professionally much more of the pilina, not only with our sister and fellow Movement Makers, but also more broadly than that. [Annika]*
	• *I feel so much more part of the movement than I did. That just felt fabulous. I love being a part of the network. It has introduced me to readings and to people who have helped me to see that I have something to contribute...I feel like a have a place here, where I felt maybe a little bit more like an intruder before.[Klarissa]*
Enhanced connections to other movement leaders and organizations. Six cohort members described the strong relationships they built during the MEV program. As a result, they now have a network of leaders they can rely on for anything.	• ***Building and strengthening individual relationships.*** *I've worked with several members of Cohort 1 and Cohort 2 both formally and informally going forward, and those personal relationships are really the strongest ties.[Eesha]*
	• ***Network of relationships that keep leaders connected.*** *In a state like Idaho, where I'm not as connected like the folks on the east and west coast, [MEV] really broadened the connections that I'm having. And so it changed everything, like who we bring in for conferences, who I bring in to do work in this state, and exposing people to ideas that I wouldn't normally have had in just staying in mainstream work. [Kelly]*
	• *Building those relationships has really helped me understand how to participate in the movement and in creating a broader strategy for engaging other folks; and what is needed to help move us forward together… [Cristy]*

While many cohort members reiterated that incorporating MEV learning's into their organizations is still an ongoing challenge, they found the organizational development resources extremely valuable. Many reflected that their participation in MEV was only made possible because of the funding their organizations received. Tangible change is ongoing in their organizations; however, most cohort members described how MEV has given them the perspective and tools necessary to work towards positive change.

Organizational-level impacts	Quotes or Examples
Increased capacity to think and lead strategically (organizationally and with allies). Four cohort members spoke at length about how transformative the MEV work on strategic thinking was for them personally. With the help of Organizational Coaching, these cohort members now have the skills and tools needed to shift their organization towards strategic thinking.	• ***Learning to lead strategically***. *In terms of the OD work, I learned a lot. I learned a lot about facilitating strategic processes. I learned a lot about where I was at in my own leadership, and the need to push myself to the next level. In terms of coaching; not only leading my team, but coaching team members to be leaders themselves. with the help of the OD coach, to take a step back, or to slow down and not simply make decisions, but sit down with staff and say, "Here's the thinking behind this strategic decision. Here's how I got from A to B.[Heidi]*
	• ***Improved strategic thinking***. *As an organization, we're actually applying a lot of the principles that Norma as well others have taught us in MEV around strategic thinking. In some cases, we're starting to build that practice, and that's something we're growing into. For us and just me personally, it's helping me think about my decisions differently. I'm [now] going through a different process to arrive at a decision where my inclination before may have been just to say yes or maybe think more quickly or not as deeply or intentionally. [Annika]*

Organizational-level impacts	Quotes or Examples
Enhanced development and alignment of organizational mission, vision, values and practices. Seven of the cohort members have found OD resources like Rockwood and Organizational Coaching extremely beneficial and helpful for incorporating their individual learning from MEV back into their organizations. The organizational area cohort members have made the most impact has been around improving their organizational infrastructure.	• ***Increased focus on VAWG within broader advocacy/civil rights organizations.*** *I think just on a very concrete level, it's helped me organizationally. I think the support around organizational development is something we would not have had on this issue without MEV… [Violence against women] definitely is part of the civil rights political framework but not as a legal matter. There are a lot of those kinds of barriers that I've been I try to address within the ACLU for a long time. This may give the opportunity to think about [VAWG] in a much more targeted way as the priority for our program development that I wouldn't have had otherwise.[Sandra]* • ***Positive shifts in organizational culture.*** *Being more aware of our organizational habits, individual habits and figuring out ways to interrupt those and to create practices together…. For us to think about our work not as having to do everything…. but what are the areas that we want to do well and what are the areas that we want to go deep and how do we align our infrastructure in the way that supports that… I think some of the MEV program outcomes as well as the organizational benefits will have long and deep impacts beyond even my tenure.[Annika]*
Development of a stronger bench through shared leadership and investment in the next generation of leaders. Three cohort members discussed the significant impact MEV has had on their ability to make room for, and support emerging leaders within their organizations.	• ***Developing strategies for shared leadership.*** *My participation in MEV had a huge impact on my team… one of the ways it impacted was my OD coach really encouraged me to try different leadership approaches…. I always understood my positional power was high. In working with [Maura], I tried different ways to introduce other team members stepping in to leadership spaces, by [stepping back], doing different things, [and] not being in every team meeting [so that my team can make their own decisions]. [Heidi]* • ***Creating avenues towards leadership for women of color.*** *What we've done as an organization around race and equity has been really significant in terms of investing in leadership in the women of color in the organization…. We're changing our policies and practices. We changed our hiring practices completely. Once we did that, the women of color coming forward and applying for jobs have changed substantially. [Kelly]*
Engagement of allies within and outside the VAWG field. As a result of the strong relationships built during the 2 year MEV program, five cohort members are sharing resources and expertise between organizations and beginning to collaborate at the movement level.	• ***Strengthening and creating new relationships with allies.*** *MEV has strengthened by many relationships that we've had that have come out of the cohort experience. We've been in collaborative efforts at different times with different cohort members and their organizations, opportunities that we would not have had. For sure, [our organization] is strengthened. Our work has been strengthened by the experience as far as the movement is concerned… [Tony]* • *I just feel like that's been this really, the big gate's opened up and there's all these amazing relationships I've been able to cultivate of women and men doing extraordinary work. I feel that this has made me a stronger leader, it's made our organization better. I've been able to tap into other mainstream organizations and say, "Hey, look at this organization." So that piece has been a big and unexpected benefit. [Kelly]* • ***Engaging with allies outside the VAWG field.*** *Our work has been very narrow in our realm of ending violence against women and when I look at the movement, we've been a little outside of the movement. Part of [MEV has] helped …. us to rethink the movement and where we are*

Organizational-level impacts	Quotes or Examples
	within that, to look to allies outside of tribal communities, to really help us grow outside of that small circle that we have been in. To examine and look at the connections that we have had with other people and the strategic opportunities to grow and to connect with other people. [Nicole]
Enhanced understanding and organizational capacity to engage in social change. Four Cohort member's organizations have excelled in capacity building work, cohort members now feel their organizations are ready to become more outward facing and think about how they are in alignment with the movement and how they can lead.	• ***Organizations investing in strengthening the movement.*** *We've made a huge shift in our outcomes and our goals for our organization, and that is that we have a movement building component that we think about our work, and a lot of the community organizing, and the leadership building that we're doing…. That's a huge impact that being part of MEV for four years now has really helped us think about them and invest in [the movement]. I think I'm constantly bringing that piece to everything I do so all of the conversations that we have internally in our organization, and in any of the work that I'm doing externally it's integrated into all of that now, which is exciting for me.[Cristy]* • ***Transformation into outward facing organizations.*** *This really has transformed who I am, and who our organization is and will continue to be, in a way that we won't go back. I feel like in most of the work I do, I really do try to take in things that are relevant. But so much of what MEV offers us really resonated in such a strong and profound way that that's why we made the changes, because the messages the learnings, what they were trying to share in terms of their vision of the horizon, all of that really resonated. [Kelly]* • ***Re-examining cohort members' organizations as national leaders in the movement.*** *What I see is potentially different kinds of leadership role as well as my organization's leadership role as a national partner. That was [made] more clear through our organizational development grant when we did an external scan where our consultant interviewed 23 individuals representing a broad spectrum of our constituencies.* ***22 out of 23 said that they want our organization [the National Resource Center on Domestic Violence] to step up and be more of a leader in this movement. They want us to be more visible and claim that more.*** *One person in particular said it's actually unethical and irresponsible for us to not do it. [Annika]*

RCPP Outcomes

The signature work of Cohort 2 was its focus on RCPP, a focus that led to unique individual and organizational outcomes. Most notably, approximately one third of the Cohort 2 members experienced a personal transformation that fundamentally changed how they engage in anti-oppression work within their organization and within the movement. As a result of the RCPP work, they emerged as stronger leaders with an enhanced awareness of self and social identity. With newly acquired knowledge, tools, and skills, Cohort 2 members are beginning to integrate and promote the RCPP within their organizations. While the impact of the RCPP work on the movement has yet to be seen, the RCPP work has been instrumental in creating stronger connections among cohort members and organizations within the movement.

