

COPGENDERED REPORT



CAPACITY BUILDING DAY

Gender and Climate Justice

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Report on the second “Capacity Building Day” takes place within the Erasmus+ project “Gender and Climate Justice: Knowledge for Empowerment” (COPGendered Project). The event was organised by the Centre for Sustainable Communities Development while the project is led by WIDE+ and funded by the European Education and Culture Agency (EACEA). COPGendered aims to develop tools, knowledge, and methodologies to enhance learners' understanding of the intersection between gender and climate justice. The project caters to both individual and group learning, with or without a teacher, and provides resources for adult education providers.

COPGendered Project Partners



Supporting Organisations For this Event



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Tangible Change Workshops

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Introduction

“Gender and Climate Justice: Knowledge for Empowerment” (COPGendered) aims to develop tools, knowledge, and methodologies to enhance learners' understanding of the intersection between gender and climate justice. The project caters to both individual and group learning, with or without a teacher, and provides resources for adult education providers. WIDE+ is leading a consortium of seven organisations, including six WIDE+ member organisations and LIFE e.V., to implement this collaboration. The project commenced in January 2023 and will run for three years, supported financially by the European Education and Culture Executive Agency (EACEA) as part of the Erasmus+ programme.

As part of the COPGendered project, the second transnational training with all partners took place in Sofia, Bulgaria on 6 June 2024. The “Capacity Building Day” features seven parallel methodology workshops with 37 participants from civil society organisations across Bulgaria and Europe. The collected and tested methodologies will form the foundation for the subsequent development of a Trainers’ Resource Bank and an E-Learning Tool, both focused on the topics of gender and climate justice.

In this report the plenary introduction sessions with the group work is presented, including reflections on the possibilities of using and elaborating the methodologies that were practised. The final plenary session, which provided a presentation and recap of the group work, is left out, as it repeats the presentations of methodologies provided.

Launching Capacity Building Day

Stanimira Hadjimitova and Nancy Borissova warmly welcome all participants in both English and Bulgarian. They highlight that climate justice and gender are little-known topics in Bulgaria, where gender equality and feminism are sensitive issues that many Bulgarians find uncomfortable discussing. They briefly introduce their organisation, the Center for Sustainable Communities Development (CSCD), based in Sofia, Bulgaria, which works to promote feminist perspectives within Bulgarian communities. Today's focus will be on methodologies that can be applied to teach about climate justice and gender equality.

Participants are encouraged to explore the briefing papers on gender and climate justice recently published by the COPGendered project. The upcoming third phase of the project will involve constructing an e-learning platform for those interested in understanding the interconnectedness and importance of gender and climate justice. Additionally, the project will develop a trainers' resource bank, featuring various methodologies to facilitate training on this topic.

Stanimira and Nancy welcome Jivka Marinova, a Bulgarian colleague and founder of GERT (Gender Education, Research and Technologies Foundation), who will speak on Participatory Learning and Action.

Jivka Marinova: Participatory Learning and Action

What is Participatory Learning and Action?

Participatory Learning and Action (PLA) is a qualitative research method that actively involves community members. This approach aims to capture multiple perspectives and reflect the diversity within a community. The origins of participatory methods include Activist Participatory Research, as influenced by Paulo Freire, as well as applied anthropology and field research on farming systems.

The learning process is highly individual, particularly in self-directed learning, which involves personal development through experience and continuous growth. Adults, who are typically voluntary learners, benefit greatly from active involvement and participation in their learning journey. Adopting a real-world approach that connects learning to their professional and personal lives can be particularly beneficial. Learning styles and capabilities are highly individual but are most effective when there is active engagement. Participatory Action Research demonstrates that informal learning approaches are especially successful for adult learners. There are numerous possible forms of participation, offering a broad spectrum of opportunities for engagement.

Principles of Participatory Learning and Action

Participatory Learning and Action (PLA) aims to incorporate multiple perspectives and represent the diversity of a community. Facilitators, rather than acting as traditional teachers or trainers, encourage this inclusivity. PLA is based on group analysis and learning, reflecting the language, culture, and context of the local community. Unlike rigid data collection and analysis methods, PLA ensures flexibility and can be easily adapted to various contexts. It fosters an environment where mistakes and issues can be discussed without judgement and requires adherence to high ethical standards. As a tool, PLA amplifies the voices and opinions of marginalised communities and relies on multi-disciplinary teams that include both community members and outsiders for facilitation. PLA prioritises community development over mere academic data collection, involving the community in the analysis and validation process, with findings reviewed collaboratively.

What is Participation?

The term participation has different meanings for different people. The term has been used to build local capacity and self-reliance, but also to justify the extension of control of the state. There are different ways of interpretation and use of the term participation, ranging from passive participation, where people are involved merely by being told what is to happen, to self-mobilization, where people take initiatives independently of external institutions.

Participatory Learning and Climate Justice

Participatory learning can be utilised to explore climate justice, enhancing our understanding of who contributes to climate change and who is disproportionately impacted by it. Adopting a justice-based approach is essential when studying climate justice, particularly regarding its specific effects on women in the Global South. When applied correctly, participatory learning can shift the perspective from viewing women solely as victims to recognising their potential as resilient activists in climate justice movements. Learning about climate justice begins with self-reflection.

Magdalena Meier: Privilege Walk - Parata

Magdalena Meier introduces the first practical session of the day. Magdalena works with the Catholic Women's Movement in Austria and presents a methodology that is a role game or constellation game - sometimes as well called privilege walk. Therefore the Catholic Women's Movement in Austria adapted a methodology from Efe which can be found at this website: <https://trainings.350.org/resource/parata-a-climate-justice-exploration/>. This was a plenary session to get the participants inspired to start group work in smaller groups for the rest of the day.

The game is most effective to make the topic of climate and gender justice emotionally accessible and to introduce and discuss climateJUSTICE. The game plays in a fictional country called Parata. The participants receive roles that they do not need to play, so no acting skills are required, but it is required that they put themselves emotionally into these roles. It is an easy way to explore how depending on one's resources, knowledge and attitude you contribute differently to environmental problems and climate change as well as you can respond and adapt differently to the challenges that come along with environmental problems and climate change.

In Magdalena's session, participants pair up and line up next to each other on one side of the room. Each pair receives one fictional character living in the country of Parata. Participants read their roles privately and do not share their character information with others.

What happened to Parata (Historical background)

Parata is a small country. It consists of a highland in the north and a coastal region in the south. In the 14th century, indigenous people founded a civilization that flourished thanks to the fertile farmland, fishing and mining. However, when the Europeans "discovered" the country, freedom came to an end. The treasures were plundered and Parata became an English colony. With independence from India, other colonies also became independent, as did Parata.

In 1992, oil exploration was discovered and oil production began. In 2019, Parata held 12% of the world's remaining oil reserves. The oil industry plays an important role in the country and is also very influential. Oil exploration in the southern coastal region has caused environmental damage and fishermen are losing access to the fishing regions, their livelihood. As a result, many people here live in precarious conditions. The income from oil extraction flows into the infrastructure of the modern capital San Parta. Most of the people in Parata are at least partly of indigenous origin. A small minority still live in the traditional way.traditionally.

The Roles

Each pair receives a card detailing a different role, with characters varying in socio-economic status, class, place of residence, family background, age, (dis)ability, and place of origin. Participants have a few minutes to get into the character before they start on the same baseline in the room, with the next step.

The Game

The game leader (in this case Magdalena Meier) reads out some events that happen to the characters in Parata (the roles that the participants received). The participants/pairs have to decide upon each event: "How would this event affect the character that I/we play?" All characters start from the same line but only those who can cope

quite easily with the events may move a step forward. The events include economic shifts, political instability, climate disasters, and more.

Due to the different roles, there may be participants who take a step each time and others who do not move at all. After all the events have been read out and all the participants have reacted, each person stands in a different place on the playing field.

Reflections

Various pairs will have the opportunity to present their character's background and explain how their lives were affected by the climate crisis and other events. Participants are invited to discuss their roles, share their feelings, interact with other characters, review their positions and reflect on the experiences from the exercise. As they articulate their thoughts, connections to current real-world situations and climate justice issues can be explored.

Some participants may question whether they made the right choices by stepping forward or remaining in place. As this is a role-play, there are no 'correct' or 'incorrect' decisions. The objective is to foster connection, empathy, and an understanding of climate justice issues.

Participants who took fewer or no steps often expressed feelings of discomfort and helplessness. There was a general consensus that it felt unfair that some pairs were able to step forward more frequently than others. Often those who step forward do not look back or express concerns about their easy position even if they most probably have contributed much more to the "problems" of climate change and environmental degradation.

