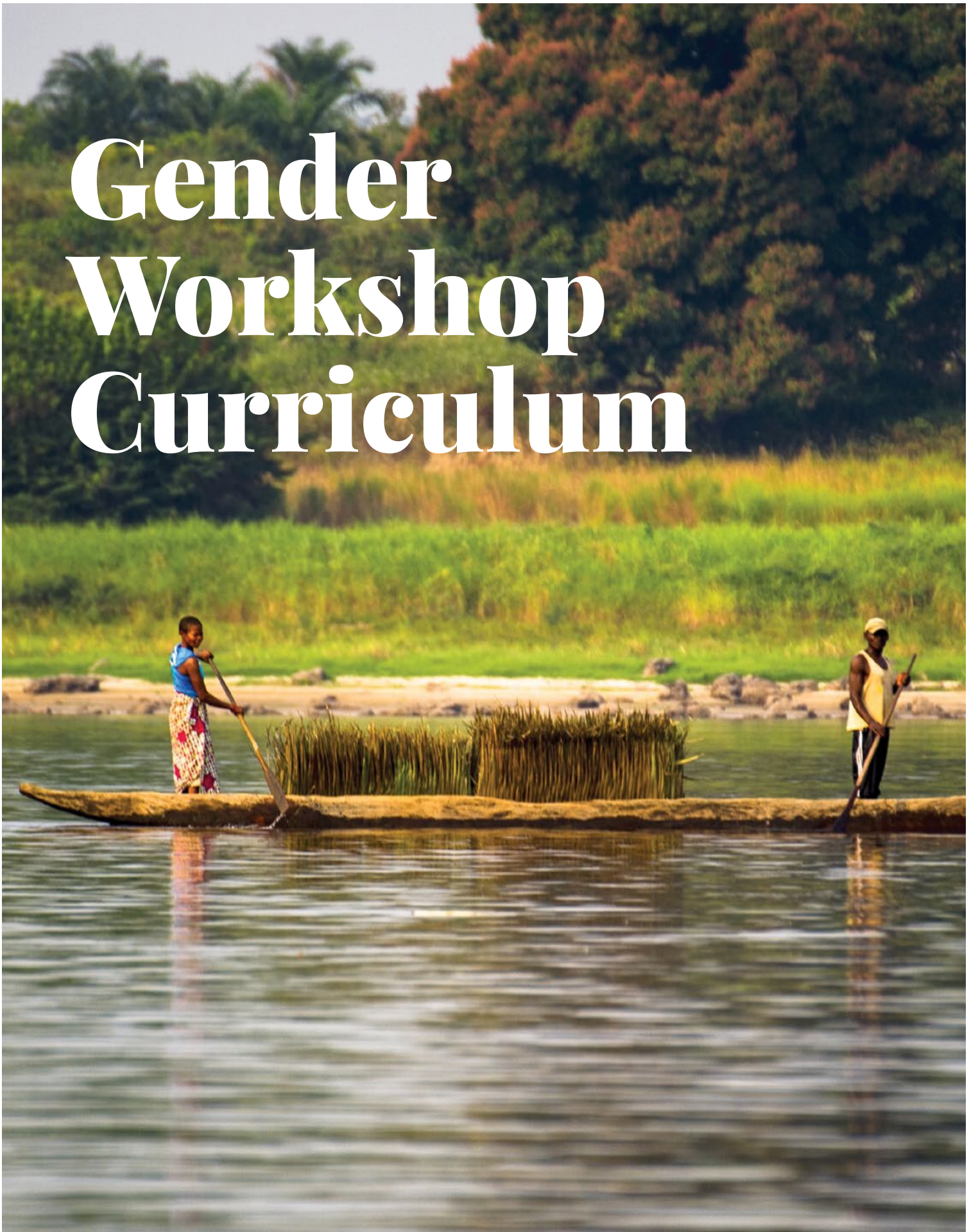


Gender Workshop Curriculum



Community members fishing along the
Congo | Photo by International Rivers.