Individual-level impacts	Quotes or Examples
Greater self-awareness and an increased sense of responsibility for their behavior as organizational and movement leaders. As they became more aware of their privilege, five cohort members said they had an increased sense of responsibility for their behavior as leaders in their organizations and within the movement. It is important to how this individual level impact directly connects to one of the key MEV outcomes: enhanced awareness of social identity.	• *I always felt like I had this non-racist identity, but there was more work to be done around that. **For me some of [my learning] was more personal, but some of it was what my responsibility was as an organizational leader**: some of it was positional authority, in terms of how to help this organization make that same kind of shift...**This took [my awareness] to a much deeper level in terms of understanding power and privilege**, and with that, more [I have taken] responsibility. [Kelly]* • *I feel like **I am more often now deliberately taking an extra step back to create space for other voices** because I recognize that I both have a lot of privilege [as an individual] and through my position. So there really are many reasons for me to take a step back, and then really recognize when I need to do the opposite and really step forward and take responsibility and take the lead. That also is one of my roles. That should not be the default. [Lovisa]* • ***I have to do the work myself in terms of how I show up** and it is only through that process whereby I will have the understanding and ability to address these issues of race, class, power and privilege in the larger movement for gender justice… that that is an ongoing process, and through that process [I] build the insight and capacity to actually carry that into the larger movement rather than so often jumping external to myself and thinking about what are our strategies collectively to move forward. [Monique]*
Deepened critical, intersectional analysis as a framework for addressing root causes of violence in their work. Four cohort members adopted a more critical, intersectional analysis to their work. During this process, they challenged their colleagues' and own thinking on how to approach their work. Ultimately, through this process, these cohort members emerged as stronger leaders–both within their organizations and in the anti-violence movement.	• *When Rinku Sen [of Race Forward] came and did the race equity analysis, she was talking about how stereotypes of Latinos are often very focused on machismo and violence, and so when you continually say that these are victimized women of violence and they're all coming from the Latin American region, you're essentially reinforcing that stereotype. [Focusing on victimization] is not actually helping you if you go back the origins of the policies of detention and deterrence in the first place. Why does the U.S. government not want immigrants in this country? And specifically Latin American immigrants. Is it because they are women and they are victims of violence? No. It is because they are Latinos. [Archi]* • *The work that I do in reproductive justice focuses on low-income women of color and their access to reproductive health care, and that those are of course the same women that are, at the center of the anti-violence movement. Part of it was this realization that it's the same women that come to our abortion funds that need support on when they're navigating domestic violence and sexual assault, because they often lack resources and the kinds of social and structural supports they need to live free from harm and to control their reproduction. **Being able to talk to movement colleagues about my reproductive justice work helped me refine my leadership in that arena, and also in the anti-violence movement: there was a unique perspective that I brought to thinking about anti-violence organizing that was anchoring for my own leadership**. [Eesha]*
Increased skills and an orientation to focusing on anti-racism work as a person with privilege. Four cohort members noted that	• *It was personally impactful to talk about race, and power, and privilege, and really think about and **learn some skills about thinking about how to be a white person doing anti-racism work.** Whether that situated in an anti-violence movement or anywhere in my life, those were some tools and an orientation that has always been there for me*

Individual-level impacts	Quotes or Examples
they gained the skills and tools to effectively engage in anti-racism work. Moreover, they became more aware of their privilege and its implications as a leader in their organizations and in the movement.	but that **I now actually feel like I have a skill set around that and also a skill set that I'd like to continue to develop.** *[Andrea]* • *I felt that the discussions that Monica and Rachael and some others* really *ran with or led around privilege and power and race and class was really important work, and it was work that **I felt heightened my awareness of my own privilege.** It's not so much that I didn't intellectually or politically realize that well-educated, white, middle-class people have tons of privilege. **It's more about being a little more aware of how I am perceived in a meeting if I contradict something that someone says, and how that perception really shifts based on who the other person is, both in terms of seniority, race, class, but it's an awareness of my own privilege; that has been an unintended positive consequence of MEV.** [Lovisa]*

Understanding the value of the RCPP work, over half of the Cohort 2 members began steadfastly integrating an intersectional framework into to their organizations through informal and formal mechanisms. Through these efforts, they increased their organizations' readiness to embrace an intersectional framework. The RCPP work also benefitted organizations by creating opportunities to collaborate with other organizations within the movement.

Organizational level impacts	Quotes or Examples
Provided a formal trainings or events to promote RCPP work. In five instances, cohort members developed formal trainings and events to promote RCPP work within their organizations.	• **Incorporating a theme of oppression into annual conference.** *We have an annual conference and I believe that our theme is going to be around oppression. We've been wanting to develop a deeper* understanding *of how sexual abuse is a form of oppression and connected to other forms of oppression. [Klarissa]*
Implemented changes to organizational systems, programs, policies, and procedures. Five cohort members successfully integrated RCPPP work into their organizational systems, policies, and procedures.	• **Established committees to promote RCPP within organization.** *We have a committee of ten which, in my agency we don't have many* committees that *are so large and so we're planning to bring speakers in again and at least we decided at least four times a year on specific race and class issues…That's a new commitment that's long term. [Debbie]* • **Integrated RCPP into staff and volunteer trainings.** *I did change our training curriculum to incorporate race, class, and privilege…so our training to our new volunteers and training to staff incorporate things [like] white savior complex. So how we bring our people to our culture and our values and views is really being more explicit about how do racial equity work and gender equality work at the same time. [Scheherazade]* **Prioritizing RCPP in programmatic work.** *I really did work to bring intersectional work to the young people that I work with. We'd talk about, as young women of color, how their race applies, how their gender applies, how they are marginalized, how they are pushed out of school, how they're discriminated against, and what are the resources that they have in the inner city community. [Trina]*

Organizational level impacts	Quotes or Examples
RCPP served as a bridge to understanding other organizations. Three cohort members noted how the RCPP work created opportunities to connect with other organizations.	• **Learning about other cohort members' work at MEV convenings.** One cohort member appreciated the integration of RCPP work because it allowed her to *learn* about the work of other cohort members. She noted in particular that Nicole's presentation on Native women during Convening 4 was a highlight for her, especially because it allowed her to think to collaborate with her differently. *I think [MEV] gave us the chance to think and spotlight the work that we were doing on race, class, power and privilege. The panel Nicole put together on Native Women and their work during Convening 4 was such a highlight for me. It was really great to get to know how her work. The more opportunities that we had to…focus on each other's strengths were really helpful. Getting to know the work that Nicole was doing allowed many of us to collaborate with her differently. It was one of the most powerful pieces of the cohort experience. [Eesha]*
Engaged staff in critical conversations about racism, power, and privilege. Five cohort members introduced the RCPP work to their organizations to increase awareness of race, racism, privilege, and dominant cultural assumptions and habits. Consequently, they created shifts within their organizations to explicitly focus on RCPP.	• **Conversations about how RCPP plays out in work with clients and within the organization.** *We've just begun to have conversations about how we talk about our clients, which was really great. We started saying we shouldn't be talking about the clients as if they're victimized. If we see our work through the lens of privilege, a lot of what we're doing is actually perpetuating some of the problems and some of the stereotypes that are the root causes of them. We should begin to talk about this differently and see our clients differently, and see* their *power differently. [Archi]* • **Conversations about anti-black racism.** *Some of the things that we did together within MUA was a way of trying to figure out how to build a different climate in our own organization, and then really raising our conversations about race and anti-black racism. I specifically brought a lot of [Black Lives Matter work] back into our organization and have been trying to move the anti-black racism work within the Latino community. I'm not the best person situated to do that work, but I'm trying to just be really supportive and create the space for those conversations. [Andrea}* • *It's small incremental steps towards that and towards change, so it's then ongoing conversations about that work with other staff who are excited about it, and interested, and want to learn; and so conversations about dominant culture habits, and how to talk about that. Nancy is now part of Strong Field Project and Sarah was part of Strong Field Project, and so we had conversations about what it means to be part of leadership cohorts. And what does that look like when race, class, power, and privilege are playing out in those cohorts? And how do you have those conversations? And we've talked about what does it mean for our organization. [Cristy]*

While RCPP had significant and incremental impacts on individual cohort members and their organizations, the movement level impacts have not yet been fully realized. Although several Cohort 2 members are enthusiastic to continue this work, they remain unclear on the next steps. Since completing the MEV program, however, Cohort 2 members have sought new ways to collaborate and continue the RCPP work. In March 2015, for example, seven Cohort 2 members (along with Cohort 1 members) attended the INCITE! Color of Violence 4 Conference with the

"intent to continue [RCPP] work," as one Cohort 2 member described. This along with the work on the campaign to Free Marissa Alexander, Black Lives Matter, and My Brother's Keeper, illustrate the potential for Cohort 2 to push forward movement-level campaigns going forward.

Free Marissa Alexander Campaign

Well before Convening 5, a number of cohort members had been closely tracking the developments of the Marissa Alexander case as a gross injustice in the application of the "stand your ground" law. Conversations that emerged from cohort members on Marissa's case raised questions about how MEV can address the intersecting issues of gender violence, racism, criminalization of women of color, and reproductive rights. A main point addressed in these conversations was about how the Black Lives Matters Campaign and the Marissa Alexander Campaign have been evolving at the same time, but not always in conjunction with each other. As one faculty member notes, *"The discussions that we had led to some actual real time practice around advocacy for social change"*

In a press release early this year, cohort members reaffirmed their commitment and solidarity with Marissa Alexander. Marcia represented MEV in Jacksonville, Florida and joined the Free Marissa Now rallies.

> *"All of us at Move to End Violence send support to Marissa Alexander to show solidarity for her freedom. Movement Maker Marcia Olivo and Sisterhood of Survivors (S.O.S) have traveled to Jacksonville, Florida to join the Free Marissa Now Mobilization Campaign to show support and solidarity for Marissa Alexander "*– January 27th 2015 statement

> *"[The work on the ground] was really great and felt particularly useful, specifically the communications work that I was able to support around the Free Marissa Now campaign."* [Eesha]

A Long Walk Home dedicated their Annual Domestic Violence Walk this year to Marissa Alexander and sold merchandise to raise funds for her defense. A Long Walk Home's co-founder Scheherazade has been vocal about the injustice Marissa Alexander faces. This past year she was a keynote speaker at an International Women's Day Celebration in Chicago where she highlighted the need to center on the "last girl" and those most marginalized and vulnerable in the United States, such as Marissa Alexander.

Black Lives Matter Campaign

In December of 2014, Cohorts 1 and 2 came together with the goal to establish an agenda and set of objectives for the Movement Convening; however, the group quickly realized there was a shared desire to focus on and discuss the current political landscape around race, class, power, and privilege and

decided to contribute to the Black Lives Matter campaign. As a group of movement leaders, community organizers, and activists dedicated to ending all forms of violence, the cohort members felt compelled by the campaign.