Parallel Workshop Methodologies

Nancy Contreras & Lisa Sutton: Get Ready to Engage!

"Get Ready to Engage!" is an easy educational resource designed to inspire active participation and encourage others to take meaningful action towards climate justice. In today's era of global communication, social media provides a powerful platform to make a difference. GADIP hosts a range of events, including online and in-person seminars, national and international workshops, and film screenings, all centred on current social issues from a gender perspective. This methodology is one that the organisation deploys often in its work.

Learning Objectives

- Introduction to the intersectionality of gender, climate justice, and LGBTQI+ communities.
- Encouraging active participation and action towards climate justice, utilising social media and other platforms to promote meaningful change.
- Facilitate a democratic workshop environment where participants share experiences and knowledge, enhancing collective understanding and engagement in climate justice initiatives.

What is a study circle?

The study circle offers a democratic approach to learning alongside others who share your interests. This format begins with a small group where participants collaboratively exchange their experiences and insights on a specific theme.

How to start a study circle?

The study circle should consist of a minimum of three meetings, totaling at least nine study hours (where one study hour equals 45 minutes), and involve at least three participants, including the circle leader. For this capacity building GADIP designed a study circle around gender and climate justice.

What is a study circle leader's role?

The circle leader facilitates the discussions, ensures active participation from everyone, and manages the practical aspects of the group. In a study circle, participants can explore both theoretical subjects, such as politics, language, or history, and practical subjects, such as art, music, or dance.

Content

The four subjects for the study circle that GADIP had developed for this training are: 1. What is climate justice? And the 17 goals of Agenda 2030, 2. Climate Justice and Women's Rights, 3. Climate Justice & LGBTIQ community, 4. What can you do to contribute towards climate justice?

1. What is Climate Justice? And the 17 goals of Agenda 2030

At the first meeting of this study circle, the group will be introduced to the topic of Climate Justice.

Participants will start by introducing themselves, sharing their names and explaining their interest in climate justice.

The group should review the 17 Sustainable Development Goals (SDGs) from Agenda 2030. These can be found via this link: SDGs, or by watching the video: Do you know all 17 SDGs?.

The video is only 1 minute and 5 seconds long and can be viewed here: <https://sdgs.un.org/goals>, or by watching this video: [Do you know all 17 SDGs?](#)



After familiarising themselves with the goals, participants will need to watch a brief video titled *What is Climate Justice?* by Oxfam GB. Participants should use a computer or smartphone to watch the brief video which lasts just 1 minute and 5 seconds. [What is Climate Justice?](#) | Oxfam GB

Following the video, the group will engage in a discussion addressing the following questions:

- Which of the Agenda 2030 goals are related to Climate Justice?
- Which goals are connected to Gender Equality?
- How are these goals interlinked?

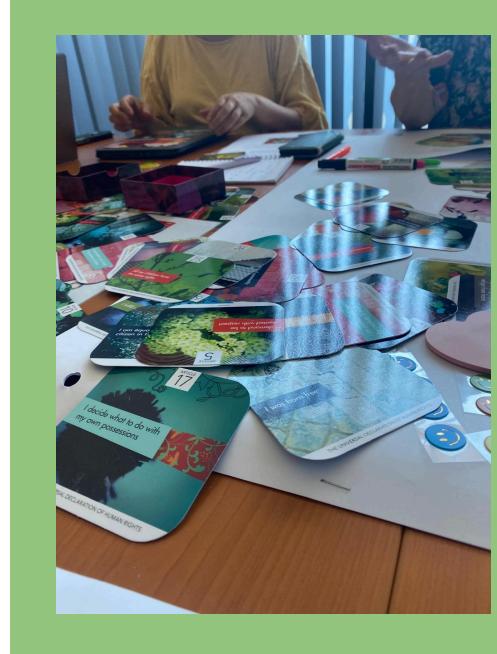
2. The second meeting for this study circle is to get a deeper insight of how women's rights are correlated with climate justice.

Participants will watch a brief 1 minute and 38-second video on women's rights and the Beijing Convention, highlighting 25 years of progress and promises. [25 years of progress and promises for women's rights](#)

They may also choose to explore additional information on the UN's Convention on the Elimination of All Forms of Discrimination Against Women (optional): <https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

This is followed by a discussion about the following question and instructions for action:

- *“How can you connect women's rights with Gender and Climate Justice based on the information from the video?”*
- Using cards featuring articles from the UN's Convention on the Elimination of All Forms of Discrimination Against Women and the UN's Universal Declaration of Human Rights: Select one article related to women's rights and discuss its connection to climate justice. You can order the cards here: <https://myhumanrights.se/en/> (Optional).
- Create a social media post highlighting a specific aspect of women's rights and its relevance to climate justice. Share this on your organisation's or personal social media accounts. If you are unfamiliar with social media, write your post on a large sheet of paper, take a photo, and share it that way.



3. The third meeting is about learning and understanding the vulnerabilities that the LGBTIQ+ community faces and how they reclaim climate justice.

Participants open the browser from their computer or cellphone and watch the following 2.15 minutes video: [Luna - Una defensora de derechos humanos](#). The video is in Spanish with English subtitles.

They can then additionally read “*The disproportionate impact of climate crisis on the LGBTQIA2S+ community*” published by Greenpeace International (3 min read, optional):

<https://www.greenpeace.org/international/story/60078/impact-climate-crisis-lgbtqia2s-pride-month/>

This is followed by a discussion about the following questions:

- Identify vulnerabilities faced by the LGBTIQ+ community related to climate justice.
- Create a social media post focusing on one specific vulnerability and its connection to climate justice.
- Share this post on your organisation's or personal social media profiles.
- If you are not familiar with social media, write your post on a large sheet of paper, take a photo, and share it in that format.

4. The fourth meeting is about what efforts should we make now from our home, school or work to contribute to climate justice?

- a. Explore the Localisation Action Guide: <https://actionguide.localfutures.org/>
- b. AWorld App: <https://aworld.org/>

This is followed by a discussion about the following questions:

- Pick an action that you will focus on from the Action Guide or A World and commit to a time frame - why did you pick that action? Share with the group.

Method Reflections and Feedback

- **Democratic Learning Approach:** The study circle method fosters a democratic and inclusive learning environment where all participants contribute equally. This can be particularly empowering for those who feel marginalised or unheard in traditional educational settings. The collaborative nature helps in sharing diverse perspectives and building a collective understanding.
- **Deep Engagement with Themes:** The structured format of the study circle, with its focus on specific themes like climate justice, women's rights, and LGBTIQ+ vulnerabilities, allows for deep, focused discussions. This structured approach can help participants gain a comprehensive understanding of complex issues and their interconnections.
- **Utilisation of Multimedia Resources:** Incorporating videos and online resources effectively supports the learning process. This multimedia approach can cater to different learning styles and enhance engagement by providing varied content formats. However, it's important to ensure that all participants have access to the necessary technology.
- **Active Participation and Action:** The method encourages not just discussion but also practical action, such as creating social media posts or committing to specific actions. This hands-on aspect helps in translating learning into real-world impact, promoting both awareness and action.
- **Flexibility and Adaptation:** The study circle format is adaptable and can be modified to suit the specific needs and interests of the participants. This flexibility allows for tailoring the sessions to address local contexts or emerging issues, making the method highly relevant and responsive.
- **Empowerment Through Social Media:** Encouraging participants to use social media for advocacy empowers them to reach wider audiences and practise digital activism. For those unfamiliar with social media, providing alternative methods for sharing insights ensures inclusivity and broadens participation.
- **Practical and Reflective Learning:** The combination of practical actions and reflective discussions helps participants internalise the concepts and apply them meaningfully. This dual focus on theory and practice supports a more holistic learning experience.

New Ideas on the Method:

- **Introduce Guest Speakers:** Invite experts or activists relevant to each topic to provide guest lectures or participate in Q&A sessions. This could offer deeper insights and first-hand experiences that enrich the discussions.
- **Implement Breakout Sessions:** For larger study circles, use breakout sessions or small group discussions to allow participants to explore specific aspects of the topic in greater detail before sharing their insights with the larger group.
- **Facilitate Field Visits or Virtual Tours:** Organise field visits to local organisations, community projects, or relevant sites, or virtual tours to enhance understanding through practical exposure and real-world examples.
- **Develop Collaborative Projects:** Encourage participants to collaborate on projects or campaigns that address the issues discussed in the study circles. This could include creating awareness campaigns, developing action plans, or engaging in community service.