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Day 1 Lesson Plan

Introduction to Peace and Movement-building, Gender & Inclusivity

Learning Objectives

At the end of this session, the goal is that participants will:

- Get to know each other better, have fun and build self esteem and confidence
- Develop awareness of gender inequity and the importance of equality
- Understand about gender identities and how to be sensitive to one another
- Promote solidarity between participants across gender identity lines
- Be inspired to think about how create gender equity in campaign work

Materials Needed

- Whiteboard
- Butcher's paper
- Additional note paper
- Room to spread out (both within the training room and outside)



Bargny Coast Waterkeepers - Senegal celebrate Day of Action for Rivers in 2015. At a river gathering, the Waterkeepers protested and held signs in honor of Berta Cáceres, an iconic river defender from Honduras who was murdered for resisting a dam project that would have devastated her community. | Photo by Bargny Coast Waterkeepers.



Time needed: approx. 1 hour

Part 1: Opening Session

1. **Introduce trainers** - tell the story of how you came to be here.
2. **Explain learning style** - experiential, participant centered. We want to draw on the experience of the participants as much as possible, so that people can learn from each other and build on what they already know and are already doing. We also want to target the training to help build and develop current campaigns and activities and ensure they are strategic, as well as helping to make the activities of the network complementary, in working in different ways towards the same goals. We will be doing a lot of small group work through the training to help build practical campaign plans and ways of working together.
3. **Shared values** - discuss the fact that a campaign is composed of people with a set of shared values coming together to advocate for positive change. A campaign can also be composed of different groups, using different strategies and activities to work towards common visions and shared goals.

Brainstorm what values are important to the group, inviting participants to shout out key words. Facilitator writes them on the board. Ask for confirmation that participants agree to these shared values.
4. **Set ground rules:** Given that these are our shared values, ask participants whether we need some ground rules for the training to ensure that our values are respected. Ask participants to suggest rules, write them up on poster board and hang them where everyone can see them. Ask participants what we should do when these rules are not respected, and who should have the power to address this.
5. **Introductions** – pair off and where possible try to find someone you don't know, or don't know well. Find out three things about that person that you didn't know. Come back to plenary and introduce each other to the group – sharing their name, organization, briefly one campaign they are working on as well as one interesting fact about the person.
6. **Introduce Workshop Goals:**
 - To develop ways to work together as a coalition that ensures respect and equal participation and decision-making power for women
 - To identify ways to best work with communities to ensure a good understanding of gender equity and inclusion in campaign work
 - To develop a plan to empower women in the Inga campaign from within NGO groups and communities
 - To raise awareness of gender equity and inclusion among both male and female campaigners in the Inga campaign and the wider dams/rivers network
 - To work together to develop a set of concrete, time-based outputs with the goal of advancing gender equity and inclusivity in the Inga campaign.
 - To strengthen the work of the coalition of groups working on rivers to understand gender in development and water and natural resource planning and management.

Part 2: Sources of power, understanding gender and inequality



Time needed: approx. 2.5 hours

Activity: Sources of power

Invite participants to brainstorm the sources of power in their society. Who are the people with the most power, and what characteristics do they possess? These may include wealth, education, political position, religion, ethnicity, gender, age, family, knowledge, respect, etc. Write the participants' answers on a large sheet of paper, and be sure to keep it there for the next session.

- Go outside, and ask participants to form two lines facing one another. Ask the people on one side of the line to sit or squat down, while their partner on the other side of the line stands. Each pair looks one another in the eye silently for ten seconds. After that, ask them to change sides and repeat the exercise.
- Gather the participants into a circle and ask them how the exercise felt. Was it awkward or uncomfortable? Were you more uncomfortable in the standing position or in the sitting position? Why?
- For the second game, ask the participants to divide into pairs. Have one person place her hand a few inches from her partner's face. As she moves her hand, her partner must follow. Allow time for the participants to lead their partners all around, encouraging them to use all available space. Then switch sides.
- After playing the game, invite everyone to reflect on their feelings about the activity by asking the following questions:
 - Was this game fun for you? Did it make you uncomfortable?
 - Did you prefer to be in the leading or following position?
 - Did your partner stop or refuse to follow you at any point?
 - How does this exercise represent power?
 - How does it reflect our relationships in family and community life, and in accessing and controlling natural resources, especially our rivers?
 - How does it reflect power relationships within the Inga campaign?

After the discussion, explain that in the coming sessions, we will be talking about power relationships, how important decisions over how our natural resources—particularly our rivers and water—are made, and how we can gain more power and confidence to ensure those decisions lead to positive outcomes for our communities.

Activity: Return to the meeting room and discuss the following three types of power.