> *We were probably one of the only groups within the Violence Against Women's movement who did something around Black Lives Matter…. To really make a stand, and stand up and say black lives matter in the Violence Against Women's Movement.* [Trina]

At that convening, cohort members decided to make a public statement in support of Black Lives Matters through a video. Since the convening, the vast majority of cohort members have been active in sharing the video and the following public statement on their organization's Facebook pages:

> *"Our lives and our liberation are connected and inextricable. Black women and girls, alongside the black men and boys in their communities, deserve safety, security and visibility. Black lives matter."* [MEV website]

Some cohort members have been able to capitalize on the energy built in this convening and have used this campaign to bring a Race, Class, Power and Privilege lens to their organizational work. One cohort member stated that the Black Lives Matters campaign has been a fundamental to creating space for conversations around racial equity within her organization as well as with their constituents.

My Brother's Keeper

Cohort Members sat down during the December convening to discuss a lack of dialogue with young women of color in the My Brothers Keeper initiative. Particularly lacking is any research on young women of color in the initiative and cohort members discussed possible avenues for drawing attention to this issue.

> *We're saying it's the time to have a gender inclusive lens. Boys and girls can't wait. [Joanne Smith]*

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One cohort member has taken this campaign to her organization. Joanne Smith's (Cohort 1) organization Girls for Gender Equity is asking supporters to send letters to Mayer De Blasio asking him to include young women in New York Cities MBK Community Challenge. They are working to "*make sure New York City's My Brother's Keeper Initiative is gender inclusive. We are calling for a realignment of our racial justice framework to be inclusive of girls and women.*"

Building the Network

> *Building those relationships has really helped me understand how to participate in the movement and in creating a broader strategy for engaging other folk; and what is needed to help move us forward together.*
> *- Cohort 2 Member [Cristy]*

In this final section, we describe the extent to which MEV has contributed to the evolution of the *network* of Cohort 2 participants and their connections to the broader movement from November 2012 through April 2015. In addition to documenting Cohort 2's s connections to each other and the movement, this section explores cohort members' participation in movement building activities and their potential to stay involved with MEV and take on movement making and network building roles as alumni.

Connections Among Cohort 2 Members and the Broader Field

To document Cohort 2's connections to each other and the movement, we collected information on their *informal exchanges* and *formal collaborations* at two points in time: (1) prior to joining MEV; and (2) several months after Convening 6, the conclusion of their participation in MEV as a cohort. As with Cohort 2, we considered *informal exchanges* as sharing information on events, campaigns, and program services and trading notes on strategies and best practices while *formal collaborations* included participating in the same coalition or network, presenting at summits and conferences together, or working on advocacy efforts together. At both the beginning and end-point of their participation in MEV, we used in-depth interviews to gather rich, qualitative examples and to triangulate and build on survey results. Drawing on social network analysis, this section presents maps and measures of the evolving network over time.

Connections among Cohort 2 Members

Like Cohort 1, over the course of MEV, Cohort 2 transformed from disconnected groups and individuals to an interconnected and strengthened network. While cohort members cited the

opportunities and potential of the emerging Network at the end of their participation, there was more of a sense of relationship building to support possibilities in the future than reflections on concrete formal collaborations during their time together in MEV. As one cohort member put it, *"I just feel like that this really big gate's opened up and there's all these amazing relationships I've been able to cultivate with women and men doing extraordinary work" [Kelley]*. Another cohort member reflected, *"I feel like there's no formal collaboration in the work but just really ongoing conversations with a variety of folks that is both helping to inform their work as well as my own understanding of both the work and the potential partners down the road as opportunities emerge."[Monique]*. Another cohort member summed it up as:

> *At the movement level I'm starting to see more people than before have curiosity if not hunger to think about our collective work differently, think about how we are in relationship to one another differently, and to think about our purpose differently…On a movement level, there is more alignment. I don't know if there's critical mass yet…I see a lot more possibilities." [Annika]*

Exhibits III-4 and III-5 show the evolution of the informal and formal networks from November 2012 to April 2015. The dots (called *nodes*) representing cohort members are sized by *betweenness*, a measure of the degree to which individuals lie between others in the network and act as brokers, connecting individuals who are not connected directly to each other.

Key findings related to changes in connections among Cohort 2 members include:

- **There was a multi-fold increase in connections.** Prior to joining MEV, even more Cohort 2 members were not connected to each other than Cohort 1 members at the beginning of their journey together. For example, Annika, Nicole, Eesha, Sandra, Archi, and Lovisa did not report any informal connections with any cohort members (and were not selected by any cohort members for informal connections) before beginning the MEV program. Similarly, Heidi, Eesha, Sandra, Archi, and Lovisa did not have any formal connections to cohort members before the first convening. By the end of their participation in MEV, however, all cohort members were connected to each other, both formally and informally.

  - **In the *informal* network, connections expanded from 4% of all possible connections to nearly 50%** (Exhibit III-4).[2] Examples of informal connections identified at the end of the MEV program included: thought partners, self-care buddies, connecting cohort members with resources, providing referrals, attending performances, discussing adolescent girls work and the visual art campaigns, and seeking advice and mentorship in the field.

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[2]   This contrasts with Cohort 1, which increased from 9% to 80% of all possible informal connections. Important to note is that this measure (density) is inversely related to the size of the network. Given that Cohort 2's network was larger than Cohort 1 (18 cohort members compared to 15), it is not surprising that Cohort 2 did not reach the same level of interconnectedness. However, the difference is large and likely reflects challenges that Cohort 2 members faced in developing trust and close personal relationships with each other.

Exhibit III-4: INFORMAL EXCHANGES
From Baseline to End of MEV Program

**November 2012: Baseline
Before Participation in MEV**
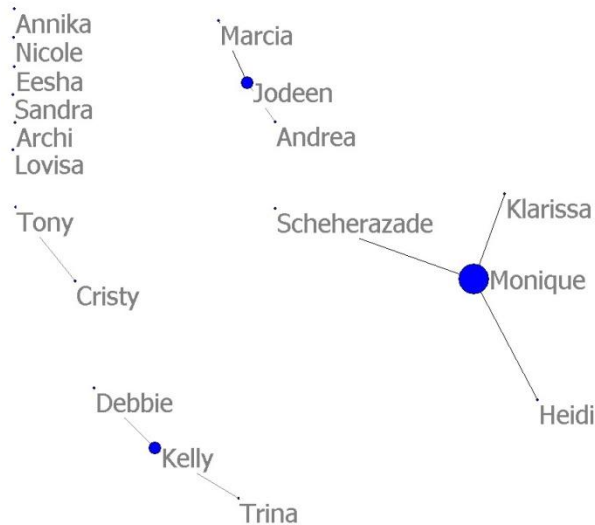
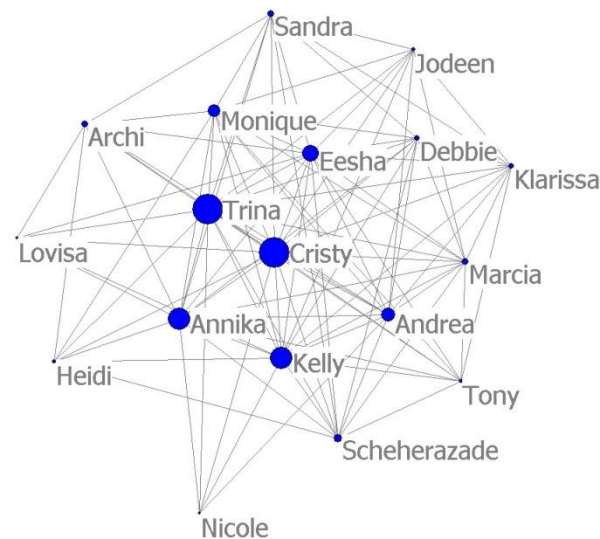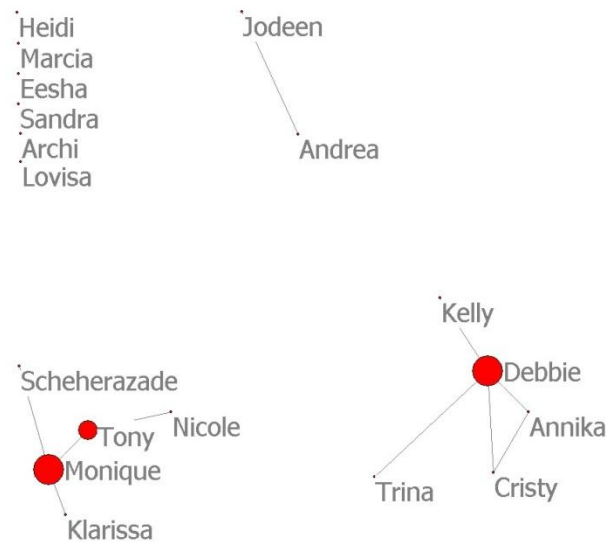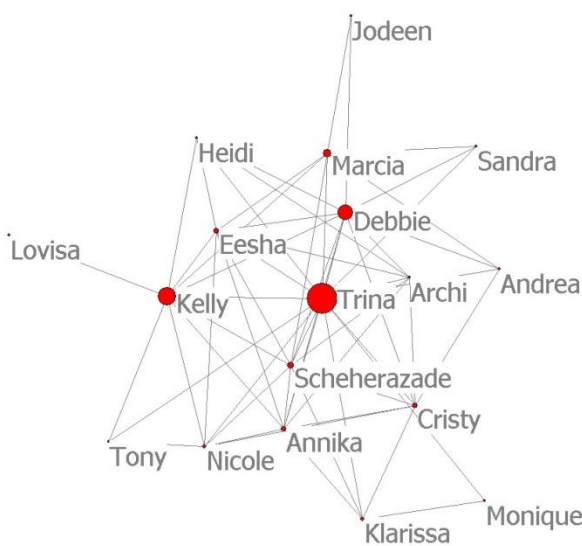**April 2015: After End of MEV
Participation**

Exhibit III-5: FORMAL COLLABORATION
From Baseline to End of Program

**November 2012: Baseline
Before Participation in MEV**

**April 2015: After End of MEV
Participation**

- **In the *formal* network, ties among cohort members increased from 5% to 30%** (Exhibit III-5).[3] During their two together in MEV, cohort members have provided technical assistance and training, co-presented at conferences, worked together on coalitions, and collaborated on MEV work (see Exhibit IV-3). For example, multiple cohort members co-presented together at National Sexual Assault Conference (NSAC) and collaborated on the NFL Game Changer campaign, a growing group of individuals and organizations that believe that the NFL can be a game changer in ending violence against women and girls. Of the 18 cohort members, at least 16 participated in Cohort 2 social change planning activities and workgroups to support the development/adjustments to the MEV Program, including mapping, reset, and pre-India workgroups as well as the extended design team for Convenings 4, 5, and 6.[4] Cohort members have also provided critical support to each other by serving on each other's boards, co-authoring articles to support the 20th anniversary of the VAWA, and providing trainings and resources to each others' organization on topics ranging from service provision for trafficked victims to the role of men in the movement.