Elizabeth Wright Veintimilla: Building Bridges: Exploring Gender Inequality and the Climate Crisis with LEGO® SERIOUS PLAY®

Elizabeth Wright Veintimilla explains that the LEGO® Serious Play® (LSP) methodology uses bricks as a tool for creative thinking, communication, and problem-solving. It draws on extensive research from the fields of business, organisational development, psychology and learning, and is based on the concept of “hand knowledge.” Originally developed in the 1990s for LEGO®'s internal strategy development, LSP has since evolved into an open-source model, allowing for facilitator training and widespread participation. Elizabeth Wright Veintimilla is a certified facilitator in LSP.

There are four key steps in LSP: 1. Asking a question. 2. Building, 3. Sharing (models). 4. Reflecting on what was seen and heard. In total, there are seven application techniques, this workshop will cover the first two of them.

Why LSP? We know more than we think we do!

LEGO® Serious Play® (LSP) can uncover deeper insights and perspectives by fostering imagination through the building and description of models. This method encourages the creation of new ideas, which is often a refreshing experience. Research indicates that our hands are linked to 70-80% of brain cells, suggesting that hands-on work can unlock memories and knowledge. LSP fosters a playful atmosphere that helps participants move beyond their usual patterns of collaboration in a work environment.

LSP is valuable for teams to ensure everyone's input is included and to align perspectives before starting a new project. It is also useful for collaborations among NGOs, helping to develop strategies or projects that incorporate diverse viewpoints. The method is versatile and applicable across various settings and demographic groups.

Elizabeth Wright Veintimilla offers some personal reflections on LSP, noting concerns about its reliance on plastic and its association with a major company with a significant environmental footprint. However, she has found that the materials are durable and reusable over time, and she continues to believe in the value of the method.

Workshop summary

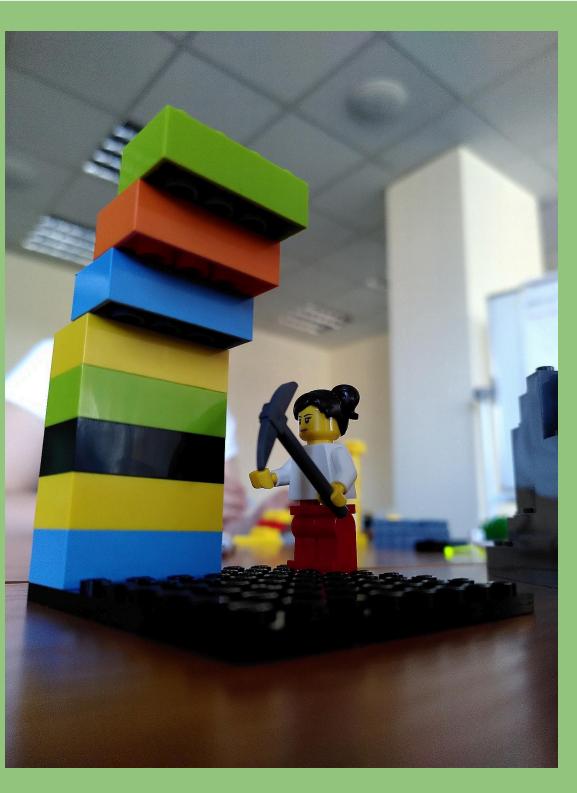
The rules to the workshop are:

1. You build what you want
2. Think with your hand
3. No ideas? Build something!
4. It is your model
5. Only you decide what your model means
6. There are no wrong models, meanings or stories

Learning Objectives

- Understand the core process of LSP which involves four steps.
- Learn how LSP can contribute to creating spaces that are safe, inclusive and creative.
- Learn about the possible applications of LSP, particularly for learning about and discussing the intersections between climate and gender.

7. Your model is your answer to the posed question 8. Everyone builds and everyone tells the story



Task 1: Each person builds a tower with a person on top (2-3 minutes) and shares something about their tower afterwards.

The participants describe their towers as vibrant, incorporating various layers and sizes to symbolise different experiences, cultural backgrounds, communities, and languages—emphasising that every element matters. Nature's significance is also highlighted, represented through flowers, green elements, or an Avatar-like connection to the environment. One structure is still in progress, with a woman placed at the top to underscore the underrepresentation of women in construction and their frequent oversight.

Elizabeth Wright Veintimilla explains that this exercise marks the start of the workshop, which typically spans a longer duration. It serves to familiarise participants with the building process, allowing them to engage with the technique and share their stories about the outcomes.

Task 2: Each person builds a model to the question: What do you like most about working on gender? (4-5 minutes). The same bricks can be used but there are a variety of additional parts that can be integrated.

The participants present their models, each illustrating various gender expressions working collaboratively. Networking is depicted as a form of knitting, contrasting with capitalist hierarchies. One model highlights self-care and community care, showcasing people celebrating together. Elements of intersectionality are represented in the models: green sections denote climate justice and the green economy, a witch's hat symbolises the vilification faced by those defending women's rights, and a knight signifies the spirit of advocacy and resistance. Another model features numerous heads to symbolise diverse individuals coming together to create a shared impact. A tall model represents the foundation laid by previous efforts, emphasising the importance of building on their achievements. Finally, a bridge illustrates the value of connecting and welcoming new people into the fold.

Reflection in the group: The models and their explanations have mainly been about experiences, people, the collective and different perspectives.

Model 3: If you were to work together on a project to address gender equality and climate crisis, what would you contribute? (4-5 minutes)

The various organisations and individuals depict their networks through models, incorporating greenery and flowers to highlight their commitment to environmental and climate justice issues. For instance, a spider's web

represents the network as a system for disseminating messages. From this web, a bridge extends into feminist and gender work. High towers, resembling construction sites, symbolise connections to policymakers, stakeholder networks, and politicians. One model centres on cultivating a garden-like green habitat, emphasising the creation of a nurturing and supportive environment for all.



Every participant receives an additional red brick with the task to place it on a part of the model that is essential for them to be included, a non-negotiable. Bearing in mind the cooperation we were imagining. Then take out the non-negotiable/essential part and place it on a common base.

On the shared base, participants place figures representing decision-makers, intersectionality, and women, all positioned at a higher level to signify their importance in connecting feminism with environmental issues. Another small group contributes their priorities: connection, symbolised by a monkey; educational space, represented by a table where figures are engaged in study; and inclusivity across all genders.

Reflections on the combined model reveal a lack of connection between the different elements. This highlights the need for adjustments to create a cohesive model that truly represents the group's collective outcomes. The aim is to collaboratively build a model that reflects everyone's consensus. Participants are encouraged to make modifications until the model meets their collective vision. Written descriptions on post-it notes are added to the model to provide further context and clarity.

Model 4/5: Some volunteers are given the same set of pieces to each build a duck with it. The others build individual models to start answering the feedback questions: What did you learn in this session?; What would you further expect to learn?

All the ducks are unique due to our cognitive diversity, despite using the same bricks. This illustrates that none of the variations is wrong or superior; rather, they highlight the different ways our minds work.

Reflections and Feedback

- **Enhanced Understanding of Perspectives:** Participants might appreciate how LSP allows them to visually and physically express complex ideas, uncovering deeper insights and diverse perspectives that might not surface through traditional methods. This hands-on approach encourages participants to engage creatively with the topic.
- **Engagement and Creativity:** The tactile and playful nature of building with LEGO® stimulates creativity and active engagement. Participants could reflect on how this method helps them think outside the box and develop new ideas, fostering an environment where imaginative solutions can flourish.
- **Inclusion and Voice:** LSP promotes inclusivity by giving everyone a platform to contribute through building and storytelling. This can be particularly valuable for those who might struggle with public speaking, ensuring that all voices are heard and considered.
- **Insight into Group Dynamics:** By collaboratively constructing and reflecting on models, participants can gain insights into group dynamics and collective priorities. This process helps highlight both strengths and areas for improvement within the group.
- **Reflection on Social and Environmental Issues:** The method's focus on creating models related to gender equality and climate crisis allows participants to reflect on how these issues intersect and how their individual contributions can address broader societal goals.
- **Realisation of Cognitive Diversity:** The exercise with building ducks from the same set of bricks illustrates cognitive diversity and the different ways participants approach problem-solving. This highlights the value of diverse perspectives and the understanding that there is no single correct way to address complex issues.
- **Importance of Flexibility:** The iterative nature of modifying the combined model to reflect collective feedback underscores the need for flexibility and adaptability in collaborative work. Participants might recognise the importance of continuously refining strategies based on group input.
- **Hands-on Approach:** Building something physically engages participants' hands and encourages the brain to develop ideas iteratively, even without a clear final answer. This hands-on approach can spark creativity and initial reflections.
- **Participant Fatigue:** Some participants experienced fatigue and struggled with concentration, possibly due to a lack of creative support in traditional educational settings. The workshop highlights the need for fostering creative thinking throughout adulthood.
- **Adding Playfulness:** Incorporating play into serious discussions infuses joy and can transform the approach, making it less about compromise and more about collaborative innovation. This playfulness can shift traditional methods of negotiation and problem-solving.
- **Early Reflection:** The playful, hands-on nature of LSP facilitates initial reflection without early biases or external influences, allowing for more genuine and spontaneous insights.
- **Gender Perspective:** Using LEGO®, often stereotypically seen as a boys' toy, in a workshop with women challenges traditional gender stereotypes and promotes imaginative thinking, breaking away from prescriptive notions typically associated with girls' toys.