- **Power over** (when a person or group uses their sources of power to control, and/or make decisions for another person or group- the focus is on the goal).
- **Power-sharing** (when a person or group uses their sources of power to support one another, share resources, and make decisions together- the focus is on the process)
- **Power within** (inner sources of power a person or group has or can develop to help them overcome fear and create positive change through nonviolent action).

- Underline “power over” in red, “power-sharing” in black, and “power within” in blue.
- Pass red, black, and blue markers out to the participants, and invite them to approach the board where the “sources of power” words from the previous exercise are written. Ask participants to circle the words that they feel are associated with “power over” in red, the words they feel are associated with “power-sharing” in black, and the words they feel are associated with “power within” in blue.
- Note that many of the words can be associated with all three types of power. Education, for example, is often used to gain top-down power, but can just as easily be used to share power with others, and can also be an important source of inner power and strength.
- Inviting participants to share which color they chose for each word and why. Ask participants whether they feel power is good or bad, discuss how we can choose the way we use our power, and for what purpose.

Divide into groups of 3-4. Share an experience when someone used power over you. What power within did you use to overcome/deal with the situation? (4 minutes each). Ask volunteers to share back in plenary.

Ask the group about power relations within the Inga campaign, and invite them to share some examples of “power over,” “power-sharing” and “power within” within the coalition. (As this is a bit sensitive, the facilitator may need to refer back to the ground rules and remind participants to be open and accepting of constructive criticism). After that, invite the participants to think about power relations between CSOs, NGOs, and community members in the context of the campaign. Have we as CSO and NGO representatives done a good job drawing upon our “power within” to promote “power-sharing” with grassroots community members, and particularly women who are directly affected by dam development? How could we continue to improve?

— — — — — **Lunch Break** — — — — —



Time needed: approx. 50 minutes

Part 3: Power and gender

Activity:

Divide into pairs. Think of a time from childhood when you were treated in some way because of your gender, for example, if you were told that boys don't cry, or that doing something is not safe for girls. In your culture, what are the roles, beliefs, expectations, images, and attitudes about men or women? Share for 5 minutes each, then return to plenary and share stories.

Discussion:

How are gender and power related? Facilitator mentions that when we think about gender, we tend to think about women. But we can see that gender concepts affect men as well as women.

Discuss: how does this make a young woman feel about herself as she is growing up in this environment, with these messages? How does this make a young man feel about himself as he is growing up? We internalize these beliefs, socialization, but no one is benefitting in society. It causes conflict, discrimination, and injustice. We think it's natural, but it's not. What kind of society do we want? What kind of values? (respect, trust, power sharing, benefit sharing...)

Ask people to share their ideas with the group. Respect is key to power-sharing and healthy relationships. Male dominant means that on a societal level, men have more power, and power over women. Patriarchy - rule of father.

Is there room for healthy social values in a patriarchal society? A patriarchal culture is a "power over" culture. We need to work on creating a "power sharing" culture in order for our campaign work to be successful. (Note – link back to values discussion at the beginning of the day). Again, invite participants to reflect on ways to better promote a "power sharing" culture, both within the Inga campaign, and between CSOs, NGOs, and community members.

----- 15-Minute Tea Break -----

Invite participants to share an inspiring song about the power of women to start the next session.

Part 4: Mainstream vs. Marginalized Identities



Time needed: approx. 2.5 hours

1. Write Mainstream and Marginalized on the whiteboard. Ask the students what these words mean to them. Brainstorm some answers. Explain the meaning of the two words.
2. Then explain that some identities are mainstream and others are marginalized. Mainstream identities are those which have **more power** to make the rules and norms for society, marginalized identities have **less power** to make the rules and norms for society. Emphasize that marginalized identities also have power in other ways and can organize to gain more power. Explain that mainstream does not always equal majority (can use the example of apartheid South Africa here): it is the group with more power, not more people. Explain that all people have some mainstream and some marginalized identities.

3. Give an example of mainstream and marginalized identities such as left-handed vs. right-handed people (right-handed people have the power to make rules and norms for society. Every year left-handed people die because of accidents related to using tools designed for right-handed people. Left-handed people are still discriminated against and sometimes forced to use their right hands: they are marginalized).
4. Ask the students to give examples of mainstream and marginalized identities. Some examples could be:
 - Men (mainstream) vs. Women (marginalized)
 - Ethnic majority (mainstream) vs. ethnic minority (marginalized)
 - Able bodied (mainstream) vs. people with disabilities (marginalized)
5. Talk about yourself as the trainer and explain which one of your identities are mainstream and which are marginalized.