- **Increase in connections across groups.** During their participation in MEV, not only did the number of connections grow, but connections across groups of individuals developed. Prior to MEV, small isolated groups existed with few connections. After MEV, cohort members were connected to each other and through each other in multiple ways, with no one individual dominating the core of the network. While this suggests emerging resiliency in the Cohort 2 network, looking beyond MEV, it is important to ask is how individuals who appear to be more on the periphery, with fewer connections to cohort members, such as Lovisa, Monique, and Jodeen, will continue to be engaged.

- **There fewer increases in mutual recognition of connections at the informal level than expected.** In both informal and formal networks, the percent of agreed upon connections did not increase significantly over time. In the informal network, reciprocity increased slightly from 38% to 40%. In the formal network, although there was a good increase in number of connections, reciprocity decreased slightly, from 60% to 54%. The lack of significant changes at the informal level suggests trust is not mutually held in the way it was for Cohort 1 at the end of their MEV participation and that some of the cohort relationships may be harder to sustain in the future outside the container of the MEV Program.[5]

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3 Between the beginning and end of their participation, Cohort 1 increased from 9% to 40% of all formal ties. While Cohort 2 did not reach these same levels, they were also less connected formally prior to joining MEV.

4 Only Nicole and Heidi did not participate in any Cohort 2 social change planning activities or groups.

5 In Cohort 1, reciprocity increased from 28% to 74% in the informal network and from 50% to 58% in the formal network.

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Exhibit III-6: Examples of Formal Collaborations Among Cohort 2 Members

Types of Collaboration	Examples
Training and technical assistance	**Resource Sharing**, on-going • Archi's organization, in collaboration with Futures without Violence, provided resources on service provision for trafficked victims to Monica's organization. **Trainings and Workshops**, on-going • Monique attended a train-to-trainer session on men in the movement (Tony) • Cristy attended a peer counseling/survivor leadership model offered by MUA (Andrea) • Scheherazade provided a workshop to the Idaho Coalition Against Sexual & Domestic Violence (Kelly)
Conferences and tours	**Converge! Re-Imagining the Movement to End Gender Violence**, February 2014 • Marcia organized a two-day conference with more than 200 attendees, including cohort members as advisors and presenters: Kelly, Nicole, Monique, Eesha, Sandra, and Jodeen, and Ted, Neil, and Nan (Cohort 1) **Heartbeat Tour,** Fall 2014 • Debbie's organization participated in Archi's organization's tour to end forced marriages in the US **National Sexual Assault Conference (NSAC)**, August 2014 • Scheherazade, Eesha, and Kelly shared their MEV experiences with over 50 participants **Minnesota Indian Women's Sexual Assault Coalition Annual Conference** • Scheherazade attended and presented on a panel (Nicole) **INCITE! Color of Violence 4 – Beyond the State: Inciting Transformative Possibilities (COV4)**, March 2015 • Presentations: Scheherazade and Nancy (Cohort 1) and Monica, Maura, and Rachael • Attendance at conference, including follow-up day long planning meeting at A Long Walk Home to discuss the next steps in advancing RCPP in the VAWG movement (Cristy, Scheherazade, Klarissa, Nicole, Sandra, Annika, Eesha, Scheherazade, Trina; Joanne, Beckie, Nancy (Cohort 1); Monica, Maura, Rachael (faculty).
MEV social change planning activities and groups	**Mapping Workgroup (pre-C2)** • Kelly, Debbie, Sandra, Cristy, Jodeen **Convening 3 India Workgroup** • Archi, Eesha, Annika, Kelly, and Anu with Andrea, providing speaker suggestions **Extended Design Team: C4-6** • C4: Klarissa, Marcia, Cristy, Jodeen, Monique • C5: Klarissa, Marcia, Andrea, Cristy, Monique, Scheherazade • C6: Kelly, Trina, Klarissa, Marcia, Eesha, Annika , Cristy, Monique, Scheherazade (with Nan, Aimee, and Leianna from Cohort 1) **Network Leadership Action Research Practice** • Klarissa, Cristy, and Aimee (Cohort 1) **Network Design Integration Team** • Klarissa, Cristy, Annika, and Aimee (Cohort 1)
Campaigns and emerging coalitions and groups	**NFL Game Changers,** ongoing • Debbie, Kelly, Eesha, Trina, and Nan (Cohort 1) credited on website. Tony and Annika also reported involvement **Free Marissa Alexander Campaign**, on-going • Scheherazade, Eesha, and Marcia collaborated on a Stand Your Ground case in Florida **Engaging Girls Working Group**, ongoing • Scheherazade and Kelley plus Joanna, Leianna , and Shakira (Cohort 1) *Our Revolution*, 2014 • Kelly, Eesha, Debbie, and Scheherazade plus Shakira, Joanna, and Leianna

| Types of Collaboration	Examples
	(Cohor1) assisted in adapting the Building Conversation Guide for teens
Other formal collaborations	**Organizational Support** • Annika and Debbie serve as board members for Cristy's organization (APIIDV) **Papers and Publications** • Kelly and Marcia co-authored an article on VAWA 20 for CUNY about raising visibility and building power in the margins.

Connections to the Broader Field

Over the course of their participation, Cohort 2 members' connections not only increased with their cohort members, but also with other MEV alumni (Cohort 1) and with the broader field. While nearly all of Cohort 2 was connected in formal collaborations through shared partners and collaborators prior to beginning their MEV journey,[6] these connections greatly increased, as illustrated in Exhibit III-7. At baseline, most of the shared connections were through large state and national-level organizations such as California Coalition Against Sexual Assault, National Sexual Violence Resource Center, National Domestic Workers Alliance, National Network to End Domestic Violence, and the YMCA as well as The NoVo Foundation with few shared connections through Cohort 1 members.

At follow-up, connections with Cohort 1 had expanded with the most reported formal connections with Cohort 1 leaders: Beckie (18, all cohort members) and Aimee (5), followed by Neil, Leiana, Joanne, Nan, Patti, and Shakira (4). As noted in Exhibit III-7 above, these collaborations occurred both within the MEV context (e.g., as part of the Network Leadership Action Research Practice and the Design Integration Team) and beyond MEV through broader campaigns and coalitions (e.g., NFL Game Changers, Engaging Girls). Shared connections with key organizations in the movement remained at mostly the national and state level although new connections formed with more diverse and less mainstream organizations, including Northwest Network of Bisexual, Trans, Lesbian, and Gay Survivors of Abuse, Asian Women's Shelter, CUNY Law School Clinic, Pennsylvania Coalition Against Rape, V-Day. Additional organizations that at least three Cohort 2 members reported formal collaborations with were California Partnership to End Domestic Violence, National Domestic Violence Hotline, and Break the Cycle.

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[6] The only Cohort 2 member who was not connected through shared partnerships was Eesha, who did not complete the baseline networking survey and therefore did not have any shared partnerships with other Cohort 2 members.