New Ideas on the Method:

- **Adapt for Inclusivity:** Customise LSP for different groups such as for example older women by offering introductory sessions, using themed LEGO® sets, and providing clear guidance to build confidence. Design activities that resonate with their life experiences and include familiar elements to make the process engaging and relatable.
- **Use LSP as a Primer:** Start workshops with LSP to generate ideas and creativity. Use it to explore key themes or questions, capture initial insights, and enhance engagement. This preliminary activity can help participants articulate their thoughts and set a solid foundation for more detailed discussions and activities that follow.
- **Extended Workshop Duration:** Given that participants felt fatigued and struggled with concentration, extending the workshop duration and incorporating more frequent breaks could help maintain engagement and energy levels throughout the session. LSP workshops are meant to be 2-3 hours long, minimum.
- **Integration of Creative Supports:** To address participant fatigue and enhance creative thinking, introducing additional creative supports or prompts could help participants generate ideas and maintain momentum. This could include visual aids, thematic prompts, or collaborative brainstorming exercises.

Eva Lachkovics: Extractivism - A Threat to Climate and Women

Eva Lachkovics, a member of WIDE Austria, links today's session to the visit to the historical mining museum from the previous day, which was a visit provided to all project partners that were at the COPgendered project meeting. The museum, located in an abandoned coal mine, provided insights into the machinery used and the roles of the many men and horses who once worked there. For her session, Eva will shift the focus to the impact of mining on women and address the social aspects that were overlooked during yesterday's visit. She invites all participants to reflect on and engage with this important topic.

The guiding question to reflect on extractivism in this session was: *"How can we mitigate the harmful effects of mining on the global climate and, in particular, women in the Global South?"*

Eva Lachkovics begins with a brief introduction and a presentation of the workshop participants. The first part of the session involves a group brainstorming activity centred around three questions:

"Are you familiar with the term 'Extractivism'?"

Learning Objectives

- Understanding the effects of exploitative mining (extractivism) on the environment, climate and women in the Global South, and its connections to consumption in the Global North.
- Formulate and propose alternative actions for individuals, industry and policymakers at all levels to mitigate the negative impacts of extractivism and promote a just transition.
- Articulate key demands and develop strategies for engaging with policymakers and their communities to promote awareness and drive policy changes towards sustainable and equitable practices in mining and resource use.

Most participants have some knowledge of ‘Extractivism’; some have worked directly with the issue, while others have only heard or read about it.

“What do you associate with it?”

Participants associate the term with harm, capitalism, exploitation, and a lack of respect for nature. They recognise it as a complex problem tied to the climate crisis, particularly regarding CO2 emissions. The discussion highlights the need to phase out brown coal (lignite) while also acknowledging the increased demand for rare earth minerals essential for the green transition.

“Do you have any personal connection to it, even if it is a far-fetched one?”

Some participants have personal connections to the topic. For instance, a visit to the mining museum organised by Mira the previous day, personal ties to the mining sector, or visits to silver mines in Potosi, Bolivia, have shaped their understanding.

Facilitator’s Presentation: “*An Extremely Exploitative Form of Mining*”

Harmful impacts of Extractivism are:

- **Land Loss:** The impact of land grabbing leading to significant land loss.
- **Water Consumption:** Mining operations consume vast quantities of water.
- **Health Issues:** Increased workload contributes to health problems, alongside violence, sex work, sexual abuse, contamination, and hazardous working conditions.
- **Child Labour:** The prevalence of child labour, resulting in girls being deprived of educational opportunities.
- **Loss of Biodiversity:** Extraction of Rare Earth Elements threatens the fertile and rich biodiversity.
- **Impacts on Livelihoods:** Large areas are affected, and land is used for mining instead of nature and food production. This limits the possibilities for communities to grow their own food.
- **Contribution to Climate Change:** High CO2 emissions, energy and water consumption

Resistance in Action - WoMin: A South African women’s rights organisation that empowers women in mining areas by supporting them in resisting mining projects and advocating for their rights.

Rare Earth Elements: Extraction has significant environmental impacts, yet the minerals are crucial for our modern welfare society and the green transition. Large multinational corporations often push the boundaries of legality to obtain them.

Electric Cars: Outsourcing the Climate Problem

Electric cars rely on lithium and cobalt for their batteries, but the climate issues associated with their production are often outsourced to the Global South. While much attention focuses on the use of electric vehicles, the production process, which takes place in countries with poor social conditions like Congo, is frequently overlooked in discussions about electric mobility in Europe. It is important to address this imbalance by highlighting the impact on all genders, not just women, as extractivism affects everyone. Using examples from both the Global South and Europe—such as uranium mining in former Yugoslavia—can provide a more comprehensive perspective.



Find options for action to reduce Extractivism

Split the participants into smaller working groups to reflect on different levels of action:

- 1. Personal Actions:** Consider what individual changes or actions we can take to support responsible practices in the context of extractivism. This may include lifestyle adjustments or advocacy efforts.
- 2. Industry and Economic Demands:** Identify and articulate what we expect from industries and economic systems to address the challenges posed by extractivism. This might involve promoting sustainable practices or ethical sourcing.
- 3. Political and Policy Demands:** Determine the changes we need from politicians and policymakers to effectively address the issues surrounding extractivism.

This could include stricter regulations, better enforcement of existing laws, or increased support for affected communities.

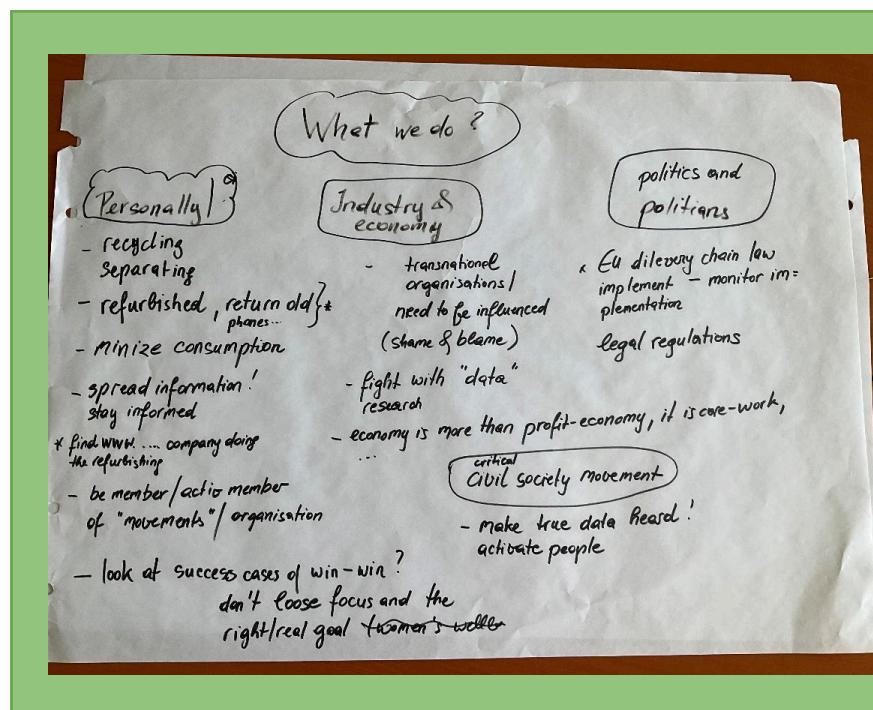
Following the discussion and collection of ideas in the groups, these outcomes will be shared in a plenary session. This process will help to consolidate the ideas, highlight key points, and identify actionable strategies for moving forward.