Activity: Step up/Step back game

Invite everyone to go outside and stand in one long line facing the front. Explain that you are going to read a list of statements. For each statement, think about whether it applies to you. If the answer is "yes," take one step forward. If the answer is "no," take one step back. (These statements may be changed to fit the cultural context).

- At school, I was taught positive things about my gender
- As a child, my parents supported my educational goals
- As a child, I did an equal amount of chores and housework as my brothers and sisters
- I can freely move around my country without having to get permission from my parents or spouse
- I feel safe walking to the market alone after dark
- I feel safe traveling alone in my country, without fear of gender-based harassment or violence
- I am confident that if I apply for a government job in my country, I will not be discriminated against based on my gender
- If someone commits a crime against me, I feel comfortable to bring a complaint to officials without fear of discrimination based on my gender
- When I apply for a job, I feel I am judged by my ability, not my gender
- There are officials in power in my local area that are of my own gender
- I see positive representation of my gender on TV, in the news, and in movies
- In my community, I have the right to own land in my name
- I have the right to be the sole owner of a house in my community
- I have the right to pass ownership of my land and house down to my daughter
- In my community, a woman who divorces her husband can still own land and a house
- In my community, a woman who is a widow can own land and a house in her name
- In my community, men and women have equal rights to use land and water

- When there is a meeting about land or water use in my community, women are invited to attend
- When we have a meeting about land and water use, women speak as much as men do
- In my community, women are free to make decisions about land and water use
- In my experience, women's opinions about land and water use are respected
- In my community, we have good laws to ensure women's rights over the land and water

Ask participants to remain where they are. Look around. Why are people in different places in relation to one another? Invite discussion on how this reflects differences in power in our society (reminding everyone to stay in place). Ask participants how we can work together to address this inequality. How can we build a campaign based on true equality and respect for human rights? (Again, link back to values discussion).

Do participants feel that this would be a good activity to do with community members in the Inga campaign? How would the questions need to be adjusted to better reflect power relations within communities? How would this exercise look different if both CSOs, NGOs, and grassroots community representatives in the Inga campaign were participating? What power differences between civil society groups and community members might this exercise highlight?

Activity:

Divide the students into pairs. Ask the students to think about a time they felt marginalized and consider what other people could have done to better support them. Share in pairs.

Then ask them to think about a time they were in the mainstream and consider what they could do to better support the people who were marginalized. Share in pairs.

Discussion:

Large group discussion: how does this apply to our work in building a campaign? How can we ensure that our campaign work addresses the roots of injustice, promotes true social justice, and does not reproduce the oppressive power structures we find in our societies? Lead into a concluding discussion on goals and aspirations of working together as a network on shared campaigns. There is much diversity within the network, but people within the group are working towards shared goals related to social justice and human rights. Talk about why different perspectives and approaches within the coalition can actually strengthen it as a movement. How can the network recognize and embrace its diversity while strengthening solidarity and shared commitment? Draw out ideas from the group and aim to record them as commitments for the upcoming training and shared campaign efforts together after the training.

Evening Activity:

If possible, show the movie "Whale Rider" about gender relations in a traditional Maori community in New Zealand. The movie does a good job showing how cultural beliefs around gender can be hurtful to men as well as women, and how communities can make progress together towards gender justice while still retaining positive cultural values.

Gender & Inclusivity Movement-building, Gender and Power in Water Resource Governance

Learning Objectives

At the end of this session, the goal is that participants will:

- Gain a clearer understanding of the difference between "sex" and "gender."
- Learn about the concept of gendered division of labor.
- Explore different values surrounding gender and rivers, and the needs of diverse groups in accessing river resources.
- Understand differences in gendered access and control over river resources
- Promote solidarity between participants



An indigenous woman on the Sesan River, Ratanakiri province, Cambodia. | Photo by Oxfam

Part 1: Sex, Gender, and Division of Labor



Time needed: approx. 45 minutes

Review the previous day's lesson. Tie a scarf into ten or more loose knots. Invite participants to stand in a circle, and play some lively music. Pass the scarf around. As each participant gets the scarf, he/she must untie one knot then pass it on. Stop the music every minute or two. Whoever is still holding the scarf when the music stops must recall one thing that they learned from the previous day's lesson and share it with the group.