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Exhibit III-7: Formal Collaborations With Broader Network[7]
From Baseline to End of Program
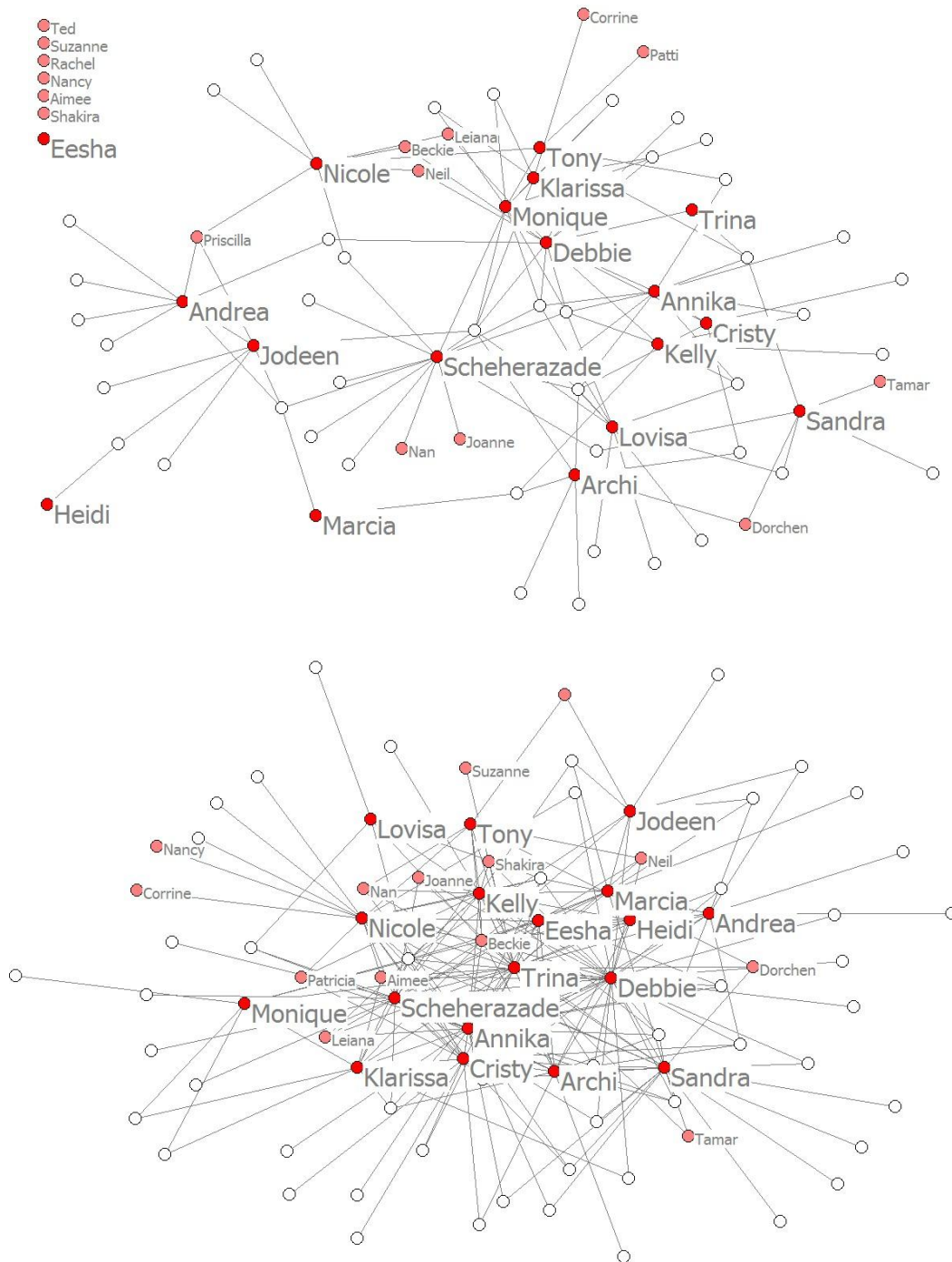
[7] This map includes connections with Cohort 1 members and organizations identified as key to the movement. It does not include larger networks of partners identified by Cohort 2 members at the beginning or end of their participation in MEV because only 11 of 18 submitted larger network lists at baseline in early 2013 and only 3 of 18 submitted larger network lists at follow-up, in April 2015.

Role Moving Forward

Looking forward, the success of MEV depends on the extent to which Cohort 2 members will stay involved in the MEV work as alumni and their role in the broader movement. While individuals signed up for different roles at the final convening, it remains to be seen *who* remains engaged and *how* as alumni. For example, while at least six Cohort 2 members signed up to participate in the Design Integration Team (Tony, Cristy, Annika, Eesha, Klarissa, Monique), only three reported collaborations in this area through early Spring 2015 in their interviews (Klarissa, Cristy, Annika). Similarly, of the six Cohort 2 members who committed to the Marissa Alexander work (Trina, Scheherazade, Eesha, Marcia, Debbie, and Kelly), only three noted efforts in this area at the time of the follow-up interviews (Scheherazade, Eesha, and Marcia). Important to note is that others may be engaged in these efforts and other workgroups without reporting their experiences or they may not yet have started their engagement.

While a number of cohort members expressed interest in expanding or continuing their role in the broader Network, it is not clear that all Cohort 2 members are ready or committed to continuing the work due to their organizational commitments, lack of clarity of the RCPP work, or lack of commitment to their cohort as a result of their eventful MEV experience. However, there are some encouraging signs. As one cohort member explained, "*I feel so much more part of the movement than I did, so that just feels fabulous.*" *[Klarissa].* Another cohort member commented that continuing to be engaged was a responsibility, "*I can be part of the network building, and I have a responsibility to be.*" *[Cristy].* At the same time, a good number of cohort members stated that their role going forward depends largely on the direction MEV takes as well as the composition of future MEV cohorts. One cohort members shared: "*Whether men are selected or not, how many, and the purpose of [why] they're there, all of that will make a determination of how intimate my relationship, my work, will continue to be.*" In the next and final chapter, we share the lessons learned from Cohort 2's experience and recommendations for future directions of the MEV Program.

IV.   LESSONS & IMPLICATIONS FOR MOVING FORWARD

The 2 years of the MEV Program for Cohort 2 marked the most significant developments and pivots in this Program. Most notably, the MEV staff and faculty grappled with how best to engage in genuine shared leadership and decision-making with the movement makers. In addition, the cohort and faculty took on one of the on the most pressing issues in the movement—race, class, power, and privilege. It is clear to all involved in this last round, that there was a tremendous amount of heart, energy and effort made to respond to larger adaptive challenges rather than tokenistic fixes to the program. As discussed in this report, the steps taken have yielded significant outcomes and generated simultaneously positive and negative feedback. The outcomes reported suggest that, while great strides have been made, further work is needed in order to strike the right balance between the role of faculty and cohort leaders, create coherence across the multiple MEV frameworks and fundamentals, and find the right level of community building and visioning for each new cohort. Furthermore, it is necessary that the appropriate RCPP methodologies be integrated into the program in order to achieve transformative changes at multiple levels. In this final chapter, we reflect upon the many lessons learned from Cohort 2's experience, their implications, and needed next steps for the next cycle of MEV.

Context Setting and Relationship/Community Building

Lesson #1: Go slow to go fast and change happens at the speed of trust.

Cohort 2's experience was marked by a sense of urgency to recruit, select, and onboard in time for the Movement Building Convening and to begin to engage in the social change strategy development. The overlap of Cohort 2's first convening with Cohort 1's last convening lessened the time for building relationships and trust within the cohort and with the faculty, Cohort 1 members, and their body of work. We know from Cohort 1 that trust is built when individuals have the time and opportunity to tell their personal stories and histories in a safe and supportive setting. Hence, an essential lesson from Cohort 2's experience was the need to go slow at the beginning to ensure the development of a bedrock of trust: this, in turn, allows the the program to go faster. With a firm foundation, cohort members can be in conflict with each other and

grapple with tough movement-level challenges as a collective rather than as adversaries with the faculty on programmatic changes.

This fundamental lesson also applies to the building a strong faculty as new members are brought on board. The extenuating circumstances of Cohort 2's rocky start did not allow for the essential time needed for the faculty to get to know each other deeply, to figure out how to move together seamlessly, and to work out tensions arising from differences in frameworks and technologies.

Lesson #2: A leading/connecting framework is needed to integrate all of the elements of MEV.

Whereas 60-40 served as a clear leading framework to connect the overall purpose of MEV to the multiple technologies in the first round, there was consensus among many faculty and cohort members that Forward Stance was "sidelined" in the second round. This left at least of the half cohort members expressing hunger for more information about and opportunities to practice Forward Stance. Furthermore, cohort members wanted to know how RCPP work might connect to the movement building and social change work moving forward.

While some faculty and cohort members see potential ways that the Forward Stance and RCPP frameworks connect, the cohort unanimously agreed that much more work is needed to translate the RCPP/anti-oppression theories, framework, and tools to advance the movement building work to end violence against women and girls. At this point, without the support of the MEV container, where ongoing leadership exists, and the cohort's capacity to advance the RCPP work is uncertain. Only a couple of cohort members were able to offer concrete ideas for next steps in the application of RCPP concepts and tools—with some expressing excitement and energy around the Race Forward framework and tools. Most surprising was the fact that, rather than the cohort taking leadership, some Cohort 2 members expected the RCPP faculty and MEV staff to lead the charge. Others see this as the work of the Network that should occur outside of the MEV Program.

Regardless, the MEV Program should consider establishing Forward Stance as the primary framework to knit together and elevate Movement Strategy Center's movement building approach, the Rockwood Transformative Leadership training, the RCPP/anti-oppression training along with Race Forward's framework, the international/global perspective, and the Lake research and Spitfire social change tools and methods. Through this resetting work, Cohort 3 members are more likely to have a common set of language and a unifying framework to connect with the preceding generations of movement makers.

Lesson #3: Unchecked habits undermine intentionality.

According to several faculty and cohort members, in an effort to adapt and accommodate to the cohort's wishes and needs, the Program allowed for movement habits to proliferate in the convening space. One faculty member observed that, while the cohort appreciated the program's willingness to shift and were empowered through this process, in the final analysis, the program played into many movement habits. According to a faculty member,

> *We followed the cohort into where they were comfortable and where they wanted to go as opposed to maybe what the original design had been [to push them out of their comfort zone]. That is a misuse of their energies, and it's a habit to focus on us. A better approach is to direct all of that brilliance and energy to the horizon, and the work we're trying to do and impact.*

As noted in the, "what did not work" section of Chapter 2, several cohort members expressed frustration around the mercurial nature of the group decision-making culture, characterized by the dictatorship of one or a few. This greatly contributed to a sense of disorientation around the purpose and intentionality of the MEV Program goals and convening-specific objectives.

Questions for Consideration

- How can faculty members continue to effectively rebuild relationships and establish trust and respect for each other's bodies of work so that Cohort 3 members see a united and supportive faculty and program?

- How might a "leading" framework" be established in a nonhierarchical manner to help both faculty and cohort members make sense and strategize on ways to move the movement forward?

Lesson #4: Intergenerational time is critical to learn, understand, and embrace.

An assumption going into Cohort 2 was that each group could take up where the last one left off. This did not happen. It is clear from the last cycle that each new cohort needs to navigate as a cohort through the developmental processes of relationship building, visioning, determining the intersections of ideas and frameworks, and defining strategies and solutions. Although one cohort cannot repeat the work of the previous cohort, they need time to become familiar intimately with prior work so that they are not reinventing the wheel. In addition, an important lesson is that critical conversations cannot be handed off like a "baton" to the next generation. Moreover, one faculty member suggests the need for "intergenerational" time between cohorts for sharing and receiving of contributions.