Method Reflections and Feedback

- Contextual and Relational Learning:** Linking the workshop to the previous day's visit to the historical mining museum added depth to the learning experience. Participants appreciated how connecting historical context with current issues enhances their understanding of extractivism's ongoing impact.
- Holistic Exploration of Extractivism:** The session's focus on the multifaceted effects of extractivism—such as environmental degradation, social harm, and gender inequalities—encouraged participants to reflect on how these interconnected issues are often overlooked in traditional discussions. This comprehensive approach helped participants see the broader implications of mining practices.
- Interactive and Reflective Approach:** The use of brainstorming sessions to explore participants' familiarity and personal connections to the topic facilitated a more engaged and personalised learning experience. Reflecting on personal ties and associations deepened understanding and made the issue more relatable.
- Action-Oriented Discussions:** Dividing the workshop into discussions on personal actions, industry demands, and policy changes helped participants think critically about their role in addressing extractivism. This structured approach prompted reflections on how individual and collective efforts can contribute to meaningful change.

- **Engagement with Policymakers:** By addressing the need to engage with policymakers and communities, the workshop inspired participants to think about advocacy and communication strategies. This focus on policy engagement emphasises the importance of influencing decision-makers to drive systemic change.

- **Empowerment Through Knowledge Sharing:** The method of presenting and discussing various issues related to extractivism empowered participants by providing them with a platform to voice their insights and contribute to collective knowledge. Reflecting on this empowerment can reinforce the value of participatory learning.



New Ideas on Method:

- **Incorporate Interactive Case Studies:** Integrate real-world case studies and role-playing scenarios where participants can simulate the impacts of mining in different global contexts. This can deepen understanding by making abstract concepts more tangible and relatable.
- **Enhance Visual and Multimedia Aids:** Use more diverse multimedia resources, such as interactive maps, documentaries, and infographics, to illustrate the impacts of extractivism and its connections to climate justice.
- **Guest Speakers:** Invite experts, activists, and affected community members to speak or participate in Q&A sessions. Their firsthand experiences and insights can enrich the discussions and provide authoritative perspectives.
- **Develop Collaborative Action Plans:** Have participants create collaborative action plans or projects that address specific aspects of extractivism. These could include community awareness campaigns, policy advocacy proposals, or grassroots initiatives.

Julissa Jauregui: Debates as a Methodology for Socio-Environmental Issues

Derived from a framework developed by European organisations working on climate change and migration, debates offer a valuable methodology for addressing socio-environmental issues. At Alianza por la Solidaridad (ActionAid Spain), extensive experience with youth has led to the development of this approach and it not only supports educational growth but also equips individuals with essential skills for effective advocacy and dialogue.

Why Debates as a Methodology?

1. **Facilitates Research and Reflection:** Debates encourage thorough research, analysis, and reflection on topics of social relevance, fostering a deeper understanding of issues.
2. **Promotes Knowledge Acquisition:** Engaging in debates helps participants gain knowledge on various subjects, including climate change, gender, and migration.
3. **Raises Awareness:** Debating increases awareness of critical issues across different areas and communities.
4. **Enables Learning by Doing:** Debates offer a hands-on approach to learning, where participants gather information, form positions, and analyse evidence in real-time.
5. **Encourages Thoughtful Exchange:** The format promotes calm, respectful exchanges of viewpoints and the development of key communication skills. Participants learn to construct and defend arguments while considering counter-arguments.

Learning Objectives

- Develop a deep understanding of the role of debate as a pedagogical tool in environmental and gender education, including analysing the socio-environmental impacts of climate change on local communities and the responsibility of the global north.
- Enhance skills in structuring and participating in debates on complex socio-environmental issues, learning to articulate and defend various perspectives.
- Consider the broader implications of debate outcomes for policy and practice, focusing on environmental and gender issues.

Setting the Debate Scene

For this method to work, it is essential to choose a theme and real-world case study. For this workshop session, a real case of Coca-Cola in El Salvador with a specific focus on the intersection of gender and climate change was chosen. The case study of Coca-Cola's proposal provided a real-world context to examine the impacts on water resources, local communities, and gender dynamics. The debate teams are put into role-playing scenarios where one group defends the interests of Coca-Cola and another defends the interests of the community represented mostly by women defending their right to access to water.

Steps to Organise the Debate

1. **Coordinate:** Within each team, designate a role to each of the three or five members:
 - a. Leader: Introduces the team, makes an opening statement, conclusion and summary.
 - b. First speaker and second speaker: Develop the thesis, extend cited and referenced sources, reacts to criticism and counters arguments of the other team.
 - c. Two critical listeners: Take notes of arguments of the other team, report to speakers during breaks, so they can respond.
2. **Preparation:** Allowing time for this is important as it will define the quality of argumentation and exchange. Address the aspects:
 - Analysis; Research; Construction of Arguments

→ Presentation; Participation; Analysis of the Debate

3. **Organisation of the Debate:** To ensure a calm and respectful debate, a clear structure for interventions is essential. The role of the jury must be well-defined: three individuals who will evaluate the debate, take detailed notes, and provide justification for their scores and feedback.

Method Reflections & Feedback

- **Enhanced Research and Reflection:** Debates encouraged participants to conduct research and engage in reflective thinking about socio-environmental issues, leading to a deeper understanding of complex topics.
- **Knowledge Acquisition:** By participating in debates, individuals gained valuable knowledge on a range of subjects, including climate change, gender, and migration, which can inform their advocacy and decision-making.
- **Practical Learning:** The debate format provided a hands-on learning experience where participants actively gathered information, developed arguments, and analysed evidence in real time.
- **Development of Communication Skills:** Debates promote respectful and thoughtful exchanges of viewpoints, helping participants improve their communication skills and learn to construct and defend arguments effectively.
- **Focus on Policy and Practice:** The outcomes of debates can inform policy and practice, especially regarding environmental and gender issues, making the process relevant and impactful.



New Ideas on the Method:

- **Interdisciplinary Integration:** Incorporate perspectives from various disciplines, such as economics, sociology, and environmental science, to enrich the debate with multifaceted viewpoints and enhance the depth of analysis.
- **Interactive Elements:** Introduce interactive elements such as real-time polls or audience questions to make debates more dynamic and responsive to the participants' and audience's interests.
- **Role Rotation:** Allow participants to rotate through different roles (e.g., leader, speakers, critical listeners) in multiple debates to build a more well-rounded skill set and provide varied experiences.
- **Collaborative Debates:** Explore formats where teams collaborate with external experts or stakeholders to prepare for debates, fostering a broader exchange of ideas and insights.
- **Focus on Solutions:** Emphasise not only the discussion of issues but also the exploration of potential solutions or policy recommendations as part of the debate process.

Gitte Pedersen & Birgitte Hjerrild: Picture-Based Discussion on Ecofeminism and Feminist Urban Planning

Gitte, a member of KULU and a high school teacher with 30 years of experience, and Birgitte, also a KULU member who works in Urban Planning, hosted a workshop focused on ecofeminism and feminist urban planning through a picture-based discussion. The workshop began with introductions to ensure everyone knows each other's names and to foster a respectful environment where everyone has the opportunity to speak. The method they use is designed to give every participant a voice, allowing for the expression of diverse perspectives. The goal is not to achieve a perfect outcome but to gain a variety of insights and collaborate effectively.

What does *“Ecofeminism”* mean?

When asked what “ecofeminism” means to them, participants noted the intersection between feminism and ecological actions, recognising that it is a movement that defends human rights, and that it is a theoretical strand of feminism that links the domination of women with the domination of nature as patriarchal.

Facilitators’ Additions:

- Ecofeminism explores the connections between production and reproduction, highlighting how society often exploits nature as it does with women. Climate change stems from humanity's treatment of the environment, and we should focus on protecting it rather than exploiting it. This protection involves replacing capitalist economic systems with care economies.
- The unpaid work of caring for children, predominantly undertaken by women, is a significant part of the ecofeminist perspective.
- Animal rights also feature in ecofeminism, which advocates for improvements in food production and the food industry to create a more just and sustainable system.

Facilitators Presentation: “Feminist Urban Planning”

Key issues in feminist urban planning include mobility, where the field is largely dominated by men, necessitating a focus on how mobility affects all genders. Security is a major concern for women when navigating urban spaces, requiring planning that ensures safe and accessible environments. Additionally, urban space design should cater to the needs of all citizens, including those with disabilities and other vulnerable groups. Since women typically walk and use public

Learning Objective

- Explore the intersection of feminist and ecological perspectives to recognise how the domination of women parallels the exploitation of nature. Understand the implications for environmental justice and sustainable development, and apply these principles to real-world issues in urban planning and advocacy.
- Evaluate how urban design affects different genders, focusing on mobility, security, and the furnishing of urban spaces. Develop strategies to create more inclusive and safe environments by considering diverse needs and experiences, and apply these strategies to practical urban planning challenges.
- Use picture-based discussions to brainstorm and develop creative solutions for making cities more attractive and functional for all genders. Foster collaborative learning by sharing and reflecting on diverse perspectives, and integrate these insights into actionable recommendations for urban planning and community advocacy.

transport more than men, urban planning must account for these needs by providing additional stops and accessible infrastructure.