Activity: Understanding "Sex" and "Gender"

Write the terms "sex" and "gender" on the board. Should these terms be difficult to translate into the language of the training, the facilitator may substitute the phrases, "physical aspects of men and women," and "cultural views of men and women." To make sure participants understand the difference between these two terms, explain further that "sex" refers to the biological aspects of being male and female, and "gender" refers to behavioral, social, and psychological characteristics of men and women. Make the following statements, and ask participants to shout out whether they are related to "sex" or "gender."

1. Women can get pregnant (sex)
2. Daughters cannot inherit land (gender)
3. The man is the head of the family (gender)
4. Men cannot have babies (sex)
5. Women are indecisive (gender)
6. A woman's place is in the home (gender)

The facilitator can add more statements based upon local cultural beliefs. Explain that unlike the physical and biological differences between men and women, social and cultural beliefs around gender are made up by each society, and change over time. We cannot use the words sex and gender interchangeably because a person's sex, as set by his or her biology, does not always correspond with his or her gender. For example, a person whose sex and gender identities differ might refer themselves as transgender, non-binary, or gender-nonconforming. Our freedom to openly express our gender identities is influenced by the societies and cultures in which we live, and is in a constant state of change.

Invite participants to discuss the difference between sex and gender relation to the Whale Rider movie. Questions for discussion:

----- 15-Minute Tea Break -----

Afterwards, invite one female participant to share an energizer or song

Activity: Gender Clock Game

- Clear the room of tables and chairs and divide the participants into a men's group and a women's group. Ask the women to sit down on one side of the room and the men to stand up on the other side.
- The facilitator calls out the time hour by hour, beginning at 3:00 am, and asks the men to show what they're typically doing, with no sound from either group. Call out the time hour by hour, asking the men to act out their activities each hour. Ask them to focus on livelihood activities, and how they use local water resources.

- Once you've gone through a 24-hour period with the men, invite them to sit down and ask the women to stand. Call out the time hour by hour and ask the women to act out their daily activities.
- Once both groups have finished, invite everyone to sit down and share their reactions. What differences did you notice between the men's activities and the women's activities? Was there anything that surprised you?
- How would this activity look if done entirely with community members who live along the river? Do men and women use local water resources differently? How different would this activity look if done in different seasons, for example, the dry season and the wet season? Based on this, do you think that changes to local water resources affect men and women differently? How so?

- - - - - **Lunch Break** - - - - -

Part 2: Gender and the Environment in River Communities



Time needed: approx. 2 hours

Activity: Women and Rivers

Materials Needed

- Drawing paper, markers, crayons or colored pencils

- Tape several large pieces of poster paper together and lay them on the ground. Invite everyone to gather around. Pass out crayons, colored pencils, or colored markers.
- Explain that we are going to be talking about the Congo River, its importance to communities living along the river, and how changes to the river have affected men and women differently. Ask for one volunteer to draw an outline of the entire river basin.
- Next, ask everyone to think about how the river's resources are important to the communities living along it. Invite participants to draw the following on the map: key towns and villages, fishing areas, river transportation routes, areas for collecting shellfish and edible aquatic plants, riverbank gardens, irrigation canals, areas for bathing, areas for washing clothes, areas for collecting drinking water, spiritual areas, ceremonial sites, areas of potential danger (flood-prone areas, dangerous rapids and whirlpools), fish conservation areas, areas where animals graze, areas where children swim and play, seasonal islands and sand banks, etc. As participants draw, prompt them by asking questions about how local men and women use the water resources in their daily lives.
- When the participants are finished drawing, ask them to point out the areas of most importance on the river map to women, men, youth, fisher folk, farmers, homemakers, merchants, boat drivers, etc. Emphasize the multitude of different ways in which the group views local water sources and makes use of these resources.
- Next, ask the participants to draw the changes that they've seen on the river in their lifetimes. These may include population growth, large infrastructure projects such as roads, bridges, and dams, mining and other industries,

commercial activities, climate change, increase of mono-crop plantations, increased use of agricultural chemicals, etc.

- Invite participants to discuss the following: Have these changes been for the better or the worse? In what ways have these changes affected the people who depend upon the river? Are some groups affected more directly than others, for example, women, fisher folk, or boat drivers? How so? After each participant presents, invite the others to ask questions and share their comments.
- Note: should you notice one group dominating, for example males or elders, give them time to finish their contribution to the drawing, then politely ask them to move aside so that the women or young people can make their own contributions. Should you have a larger group, you may ask the women, men, and youth to make their own separate drawings then present back.