> *Each generation actually has to [spend enough time] together, so that they can inherit, receive, hold, and make use of the inheritance from the*

previous generation…It can't be a baton. There needs to be some creation with the group. There needs to be intergenerational time where Cohort 1 or Cohort 2 is able to really offer Cohort 3 its contribution and they're really building relationships, but the contribution can be received.

Lesson #5: Movement building work has to occur outside of the cohort experience.

Another key lesson is to not mistake a cohort for the movement. In contrast, "a cohort is a cohort." A faculty member emphasizes the kinds of fluid and organic conditions needed for movement building:

> *It won't be possible to build on the vision of the first cohort with next cohorts. A cohort is actually not a movement. If it was a movement that people come into, they are drawn to what that movement is, then they could change. But there is an expectation of starting from the beginning unless what you're doing is you're disrupting the movement to start from the beginning. What happens in movements—the incremental or leaps in movement building that would build upon each other—would have to occur outside of the cohort experience, in the Network.*

Essentially, the closed network and time-bounded nature of the MEV cohort experience is not set up for the inclusive and iterative process of setting directions for the movement, meaning making, and garnering buy in from diverse movement stakeholders. Instead, the role of MEV is to reset, re-energize, and prepare leaders to in their roles as movement makers. Within the program, they are supported in experimenting and engaging in "live opportunities" as they rethink about strategies to revolutionize the movement.

Cohort Selection

Lesson #6: "I" does not exist in movement.

Although both faculty and cohort members appreciated the diversity and representation of cohort members across the movement spectrum, the lack of fit of some to the overall MEV goals, made at least one-third of faculty and cohort members interviewed question the readiness and mindset of those in Cohort 2. Specifically, a major question raised was the extent to which cohort members brought a sufficient "we" orientation to be able to become outward-facing movement leaders. As one faculty member describes,

> *When we moved away from [a "we" orientation] as a sharp lens for Cohort 2, we experienced the difference between folks who are primarily motivated by collaboration for movement and network leadership to folks who are great individual leaders and had strong points of view, and were skilled at making them.*

Further, faculty and cohort members observed the level of healing and readiness required to engage at the movement level. For those who are survivors of violence or insiders to the movement for many years, it may be hard to prevent triggers, belay habits, or let go enough to see the big picture and strategize outside of the conventional approaches employed by the movement for the past 30 years.

Lessons on Co-creation and Shared Leadership

Lesson #7: Experimentation and risk-taking are crucial in MEV's evolution and ultimate success.

The dominant culture habit of "perfectionism" continually exerts pressure on the MEV faculty and staff to "get it right" with each cohort cycle. However, in noting what worked best in the MEV Program, a cohort member pointed to the program's willingness to pause, look at what the problem was, and think more critically and strategically about how the faculty and cohort could engage differently. A major strength of the MEV Design Team and faculty has been the ability to be reflective and adaptive. This is critically important in light of many variables and political conditions of movement building.

Moving forward with Cohort 3, the faculty is clear about the key MEV fundamentals that have work thus far. This is greatly reinforced by the descriptions of what has worked in this last cycle. Figuring how to steadfastly hold on to what works, while also embracing the unknown, will be an ongoing challenge. A faculty member states,

> *How do we actually create an environment for failure to be okay, learn from and truly own this with a sense of experiment together? Part of what happened this past cycle was it wasn't the first time anymore. There was this sense of '[The program design]is supposed to be set.'....How do we keep a sense of experimentation? That we're all learning in this, and where the humanity is in our whole system around that?*

We know from the increasing literature on effective program/systems design and implementation that the ultimate success of complex, long-term initiatives, such as MEV, lies in their ability to experiment, fail, learn, and adapt to improve. The space needs to be created for this with every cohort.

Lessons #8: Shared leadership needs to validate different styles and strengths and attend to how people are invited into leadership roles.

Through this experience, cohort members noted the shared leadership experience enabled people in the cohort to be validated for their diverse learning and leadership styles. When different kinds of leadership opportunities presented themselves, cohort members were able to step up and take responsibility. This was also greatly facilitated by organizational coaching, development

coaching, racial equity coaching and leadership coaching. Further, one cohort member emphasized being mindful of how individuals are invited to step up to leadership,

> *There's a level of inviting people in that's important. [With attention to] how do you engage people? How do you invite them in? How do you help them know that their strength is what's needed for the group? For those folks in leadership, one of the lessons is to really pay attention to how we invite people in, and how we support them through that leadership.*

Lesson #9: Co-leadership works best through understanding of each other's strengths, leadership and followership, and clarity around common work.

A number of interviewees recognized that each faculty was hand selected to play a key role in the MEV Program. For this reason, a number of cohort members expressed disappointment that they were not able to fully benefit from specific faculty members' expertise or facilitative leadership. As cohort members try on new leadership roles, it is also critical to recognize the formal role of faculty to ensure a quality and consistent experience across cohorts.

Further, one faculty member suggested that for shared leadership to occur, there has to be an understanding of differentiation of roles, so that everyone is comfortable in sharing power, and leading as well as following. This faculty member elaborates, "Co-leadership isn't, we all lead in the same way—everything together. Co-leadership is sometimes I lead. Sometimes you lead. Sometimes I follow. It is okay because we are confident about ourselves and we're confident about each other." It is important to not engage in "political co-leadership" as a defined view of power sharing which may result in no one winning. One faculty member admits,

> *We threw the baby out with the bath water…It was an mistake to allow the design to shift such that [key fundamentals] got thrown out/or became optional. [Now] we didn't have a common language across cohorts to build a community of Movement Makers. We created a Cohort 1 and a Cohort 2.*

Finally, a key lesson learned is to devote as much of the cohort's energy as possible in co-creation and shared leadership *around the movement building work.* While it was personally rewarding to have spent time on the Extended Design Team, a number of cohort members recognized that they ran out of time to do common work as a collective.

Lesson #10: Adaptability needs responsiveness as well as clarity in roles and responsibilities.

There was confusion and differences in opinions around the role of the faculty. By the end of Cohort 2's experience, the faculty had yet to find the right balance—whether the faculty should always remain on the sidelines or be actively engaged within the cohort space. There was concern expressed that some of the faculty members saw themselves as being part of the movement and community and found it difficult to step back and be "only" a faculty member.

Although there is some validity in this perspective because faculty members have much to bring as doers in the movement, there is agreement that the faculty needs to have more discussion around this. As one faculty member reflects,

> *There is a split between folks who see us as capacity builders and as support, and for folks who feel like they are part of the community, and part of the work is almost being a movement maker too and seeing themselves as that. [For those] faculty, it's a struggle for them because they do feel like they are part of the movement and it's important to them to feel like part of the community, so then the lines get a little bit blurry. It's a legitimate view. That's why it's a conflict.*

One lesson is clear: authentic power sharing entails embracing messiness. Related to the lesson on experimentation, openness to defining and redefining in partnership is critical to the program success as well as an essential movement building leadership practice.

Questions for Consideration

- **What is the role of the faculty, especially vis-à-vis the new paradigm of co-creation and shared leadership with cohort leaders?**

- **How can a new paradigm of co-leadership be created not as "political" accommodation but as an adaptive and organic model of leadership and followership according to individual strengths and changing conditions?**

Reset and Re-Energize (Convening Spaces)	Rethink & Revolutionize (Regional Learning Labs and the Network)
Faculty plays lead role in:	**Cohort plays lead role in:**
• Designing the <u>training</u> and practice cycle to: — Reset individuals and organizations in their self-care and movement habits; — Re-energize individuals, groups, and organizations in their transformative leadership and organizational development; — Reconnect individuals with their core strength and purpose. **The Extended Design Team increasingly provides leadership for each subsequent convening and full leadership and decision-making for the final convening.** Cohort members participate and benefit from trainings, engage in practice, and provide feedback on program	• Leading the design and engagement in critical movement conversations that inform the direction and strategies for movement-level action; • Identifying and implementing key strategies for social change through workgroups within or across cohorts of movement makers; • Engaging allies in the Network and movement building work. **Faculty plays a supportive role** as thought partners, supporting strategic thinkers and strategists, and network referrals.

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effectiveness and impact for program improvement.

RCPP Lessons

Lesson #11: RCPP work must be made explicit and addressed at the individual, interpersonal levels before addressing issues of RCPP in the larger movement, systemic, and societal levels.

As evident from the outcomes reported in Chapter 3 and many reflections below from cohort members below, RCPP is most powerful when it enables individuals to develop greater self-awareness and embark on the path of continual healing. One cohort member said:

> *I have to do the work myself in terms of how I show up and it is only through that process whereby I will have the understanding and ability to address these issues of race, class, power and privilege in the larger movement for gender justice… that is an ongoing process, and through that process one builds the insight and capacity to actually carry that into the larger movement rather than so often jumping external to yourself and thinking about what are our strategies collectively to move forward.*

Through an entrée point of engaging one individual at a time, RCPP created an iterative process of focusing both internally and externally, and advancing to the interpersonal, institutional and societal levels. According to another cohort member,

> *The approach is that you can't do racial equity work without looking at the interpersonal, the culture of our nation, [then] the institutional because they all feed into each other. Our beliefs and views are shaped by the institutions and a culture is created around that understanding. That culture reinforces what happens in institutions. So our goal was to help people have some self reflection about where they may be on a continuum.*

Lesson # 12: Grounding the critical conversations in RCPP lead to talking about issues differently.

The shift to RCPP was successful because individuals were able to bring a race equity analysis with them when discussing their real life scenarios in the violence against women movement. One cohort member states,

> *By the end we were definitely putting it in terms of this movement, around the violence against women movement, and starting to frame it there a little bit more.…The focus shifted dramatically to not just talking about issues as violence against women, but also talking about [issues] with a race equity analysis as well, which changes really how you talk about it.*

Lesson # 13: Breakthrough courageous conversations on RCPP occurred with curiosity and compassion under the thoughtfully created conditions.