Not only when, but how you use transport

Most urban spaces have historically been designed by men, and while city planning has evolved, many new facilities are still predominantly designed for male users. This is evident in transport, where significant gender differences persist. In Denmark and the Netherlands, women cycle as much as men, but this is not the case in many other countries where men are more likely to drive cars while women are often passengers.

In Sweden, snow removal prioritises main roads, which are primarily used by men commuting to work, leaving pavements and bike lanes less attended. For young people, urban spaces and activities are often more accessible to boys than girls. In Denmark, a new urban space is being designed specifically for young girls, providing a space where they can dance together without being seen by everyone.

Participatory Picture-Based Discussions

The group is split into two smaller subgroups and each group is given different photos from urban spaces - trees, bikes, fountains, playgrounds, harbour. The participants were asked to think about different ideas on how to make a city attractive to all genders.

Group Discussion

Participants discussed conflicts from their own cities where local opposition to new bike lanes stemmed from concerns about reduced car parking spaces which impacts people with limited mobility. Many in the group were familiar with the 'car mentality' that is prevalent in various countries and cities, where driving is preferred over using public transport. For some, the avoidance of public transport is a response to past experiences of (sexual) harassment. This highlights how issues of mobility and security are deeply interconnected. In response, some cities, such as Mexico City and India, have introduced gender-segregated carriages.

Participants also noted public debates about street harassment and different emergency measures, including feminist self-defence classes and emergency hotlines. Improved street lighting and increased visibility at night are also important for enhancing feelings of security. However, there are no quick fixes; these issues are complex and intertwined with urban planning, media, and education.

It was also noted that space designed for informal socialising, where people can sit and chat together, should not be limited to offices or parks but include green, relaxed environments that foster community interaction. Unlike in South America, where socialising on the streets is common, places like Denmark often lack this street-level interaction. An ideal space would feature greenery, street art, and public libraries, creating a vibrant, welcoming atmosphere. Accessibility is also crucial, with public transport stations equipped with elevators. Such environments should avoid large, empty buildings and expansive roads.

Method Reflections and Feedback

- **Using Pictures for Reflection and Discussion:** Participants discovered how visual imagery can facilitate deeper reflection and stimulate discussion. Pictures provide a tangible way to explore and communicate complex ideas, making abstract concepts more accessible and engaging.
- **Effectiveness of Storytelling:** The session reinforced that storytelling is a powerful tool for conveying information and fostering understanding. Sharing personal stories and experiences helps participants connect emotionally with the material and with each other, enhancing their learning experience.
- **Information Exchange Across Different Contexts:** Participants learned the value of exchanging information from various contexts. This approach broadens perspectives, enriching the discussion with diverse viewpoints and experiences, which can lead to more comprehensive solutions.
- **Ease of Mapping Ideas:** The session demonstrated how visual tools, such as pictures and diagrams, simplify the process of mapping ideas. This method helps in organising thoughts, identifying connections, and visualising the relationships between different concepts and solutions.
- **Connecting Short-Term and Long-Term Solutions:** Participants gained insight into the importance of bridging short-term actions with long-term strategies. Understanding how immediate steps can lead to sustainable change helps in planning and implementing effective solutions.
- **Recognising Collective Knowledge:** The group recognised that valuable knowledge exists within its members. Leveraging this collective expertise fosters a collaborative environment where everyone's insights contribute to more robust and informed discussions.
- **Pragmatic Solutions and Systemic Change:** The session highlighted the need for practical, actionable solutions that address systemic issues. Participants learned that effective change requires both pragmatic approaches and a focus on underlying systems to achieve meaningful and lasting impact.



New Ideas on Method:

- **Interactive Mapping Exercises:** If being facilitated in a location that is shared by all participants, incorporate interactive mapping tools where participants can visually place issues and solutions related to urban planning, mobility, and gender into different areas of a city map.
- **Incorporate Real-Life Case Studies:** Use detailed case studies from cities that have successfully implemented gender-sensitive urban planning or addressed mobility issues. Include before-and-after analyses and lessons learned.

- **Foster Solution Focused Thinking:** Follow up on this session with another workshop format (e.g. Open Space, World Café) that enables group discussion on creating solutions to the issues identified.
- **Develop Collaborative Action Plans with Local Stakeholders:** Organise workshops where participants work with local community members, businesses, and policymakers to develop actionable plans for addressing specific urban issues identified during the session.

Jennifer Pitter-López: Dice Game - Farmers in Times of Climate Change

Jennifer Pitter-López works with Light for the World, an organisation dedicated to advancing inclusion and participation of people with disabilities in the Majority World.

Introduction

The game 'Gender, Disability and Climate' investigates how extreme weather events affect populations on the intersection of Gender & Disability. The game is based on the International Red Cross Climate Centre 'Gender and Climate game'. The climate crisis and its increased impacts on subsistence farmers is being experienced within the game.

While the game can be set anywhere in the world, today it is based in Bulgaria. The players are divided in teams: 'villages' and need to individually decide on what to plant in the coming season as subsistence farmers - the number of teams depends on the participants for the game. It is recommended to play the game with 10-20 participants with 2-4 'villages'. In our test, we split the group in two villages and the selected names for their villages were: Veselie and Bobovo.

After setting the scene and discussing the local context each farmer decides each year which crops to plant. In our case we selected Potato (Drought resistant- cost of 1 bean), Rice (Flood resistant- cost of one bean), Maize (Not resistant to extreme weather events- free of charge). In another context you may use other vegetables that are common in the area, e.g. cassava for a drought resistant crop.

The simulation will span nine years, during which the farmers plant crops and harvest and win and lose depending on the weather conditions and their gender and/or disability status.

Material

- 3 colored papers with maize, potato and rice drawn on them (set up in different corners of the room)
- 5-10 (50%) Bracelets (can be made out of paper, yarn etc.)
- 3-5 (15-25%) Crowns (made out of paper)
- Beans (a bag full, rather bigger than smaller beans, need to be easy to hold and felt by persons who are blind)
- Dice (either a very big dice, or an online free dice being projected for everyone to see, ensure to say the number out loud)
- Fair-Trade Chocolate or Biscuits

Learning Objectives

- Understand the different impacts of weather events on subsistence farming for individuals of different genders and persons with or without disabilities
- Develop empathy and awareness of the unique challenges faced by women and men with disabilities in adapting to climate-related risks
- Explore and discuss inclusive and adaptive strategies that address intersectional discrimination related to gender and disability in the context of the climate crisis

Duration

60 min

Rules of the game

Each year every subsistence farmer has the chance to select which crop they would like to plant. Every round in the game is a planting season. We are going to play about 9 rounds. Every subsistence farmer gets 3 beans at the start of the game as currency. For potatoes and for rice they have to pay 1 bean. Maize is for free. After every player made their decision, they are standing in the corner of the room of the crop they want to plant, and have paid, we roll the dice. 1 is a drought, 6 is a flood, and 2-5 are normal weather conditions. Depending on the crops that survived on the round, those players get 1 bean. The ones who lost have to pay 1 bean. If a player cannot play for crops and food anymore, they have to migrate to the city and find a job there. They are out of the game.

The rules of the game will change, and players need to be aware to adapt.

The game

All farmers get the same starting capital of 3 beans. In each round of the game, the farmers will choose to plant one of three crops.

Round 1:

Step 1: Players decide which crop to plant and move to the respective corner of the room

Step 2: Players who decided on potatoes or rice pay 1 bean

Step 3: Roll the dice

Step 4: Players whose crops survived receive 1 bean, players whose crops died have to pay 1 bean

Repeat 3 rounds until players are familiar with the game

Round 2:

We first distribute bracelets among 50% of participants. They now are men. If you have a mixed group, it makes sense to reverse gender roles. Step 1-4 will be repeated, but women have to pay 2 beans for potatoes and rice, while men continue to pay 1 bean for planting the drought and flood resistant crops. Also, if they lose, women have to pay 2 beans and men only 1 bean.