Summarize the activity by explaining the following: people in the region are heavily reliant on the river and its tributaries for their livelihoods and survival. Women are primarily responsible for many important tasks in their households that use the river, such as preparing food, collecting water, cleaning clothes, and washing dishes. Women use river resources to satisfy the basic needs of their families. When the flow of water is changed, women often face the heaviest burden, yet hold the least power over decision-making. At household, community, and national levels, water is most often managed by male leaders. Women are thus constrained by unequal gender relationships in water governance and management decisions. Women particularly lack a voice at higher policy levels where important decisions are made affecting their rivers. For this reason, dams and other large infrastructure projects can disproportionately affect women, especially ethnic minority, indigenous and rural women who rely on river resources.

Imagine you were doing this activity in riverside communities directly affected by the Inga dams? Would you structure it differently? Would you divide men and women into different groups to draw their own maps, or work in one large group? What information would doing this activity in riverside communities give us? How might it be useful in the campaign?

Post the drawing on the wall, and explain that in the next session, we will be talking more about who has caused these changes, who is benefiting and who is suffering from these changes, and how we can promote greater equality in participation in decisions affecting the river.

Part 3: Gender, Resource Access and Control



Time needed: approx. 1 hour

Energizer. Before this session, invite one or more female participants to lead a song or game for the group

Activity: Decision-making Power in River Governance

- Invite participants to reflect on the previous day's lesson by reviewing some of the sources of power they identified in their society. On the board, draw a chart with two columns. Over the first column, write "More Power," and over the second column, write "Less Power."
- Ask participants to imagine that a large development project is coming to the community that will change the way the community members can access their river. Traditionally, who has more power to participate in decision-making around such a project?

As participants shout out answers, write them in the “More Power” column. These may include men, elders, community leaders, religious leaders, local politicians, members of parliament, people with university degrees, people who speak the national language fluently, members of the ethnic or religious majority, etc.

- Next, ask participants who commonly have less power to participate in decision-making? As participants shout out answers, write them in the “Less Power” column. These may include women, youth, farmers, fisher folk, indigenous people, those with less formal education, ethnic and religious minorities, people with disabilities, etc. If participants get stuck, the facilitator can ask questions such as, “do fisher folk usually have more or less power in our society?” to prompt discussion.

Summarize the activity by discussing the fact that those making decisions over our water resources are often those who have the least daily interactions with those resources. For example, is a mother who collects fresh drinking water from the river everyday typically consulted regarding the design of a water diversion project? Is a fisherman typically consulted as to where a dam should be built?

Invite participants to reflect on how decisions over water resources are made in communities affected by development of the Inga dams. How do ethnicity, culture, and belief systems influence who has decision-making power? All communities are different, and these differences determine how decisions over water resources are made, and how power is shared.

Equal sharing in decision-making power between men and women is important for good natural resource management. What would water governance look like if those whose livelihoods are most intimately related to water resources had an equal share of decision-making power?



Activity: Access and Control over River Resources

Time needed: approx. 1 hour

Materials Needed

- Flipchart, drawing paper, markers, colored pencils

1. To begin this activity, post the following chart on the board:

Resources	Access: who can use these resources freely?	Decision-making: who decides how resources are used?	Who is benefiting most from the use of these resources?
River water			
River banks			
Tributaries			
Irrigation canals			
Farm land			
Forest land			

2. Explain to participants that the opportunity to get and use a resource is called "access," and the power or authority to decide who may access that resource and for what purpose is called "control."
3. Divide participants into two or more groups.
4. Invite the participants to discuss the questions on the table in their small groups, and to write their answers on the flip chart.
5. Invite each group to present their answers to the class based on their own experience in their communities, or- in the case of CSO and NGO representatives- their experience working with male and female community members who have been affected by changes in access and control over water resources.
6. As the participants present, prompt discussion through the following questions:
 - a. Do men and women have different opportunities to access and control natural resources? Why?
 - b. Do men and women benefit differently from access and control over natural resources?
 - c. Do you think that environmental challenges impact women and men differently? If so, how?
 - d. How can promoting gender equality contribute to solving environmental problems?
 - e. How could this activity be done at the community level to further our understanding of working together as a coalition? What information would it give us? How might that be useful in the campaign?

Introduce Homework: Gender and Environment Plays

A play is a great way to increase awareness of social issues, including topics related to gender and the environment.