Although there were strong concerns expressed about RCPP methods, such as the clearings, towards the end, the cohort was learning how to have courageous conversations and engage each other with curiosity and compassion as a group. A major area of learning was how to ask questions and engage in listening and dialogue with a measure of curiosity and compassion, as one cohort member related:

> *Figuring out how to have courageous conversations and also confrontation with compassion [was important]; so really calling out things when they happen, but not in a way that's just about being combative, but with a lot of compassion; and trying to understand where someone's coming from, but not just allowing things to sit. In the beginning of our cohort, people were saying things, it was [not] landing well, and it just turned into freeze and silence.*

Another key take away by the cohort was to ensure that the necessary conditions are created to have in-depth RCPP conversations.

> *The biggest lesson for us to think about is what do we need to do to create the condition to have those conversations. So it's not just the conversations themselves, or just addressing race, class, power, and privilege, or really thinking about what having those hard conversations. It's about what do to create the conditions to have the conversations so that people aren't being triggered so that we're moving through, that we're invested in having those conversations, and aren't afraid of them, and that they're very intentional, and that the purpose and the goal of those conversations is to get us at the place where we're having a different kind of conversation.*

Lesson # 14: Continue to develop RCPP to create transformation rather than "othering" at various levels.

According to several cohort and faculty members, the RCPP approach may not have allowed for a number of participants to evolve, as some are still working through experiences of being triggered by various forms of oppression. As noted earlier in the report, a several cohort and faculty members described the painful and traumatic experience of witnessing "othering" occurring within the convenings. Within and beyond what has unfolded in the MEV Program, a faculty member reflects on the state of where anti-oppression work exists today.

> *I experience the process as the technology exists today. The technology exists within the social activist movement, in terms of that, as "othering". In other words, "othering" meaning there are people who are the good people and there are the people who are the oppressed and are going to rise….By virtue of the power that they hold, the oppressors' job is to recognize they are the oppressors and make room for the oppressed.*

> *That's a state of technology. It doesn't mean that that's where it will*
> *evolve, but that's a state of the learning technology [that maybe*
> *experienced as oppressive to some].*

As evident from reflection shared in the interviews, there is a great divide in terms of how best to engage without instilling a sense of alienation amongst key allies.

Lessons on Fundamentals

Lesson # 15: Maintain focus on violence against women and girls.

A number of cohort members felt that the many of the RCPP conversations strayed from the Program's focus on violence against women. The role of the faculty should be to continually connect the RCPP conversations back to central focus of ending violence against women and girls to maintain the gender justice focus and analysis. As several cohort members urged,

> *The faculty really needs to continue to take it back to how are these things*
> *intersecting with ending violence against women and girls…like when we're thinking*
> *about catalyzing a movement with a vision, with a skill set, and so forth. That should*
> *be a continual theme. [Cohort #1]*

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> *We've got to get to the question of how do we end violence against women and girls.*
> *What does our analysis and practice around race, class, power and privilege shape a*
> *different set of strategies for ending violence against women and girls? I feel like*
> *these are questions that we need to take up in a much more explicit way and be much*
> *more externally facing in our work so as to both inform what is needed in the world*
> *as well as inform what is needed in terms of our own ways of being together as a*
> *cohort, as a community. We've been doing the work in a vacuum and been so inward-*
> *facing and just losing opportunities to really understand the full nature of the work*
> *that we need to do together internally to be effective externally. [Cohort #2]*

As with Cohort 1, several Cohort 2 members agreed that the RCPP is embodied in the concept of "the last girl," and it is important that the MEV Program and movement makers continue to exemplify how the cohort, the Program, and the movement care for the last girl.

Next Steps

Because of the many lessons learned and the Design team's remarkable capacity to be adaptive and reflective, there is widespread consensus that the modifications made are promising and positive ones for Cycle 3. Cohort and faculty members alike agree that the changes build on what worked from Cohort 1's experience and the many lessons learned from Cohort 2's experience. Particularly salient, are key aspects of changes highlighted below as reinforced by feedback from cohort and faculty members.

Promising Features of Cycle 3

- Reestablishment of a strong focus, practice, and modeling of Forward Stance and Beloved Community as the leading/connecting frame to start off strong and confident with Cohort 3.

- No expectations of the cohort work product within the MEV training experience. The broader Network will serve as a container for work across cohorts in partnership movement with allies.

- Strong grounding of Cohort 3 in the vision and work of Cohort 1 and 2 and the connection to these bodies of work.

- **Separation of MEV learning from movement building conversations:** This allows for full concentration on the learning and for the cohort-led conversations to take place uninterrupted. Furthermore, this also allows the cohort to focus on the application of learning to future action versus engaging in political thinking of current situations that need to be resolved.

- Continuation of centering on anti-oppression *and* gender justice frame within the convenings.

- Utilization of Convenings 4 and 5 as opportunities for Cohort 3 leadership to define areas where there is energy to engage (possibility of live, real-time work and/or engagement with Network).

- **Integration of all 3 cohorts from the outset**: To avoid cohort-based silos, it important to build a strong community and a sense of connection among all MEV movement makers and the larger movement ecosystem: Throughout this cycle, MEV will work to strengthen the sense of community amongst all Movement Makers, rather than exclusively focusing on building a community within each cohort. Intentional relationship building among Movement Makers will happen from the outset virtually, regionally, during convenings and via the Network.

- Examination of how Forward Stance has been applied to other movement building work. How can MEV can coordinate with other programs/organizations such as Momentum Institute, Move the Immigrant Vote and Forward Together to share lessons and/or coordinate trainings?

- Determination of the relationship between the Network and MEV Program: maintenance of a clear boundary between the MEV Program and the Network is important. This will occur through the development of Network strategies through meeting 3 times in 2016, the MEV Director will conduct a workshop for alumni, and take real-life work and running it through the social change tools.

- Creation of a core strategic thinking group within the Network to ensure cross cohort collaboration.

Appendix A-1: List of Interview Respondents

Cohort 2 Members

- Andrea Lee, Mujeres Unidas y Activas (United and Active Women)
- Annika Gifford Brothers, National Resource Center on Domestic Violence
- Archi Pyati, Tahirih Justice Center
- Cristy Chung, Asian and Pacific Islander Institute on Domestic Violence
- Debbie Lee, Futures Without Violence
- Eesha Pandit, Writer
- Heidi Lehmann, formerly with the Women's Protection & Empowerment Technical Team International Rescue Committee
- Jodeen Olguin-Tayler, Demos
- Kelly Miller, Idaho Coalition Against Sexual & Domestic Violence
- Klarissa Oh, OAASIS, Oregon Abuse Advocates and Survivors in Service
- Lovisa Stannow, Just Detention International
- Marcia Olivo, Miami Workers Center
- Monique Hoeflinger, Just Beginnings Collaborative
- Nicole Matthews, Minnesota Indian Women's Sexual Assault Coalition
- Sandra Park, American Civil Liberties Union Foundation
- Scheherazade Tillet, A Long Walk Home
- Tony Porter, A Call to Men
- Trina Greene, The Raben Group[1], formerly with Peace Over Violence

Cohort 1 Member

- Nan Stoops, WA State Coalition Against DV

Faculty Members

- Jackie Payne, The Raben Group, MEV Director
- Maura Bairley, Consultant
- Monica Dennis, Consultant
- Norma Wong, Consultant
- Kristen Zimmerman, Movement Strategy Center

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[1] Trina Greene is also a staff member as the Outreach and Engagement Manager for Move to End Violence.

Appendix B-1: Cohort 2 Final Interview Protocols

MEV Cohort 2 Final Round Interview

I. Reflections on MEV Program Experience

1. **What aspects of the MEV program worked well?**

2. **What have been the major challenges that you encountered in your participation in the MEV program? What was missing?**

3. **What adaptations were made? How well were these handled by the MEV team/ faculty and cohort leaders?**

4. **What are the major lessons learned from MEV to date?**

   ~ Lessons in co-creation, power-sharing, promotion of movement leadership?

   ~ Lessons in building a movement in partnership with a foundation

   ~ Lessons in addressing race, class, power & privilege with a gender justice focus?

   ~ Lessons in addressing movement habits

   ~ Other lessons?

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Aspects of the Cohort 2 Program

- Design/integration of signature elements and major cornerstones
- Cohort selection process
- Convenings
- International trip to India
- Interim work (OD, workgroups)
- Composition & structure of the Faculty (e.g., addition of Rachael and Monica)

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5. **Do you have any recommendations for:**

   a. **Cohort 2's role as movement makers,**

   b. **Linkages between Cohort 1 and Cohort 2's work**

   c. **Cohort 3's participation in MEV, and the MEV program's design or implementation?**

II. Movement Building REFLECTIONS (20 minutes)

6. How has MEV helped you to leverage opportunities to advance the long-term vision to build the movement?

Interconnected Relationships

7. At this point, how has your own role changed, if at all in the movement? How has your organization's role changed, if at all in the movement?

8. How have you formally or informally collaborated with each of your cohort members and those who attended C6? (See survey)

9. How has MEV helped you to develop strategic relationships with others to move a shared agenda?

Alignment and Directionality

10. How have you shared or are sharing your work with RCPP with others in the movement?

III. Assessment of MEV Outcomes (Keep to high level)
Movement Building REFLECTIONS (20 minutes)

11. How has MEV helped you to leverage opportunities to advance the long-term vision to build the movement?

Interconnected Relationships

12. At this point, how has your own role changed, if at all in the movement? How has your organization's role changed, if at all in the movement?