We also distribute crowns among 15-25% of participants (mixed gender). They are now women and men with disabilities. Men with disabilities pay 2 beans for potatoes and rice, if they lose, they also have to pay 2 beans. Women with disabilities have to pay 3 beans for potatoes and rice, and if they lose, they have to pay 3 beans.

We repeat step 1 to step 4 three times.

Round 3:

Now we explain that the Climate Crisis is getting worse. Therefore, when rolling the dice, 1-2 is a drought and 5-6 is a flood. Only 3 and 4 are normal weather conditions.

We repeat step 1 to step 4 three times.

End of the Game

The dice lands on 6 which equals a flood. Only those who planted rice gain capital/beans. Now five participants/farmers have run out of money and must go back to the village to find a job. The game is over. In the end the village of Veselie has 6 beans, and Bobovo has 8- therefore, Bobovo wins the game.

Most likely most of the ones still in the game are men without disabilities. We award the winning team with some fair-trade chocolate or biscuits, and also aware the losing teams for inclusion and not leaving anyone behind.

Debrief (30 min)

- Ask the participants about their observations
- Ask them how they felt in their different roles
- Ask them why they think women as well as women and men with disabilities had to pay more for crops and/or for food
- Ask them about possible solutions

Group Reflections

After the game, participants were asked about their feelings and insights. One participant mentioned feeling very insecure due to the unpredictability of the game. Another expressed frustration upon discovering that the participants designated as "men" received two beans in profit, which was perceived as unfair. A third participant noted a sense of privilege when playing as a man, which was overshadowed when their character acquired a disability. This response highlighted how the game can reflect real-life experiences and inequalities.

Participants were also asked about the impact of the climate crisis on the game. They observed that the climate crisis increased the stakes; those with more capital could afford to invest in more expensive crops, potentially yielding greater rewards. In reality, however, farmers cannot easily relocate or switch crops due to changing weather conditions.

The question of why women and people with disabilities had to pay more to plant crops was discussed. The game reflects real-life scenarios where women, who often lack land ownership, must rent land, thereby increasing their costs. Similarly, it illustrates how individuals with disabilities might need to pay for assistance or assistive devices for agricultural work.

Method Reflections and Feedback

- **Effectiveness in Illustrating Intersectionality:** The method was highly regarded for its ability to vividly demonstrate the intersectionality of climate change impacts, showing how different groups experience varying levels of discrimination.
- **Visual and Emotional Impact:** Participants found the method effective in raising awareness through its visual nature and its capacity to evoke strong emotions, making the abstract concept of the climate crisis more tangible and relatable.
- **Reinforcement of Real-Life Experiences:** The game mirrored real-life experiences by highlighting how social and economic inequalities influence people's ability to cope with climate challenges, thus providing valuable insights into the dynamics of privilege and disadvantage.
- **Understanding the Complexities of Climate Adaptation:** The game simulates the challenges of adapting to climate variability, especially when compounded by social inequalities. The evolving rules and increasing difficulty reflected the escalating nature of climate impacts.
- **The Role of Gamification in Learning:** The effectiveness of gamification in engaging learners with complex topics like climate change and social inequality. Participants discussed how the game format facilitated understanding and retention of key concepts. This suggests that gamified learning methods can be highly effective in making abstract or complex issues more accessible and engaging.

New Ideas on the Method:

- **Scenario-Based Adjustments:** Participants proposed adding a cooperative model where farmers can pool their capital into a common fund, introducing dynamics in resource allocation and decision-making. They suggested subtly incorporating cooperation options and observing if villages naturally collaborate. Adding subsidies for certain crops could simulate real-world financial support and its effects on agricultural choices. In later stages, they envisioned allowing wealthier farmers to influence which crops receive subsidies, reflecting how wealth can affect policy and decision-making.
- **Enhanced Sensory Experiences:** Incorporate sensory elements such as audio cues, tactile materials, or visual aids to represent different weather conditions and challenges. This could enhance the immersive experience for all participants.

Sarai Martín & Andrea Rey: Feminist Economy Through Popular Education

Learning Objectives

- Understand the principles and significance of the feminist economy.
- Explore the feminist economic schools and movements in Central America and Spain.
- Engage with the participatory dynamics of popular education on the feminist economy, showcasing the work of Mundubat.

Sarai Martín and Andrea Rey are part of Mundubat in the Basque Country, an organisation dedicated to feminism, human rights, and climate justice across various countries and territories. The methodology they use was originally developed by feminist literacy schools in Latin America and has since been established in Spain as well. At Mundubat, their workshops focus on women from diverse backgrounds, aiming to raise awareness about the various ways in which patriarchy impacts them. This approach, known as feminist economy through popular education, involves practical applications such as working with videos and other materials. The methodology's effectiveness is evident over time, as many participants who begin feeling isolated find friendship and some even become activists throughout the year.

The Workshop

At the start of the session, lively and engaging music plays in the background as participants move around the room, making eye contact with one another. When a signal (such as clapping hands) is given, everyone stops and pairs up with the person next to them. They then share details about their background, their favourite colour, and the names of two people they deeply care about. After five minutes of conversation, the music resumes for another minute, and then participants switch partners for the next round of exchanges. This process repeats three times, allowing everyone to warm up and become acquainted with one another. In Mundubat's workshops, many participants are migrant women in precarious work and living conditions, and often be caregivers of children and/or elderly in their households, thus they deeply value the opportunity to connect with others and having time for self-care.

The Ritual of the Nagual of the Maya

The session continues with a Maya ritual from Central America, offering a spiritual pause to focus on the workshop. This ritual, centred on energy and nature, involves participants connecting with a symbol of the day, such as the "Nawal" from the Maya calendar. The Nawal, or "Day sign," reflects one's spiritual essence and provides insights into personal origins and potentials. In Mexico, a Nawal is also an animal spirit linked to one's identity. During the ritual, small candles are lit, and music plays while participants contemplate a personal hope or desire, which can be shared or kept private.

Feminist Economics Schools as a Method of Popular Education

The group then reviews the document titled "Cartilla de Educación Popular para Facilitadoras de las Escuelas de Economía Feminista" (Popular Education Primer for Facilitators of Feminist Economics Schools). Most of Mundubat's materials are in Spanish and Euskera, though some will soon be available in English. Mundubat's methodologies, grounded in feminist schools and participatory learning, are tailored to the needs of the diverse

groups they work with, such as the Meso-American women's network and later adapted for the Basque context. The approach is collaborative rather than proprietary; materials are shared and accessible to all.

The session continues with all participants standing in a circle. Together, they read aloud a passage from the text "Bringing the Invisible to Light" ('Visibilizar lo invisible' as part of Cartilla de Educación Popular), with each person reading one sentence.

Text in English: Bringing the Invisible to Light

"It is believed in feminist economics that economics is not about what happens in the market, but all of the processes that sustain life. It also wonders about all the work and processes that allow us to meet our needs and thus, reproduce the life network. Many of our needs are not satisfied with money. And we don't get paid for many of our jobs, especially for women: housework, land work, jobs at the neighbourhood and community networks...We don't pay for the air we breathe either; the Earth holds us without asking for money.

These things that don't generate wealth are invisible to the official economy. That is why education in feminist economics is a process by which we are bringing to light what the capitalistic, hetero-patriarchal, and colonialist system hides.

We make visible the invisible base of the iceberg, and we wonder who carries out those jobs and in what conditions. We bring the protagonists to light: the more invisible the jobs are, the more women and the fewer men will do them—more women from the working classes, women who are peasants, migrated, and racialized. Fewer white women, women who come from urban spaces, from middle or high class. When we bring the invisible to light, we manage to see the sexual and racial division of work.

When we bring the invisible to light, we don't just see there are many jobs that the official eyes unsee, but that they are also the jobs that have the closest connection to life. There is a higher compromise with the well-being of the invisible side of the iceberg, rather than the visible side of the market. That is why we wonder about the absences: who are the people not taking care of the jobs that sustain life? Thus, we denounce the lack of responsibility of many men, some women, and all public institutions."

Input on the Feminist Schools

Participants are invited to express their interests and indicate their current level of knowledge on various topics, including:

- Climate justice and gender justice, particularly regarding care work and feminist perspectives on climate care.
- Food security and food sovereignty.
- Feminist economics, including gender dynamics and economic/trade relations.

The group reviews several of Mundubat's publications, such as "*Economía Feminista: An Alternative to Capitalism*" (in Spanish). Mundubat advocates that alternative economic models, like food sovereignty and reduced consumption, can foster climate justice and effect real changes in women's lives and behaviours. A range of additional publications, used in the Feminist Literacy Schools, is available on their website: <https://www.mundubat.org/proyecto/>

The timing of school lectures is adapted to the needs and preferences of the participants, so they do not necessarily follow a regular schedule. In El Salvador, Mundubat offers practical workshops, such as bicycle repair and food production. Although establishing similar cooperatives in Europe is more challenging, other creative methods, such as theatre, can be utilised here.