- Divide participants into 2-3 groups, and ask them to take no more than an hour to two to develop a short 5 minute play about gender and rivers to perform the next morning.
- In the play, show a conflict that has occurred at the family, community, or government level over access to and use of river resources within the context of the Inga campaign. The audience members will be asked for ideas about how to solve the conflict.
- Allow time for each team to practice their play several times. Encourage them to add music and sound effects, and to use a variety of props and costumes.

Introduction to Peace and Movement-building, Gender & Inclusivity

Learning Objectives

At the end of this session, the goal is that participants will:

- Review the main concepts covered in the workshop
- Incorporate gender and inclusivity objectives and time-based outputs into Inga campaign strategies and the work of the coalition
- Make personal commitments to promote gender equity in the Inga campaign
- Evaluate the workshop



A Shan woman in 'Thousand Islands' on the Nam Pang River, a tributary of the Salween in Shan State, Myanmar | Photo by International Rivers



Part 1: Gender Plays

Time needed: approx. 1 - 1.5 hours

Invite each group to perform their short play showing a conflict around gender and river resources. At the end of each performance, invite the audience members to ask questions, share comments, and discuss why the conflict occurred and potential solutions. The facilitators can use this opportunity to review the main concepts covered over the course of the workshop, and how the ideas presented through the performances may be used to strengthen gender equity within the Inga campaign.

Part 2: Incorporating gender equality and inclusivity objectives into a campaign



Time needed: approx. 1 - 1.5 hours

Activity: Group Discussion Led by Facilitator

Usually, the campaigns we are working on are about **transforming power relationships** within society. Because many development processes and decisions are imposed, local people and even civil society groups have little say or influence. When public consultations are conducted, it is often with men. As civil society and community leaders, we must make sure that we address this gender imbalance in our work. This includes giving voice to those who don't have it, influencing and changing the way in which decisions are made and by who, and who is involved in making those decisions.

Social change comes out of collective action and that social movements are the key to bringing about political change. Social movements themselves should therefore embody the objectives they are seeking to implement – for example advancing gender equality by including women's participation and leadership in the movement, or ensuring active role and leadership in the campaign and strategies by project affected communities, indigenous peoples.

The way in which the campaign is implemented, and the strategy and tactics selected, can also help to directly advance the goals and objectives of **promoting gender equality** or advancing the **rights and participation of marginalized and disempowered groups** such as indigenous peoples, ethnic minorities, rural people, at the same time as working towards a specific campaign goal or outcome (such as stopping a dam project).

Discuss with the group – what are some ways in which you have worked on the Inga campaign to advance gender equality or inclusivity outcomes, together with other campaign objectives, such as democratizing the river development planning process? How were these strategies or tactics effective or not effective in achieving gender equality/inclusivity objectives alongside the other campaign objectives? Why and what barriers did you face? How can we better integrate gender equality and inclusivity into the Inga campaign?

Work with the group to develop a set of concrete, time-based outputs with the goal of advancing gender equity and inclusivity in the Inga campaign. As participants share their ideas, note them on the board. Type them up and share with participants and within the wider coalition via email after the workshop for follow-up discussion and implementation.



Time needed: approx. 1 hour

Part 3: Building solidarity

- Ask everyone to find a partner- men paired with men and women with women. Referring back to the earlier discussion, invite each pair to share ideas about what they can do on a personal level to promote a culture of shared power and gender equality within the coalition.
- Ask the men to discuss what they can do to better share power and ensure that women have equal opportunity to participate in decision-making in the Inga campaign.
- Ask the women to discuss what they need to access more opportunities for themselves, and how they can share their power to open up more opportunities for young women in the community, and for women who have traditionally had less opportunity to participate in decision-making processes, and advocacy within the Inga campaign.
- When finished, invite participants to stand in a circle. Ask participants to think of one vow they can make as a first step to promote gender equality within the Inga campaign coalition. Toss a ball to one participant, and ask him/her to share, then to toss the ball to another participant until everyone has had the opportunity to share.

Close the workshop with an inspirational song from a woman participant.

Evaluation

Invite everyone to take a few moments to reflect on the past workshop sessions. Ask each participant to mention one thing that they liked about the workshop, and led to an important lesson learned, and one thing that they would recommend improving for the next workshop. Provide written or online evaluation forms as needed, with time to complete them.

Thank participants for their participation and good intentions throughout the workshop and provide contact information for follow-up work.

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