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13. How have you formally or informally collaborated with each of your cohort members and those from Cohort 1? (See survey) How has MEV helped you to develop strategic relationships with others to move a shared agenda?

Alignment and Directionality

14. How have you shared or are sharing your work with Race Class Power Privilege with others in the movement?

Cohort 2 Outcomes

15. **Reflecting over the past two years, what is Cohort 2's contributions to the major MEV outcomes? What are some "bright spots," what's promising going forward?**

MEV OUTCOMES

I. ALIGNING THE MOVEMENT

- *Cluster of leaders committed to working together*

- *A unified and directional vision*

- *Capacities to build alliances and collaborative efforts*

- *A shared critical analysis*

II. STRENGTHENING INDIVIDUALS AND ORGANIZATIONS IN THE MOVEMENT

- *Collaborative, shared leadership models*

- *Awareness of self and social identity*

- *Organizations Development of and Alignment with Values*

- *Adoption of best models to Advance Org Mission*

- *Increased Org Capacity for Strategic Thinking*

- *Bench of Organizations committed to next generation leadership*

- *Sustainable and healthy leadership*

- *A thriving ecosystem*

III. ENHANCING MOVEMENT'S CAPACITY TO ADVOCATE FOR SOCIAL CHANGE

- *Knowledge of and capacity to use fundamental & cutting edge advocacy, organizing, and campaign tools & strategies*

- *Capacity to gauge, target, & shift attitudes & behaviors*

- *Effective research & messaging*

IV. BUILDING CRITICAL MASS WITHIN THE MOVEMENT & WITH OTHER MOVEMENTS

- *Connection & engagement with allies outside of the U.S. & usage of a global frame*

- *The issue of VAWG is framed in a [more] holistic, intersectional way*

V. ENGAGEMENT OF OTHER FUNDERS

- *Funder engagement strategy developed and implemented*

MEV Cohort 2 Final Round Faculty Interview

Reflections on MEV Program Implementation

16. **What aspects of the Cohort 2 program design and implementation worked well?**

17. **What have been the major challenges that you encountered in implementing the MEV program? What aspects of the program design could be improved?**

18. **What adaptations were made? How well were they addressed by the MEV team, cohort, the faculty?**

19. **What are the major lessons learned from MEV to date?**
    - ~ Lessons in co-creation and promotion of movement leadership
    - ~ Lessons in building a movement in partnership with a major foundation
    - ~ Lessons in addressing movement habits
    - ~ Lessons in addressing race, power & privilege with a gender justice focus
    - ~ Lessons in building strategic thinking, movement alignment and directionality
    - ~ Lessons in building long-term sustainability of this work

> **Aspects of the Cohort 2 Program**
>
> - Design/integration of signature elements, cornerstones, fundamental practices
> - Cohort selection process
> - Convenings
> - International trip to India
> - Interim work (OD, workgroups)
> - Composition & structure of the Faculty (e.g., addition of Rachael and Monica)
> - Strategic Thinking Workshop and products

20. **Do you have any recommendations to promote Cohorts 1 and Cohort 2's effectiveness in their roles as movement makers, (2) Cohort 3's participation in MEV or role within the movement, and (3) Cycle 3 of the MEV program's design or implementation?**

Cohort 2 Outcomes

21. **Reflecting over the past two years, what is your assessment of Cohort 2's contributions to the major MEV outcomes? Cohort 1's contributions to the major MEV outcomes? Elaborate on outcomes where there was particular high or low impacts. What contributed to these results? [See Logic Model]**

> MEV OUTCOMES
>
> II. ALIGNING THE MOVEMENT
>
> - *Cluster of leaders committed to working together*
> - *A unified and directional vision*
> - *Capacities to build alliances and collaborative efforts*
> - *A shared critical analysis*
>
> II. STRENGTHENING INDIVIDUALS AND ORGANIZATIONS IN THE MOVEMENT
>
> - *Collaborative, shared leadership models*
> - *Awareness of self and social identity*
> - *Organizations Development of and Alignment with Values*
> - *Adoption of best models to Advance Org Mission*
> - *Increased Org Capacity for Strategic Thinking*

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- *Bench of Organizations committed to next generation leadership*

- *Sustainable and healthy leadership*

- *A thriving ecosystem*

III. ENHANCING MOVEMENT'S CAPACITY TO ADVOCATE FOR SOCIAL CHANGE

- *Knowledge of and capacity to use fundamental & cutting edge advocacy, organizing, and campaign tools & strategies*

- *Capacity to gauge, target, & shift attitudes & behaviors*

- *Effective research & messaging*

IV. BUILDING CRITICAL MASS WITHIN THE MOVEMENT & WITH OTHER MOVEMENTS

- *Connection & engagement with allies outside of the U.S. & usage of a global frame*

- *The issue of VAWG is framed in a [more] holistic, intersectional way*

V. ENGAGEMENT OF OTHER FUNDERS

- *Funder engagement strategy developed and implemented*

Appendix C-1: Summary of Cohort 2 Specific Outcomes

Assessment of Progress		Cohort 2 Targeted Outcomes

- Four cohort members spoke at length about how transformative the MEV work on strategic thinking was for them personally. With the help of organizational coaching, these cohort members now have the skills and tools needed to shift their organization towards strategic thinking.

→ 1) Increased capacity to think and lead more strategically (individually, organizationally, some allies)

- The two outcomes on the survey with the greatest positive change for Cohort 2 were "A Shared Critical Analysis" (+0.69) and "Intersectional Framing" (+0.33).
- Four cohort members described that the RCPP work was critical in creating a shared intersectional lens for understanding the framing of problems and solutions.

→ 2) Shared critical, intersectional analysis resulting in a more holistic framing of the problem & solutions

- Due to the shift in focus for Cohort 2, much of the social change work originally planned was not carried out. Cohort members felt the social change component was lacking.

→ 3) Increased knowledge of and capacity to use fundamental advocacy and social change skills to shift attitudes and behaviors related to anti-VAGW

- Eleven cohort members reported that their increased skills and self-awareness has allowed them to step into leadership positions and be more confident in those positions; both within the movement and their organizations.

→ 4) Enhanced connection to their own purpose

- Five cohort members said that the RCPP work provided them with a greater self-awareness and an increased sense of responsibility for their behavior as organizational and movement leaders. As they became more aware of their privilege, these cohort members felt increased sense of responsibility for their behavior as leaders in their organizations and within the movement.

→ 5) Healthier relationship with their own individual and collective power.

- In the process of adopting a more critical, intersectional analysis to their work, four cohort members challenged their colleagues' and own thinking on how to approach their work. Ultimately, through this process, these cohort members emerged as stronger leaders–both within their organizations and in the anti-violence movement.
- Five cohort members introduced the RCPP work to their organizations to increase awareness of race, racism, privilege, and dominant cultural assumptions and habits.

→ 6) Increased capacity for and willingness to engage in courageous conversations for the benefit of their organizations and the movement

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Assessment of Progress	Cohort 2 Targeted Outcomes
These leaders engaged staff in courageous conversations about anti-black racism and how RCPP issues play out within their organizations. • This outcome is also evident in the "reset" conversations that occurred within the cohort.	
• One outcome that cohort members ranked more negatively at the end of their participation in the MEV program than they had at the beginning was "Healthy and Sustainable Leadership" (-.32).	7) Increased appreciation for the relationship between self-care and strategic impact; plus an enhanced personal and organizational practice of self care
• Seven cohort members said that MEV helped them to feel a deeper sense of connection to leaders within the movement and to the movement itself, though there was some evidence that members were actively collaborating at the close of the program.	8) Enhanced desire and capacity to engage in collaborative efforts to lead the movement forward together
• In five instances, cohort members developed formal trainings and events to promote RCPP work within their organizations. • Five cohort members reported successfully integrated RCPP work into their organizational systems, policies, and procedures. Cohort members established RCPP committees and included a stronger RCPP focus in their programmatic work.	9) Increased capacity to shift/align personal and organizational work toward collective vision, goals, and strategy for social change
• Moderate progress has been made on this outcome. One cohort member has maintained ties with Apne App while others have shifted their focus to include global issues.	10) Increased engagement with allies outside of the U.S. & connection to a global movement
• Six cohort members described the strong relationships they built during the MEV program. As a result, they now have a network of leaders they can rely on for anything. • Five cohort members are sharing resources and expertise between organizations and beginning to collaborate at the movement level. • RCPP served as a bridge to understanding other organizations for three cohort members, who noted how the RCPP work created opportunities to connect with other organizations.	11) Outreach to and engagement of allies both within and outside of traditional anti-VAWG field

Assessment of Progress	Cohort 2 Targeted Outcomes

- Seven of the cohort members have found OD resources like Rockwood and organizational coaching extremely beneficial and helpful for incorporating their individual learning from MEV back into their organizations. The organizational area cohort members have made the most impact has been around improving their organizational infrastructure.

→ 12) Organizations develop, understand, and align mission, vision, values and practices.

- Although the foundation of many organizations is set to engage in social change, cohort member's organizations are still in the midst of understanding where they fit in and how they can be most effective to advance social change.

→ 13) Organizations understand their role in advancing social change and can articulate organizational strengths, opportunities and development needs to contribute to social change

- Four cohort member's organizations have excelled in capacity building work (e.g. non-violent communication model, application of the Race Forward's Equity Assessment tool), cohort members are increasing their organizations' readiness to become more outward facing and think about how they are in alignment with the movement and how they can lead.

→ 14) Organizations adopt models to best advance organizational capacity to engage in social change

- Three cohort members discussed the significant impact MEV has had on their ability to make room for, and support emerging leaders within their organizations, particularly women of color.

→ 15) Organizations develop a stronger bench through shared leadership and investment in the next generation of leaders

Legend

→ Good Progress

→ Some Progress

→ No Progress

SPR