The schedule for school lectures is flexible, tailored to the background and preferences of the participating women, and does not necessarily follow a regular pattern. In El Salvador, Mundubat provides practical workshops on topics such as bicycle repair and food production. While establishing similar cooperatives in Europe poses challenges, other creative approaches, such as theatre, can be utilised to engage and educate participants.



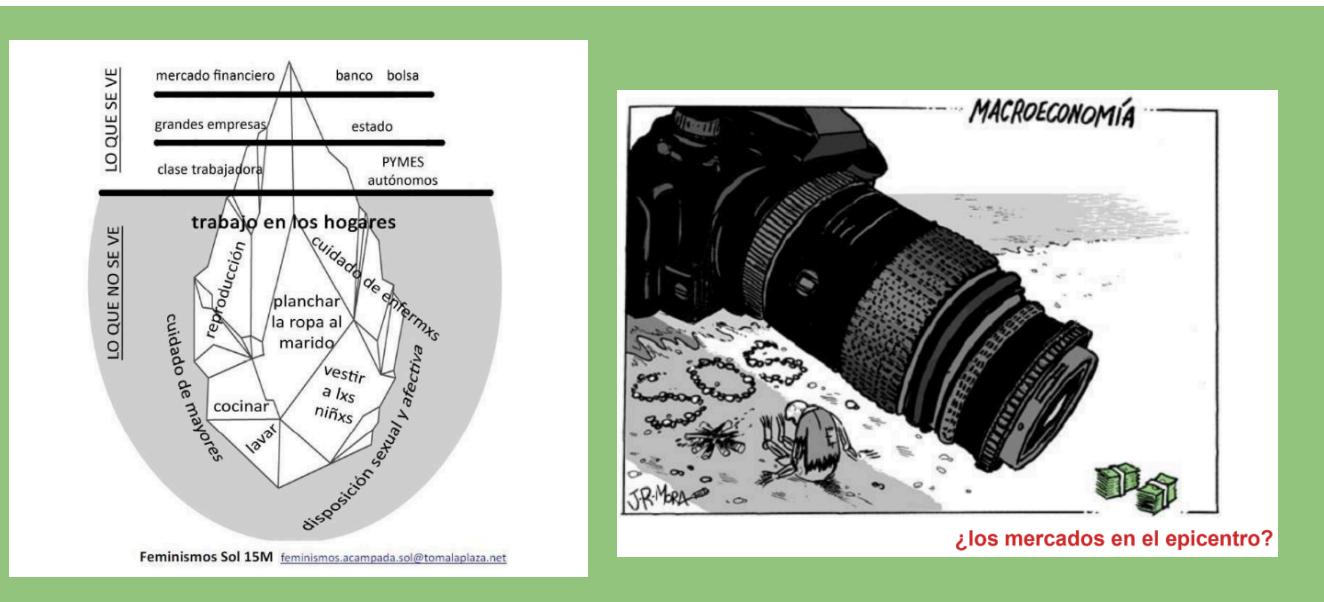
Video & Images

The group watches a video about a conference, the “II. Encuentro de las Escuelas de Economía Feminista” (second meeting of the feminist economics schools) where women meet from time to time: <https://vimeo.com/224036457>

Elements and results of the feminist economic schools:

- Networking among the schools is also an important tool.
- Radio programme in Latin America: women can participate; publication.
- A publication about women in rural areas in Basque country.
- An investigation *by* migrant women *about* migrant women.
- And a graphic novel about abortion and the connected problems of criminalization in El Salvador.

The facilitator shows the caricature of the mainstream macro-economic focus: a big camera that only looks at money but not on the arms of human beings. They often use a graphic (picture and explanation attached): “*Top of the iceberg*” – an illustration to start talking about the invisible economy that supports the visible part of the economy; Invisible work needs to be acknowledged and remunerated as well.



Follow-Up Discussion: It would be interesting to concretise what the realistic alternatives are. The ideas are interesting but often they are general and do not connect with the policy level. For example, alternatives to austerity programmes; how to spend for economic recovery: investing in care, in health, etc.

Mini Group Work

Small groups or pairs talk about our own lives, in response to the question: “*Which activities of our lives are in the lower invisible part of the iceberg?*” (5-10 minutes)

Participants observed that men's activities are often prominently visible, much like the tip of an iceberg. This is reflected in the Spanish expression: "Blanco, Burgués, Varón, Adulto y Heterosexual" (BBVAH), which translates to "white, bourgeois, male, adult, heterosexual" in English. During a dynamic discussion across all groups, participants expressed deep personal concerns. Many are engaged in unpaid work, including family and community care, political activism, countless hours in NGOs, or other voluntary activities. This prompted a discussion on the need for resource redistribution and the urgent need to address the capitalist appropriation and exploitation of resources. There is a call for a fundamental shift in social and collective mentality.

Method Reflections and Feedback

- **Revealing Hidden Contributions:** The workshop effectively highlighted the often-overlooked aspects of unpaid and invisible work that support the visible economy. Participants engaged deeply with the concept of the iceberg, recognising the need to make these contributions more visible.
- **Personal and Emotional Impact:** The approach of using personal reflection and discussion allowed participants to express and confront their own experiences with invisible labour. This led to a heightened awareness of how societal structures impact individual lives.
- **Cultural and Methodological Integration:** Incorporating elements like the Maya ritual and feminist economics texts helped bridge cultural contexts and theoretical frameworks, enriching the learning experience and fostering a deeper understanding of the issues.
- **Practical Applications and Flexibility:** The flexibility in the scheduling of lectures and the adaptation of methodologies to suit participants' needs, such as practical workshops and creative methods, demonstrated a responsive and inclusive approach to education.

- **Resource Accessibility and Collaboration:** Participants appreciated the availability of Mundubat's publications and the emphasis on collaborative use of materials. The focus on making resources accessible and encouraging shared use underscores the importance of collective learning and resource-sharing.
- **Visual and Interactive Learning:** The use of visual aids, such as videos and illustrations, complemented by interactive activities, reinforced learning and facilitated a better grasp of complex concepts like feminist economics and climate justice for a diverse population of women and girls in the Schools.

New Ideas on the Method:

- **Translation of Materials:** Participants suggested that more publications be made available in English or other languages relevant to the targeted groups of women. They recommended exploring the possibility of translating existing materials to broaden accessibility and impact.
- **Challenging Capitalism:** The method was seen as an effective starting point for challenging capitalist systems. Participants recognised the workshop's potential to provoke critical thinking about capitalism and its impacts, leading to further exploration and discussion.
- **Sharing Resources:** One participant offered to contribute their own publications and references, indicating a collaborative approach to resource sharing. This idea underscores the value of pooling knowledge and resources to enhance the collective understanding and effectiveness of the method.

Annex

Programme Capacity Building Day

Time		Session	Presenters	Moderator	
	9:30	Opening		Stanimira Hadjimitova (CSCD)	
35 mins	9:35 - 10:10	Participatory Learning & Action – Plenary Presentation	Jivka Marinova (GERT)	Stanimira Hadjimitova (CSCD)	
45 mins	10:10 – 10:55	Gender, Disability, and Climate - Plenary Presentation	Jennifer Pitter-López and Magdalena Meier (WIDE Austria)	Stanimira Hadjimitova (CSCD)	
15 mins	10:55 - 11:10	Coffee Break			
20 mins	11:10 - 11:50	Methodological Presentations in Plenary	Elizabeth Wright Veintimilla (Tangible Change Workshops), Julissa Jauregui (ActionAid), Nancy Contreras & Lisa Sutton (GADIP), Eva Lachkovics (WIDE Austria)		
80 mins	11:50 - 13:10	Four Parallel “Practice” Rounds of the Workshop Methods			
60 mins	13:10 – 14:10	Lunch			
20 mins	14:00 – 14:30	Methodological Presentations in Plenary	Jennifer Pitter-López (Light for the World), Sarai Martín & Andrea Rey (Mundubat), Gitte Petersen & Birgitte Hjerrild (KULU)		
80 mins	14:30 – 15:50	Three Parallel “Practice” Rounds of the Workshop Methods			
30 mins	15:50 – 16:20	Coffee Break			
40 mins	16:20 – 17:00	Plenary Feedback with Q&A		Janine Wurzer (WIDE Austria)	



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