CURRICULUM ON

GENDER AND ENVIRONMENT
IN THE MEKONG AND
SALWEEN REGIONS

A Guide Book for Young Trainers and Community Organizers

Weaving Bonds Across Borders (WBAB)

A guidebook for young trainers and community organizers:

Curriculum on Gender and Environment in the Mekong and Salween Regions

ACKNOWLEDGEMENTS

"Weaving Bonds Across Borders

Weaving people and communities together to create strong bonds and relationships"

CONTENTS

INTRODUCTION

This Curriculum on Gender and Environment in the Mekong and Salween Regions is based on our actual experience working with women and communities in the region. We hope that this guidebook will help young trainers who are keen to use this as a tool to learn and engage with communities to promote women's voices and local rights over natural resources.

We hope the interactive learning processes introduced in this curriculum will be valuable tools for us to learn together through storytelling and sharing experiences.

Finally, we hope that this curriculum will provide a learning space wherein everyone, especially women and youth, can express their concerns in a constructive way and support one other. Through our shared connections, we can work together to create positive change, promoting fairness and equality in our communities and in our region.

There are 5 chapters in this guidebook:

- *Chapter 1: Peacebuilding*
- *Chapter 2: People, Environment and Development*
- *Chapter 3: Gender and Environment*
- *Chapter 4: Water Governance, Land Rights and Gender*
- *Chapter 5: Becoming a Trainer/Facilitator and Community Leader*

This guidebook was developed based on WBAB's experiences in conducting activities, workshops, and trainings for women from different communities in the region and through input and suggestions from our alumni, friends, partners, and networks who have experience working with communities on gender and environment.

As this is a learning tool, please feel free to adapt any ideas and activities in this curriculum to create your own training that is suitable for youth in your communities.

We are always happy to hear back from you after you use this curriculum!

HOW TO PREPARE A WORKSHOP

The major steps in preparing a workshop depending on the duration of the workshop, the number of participants, and the availability of resource persons. However, from our experience, arranging a workshop can be divided into three steps: **the preparation process**, **the implementation process**, and **the evaluation process**. These steps are helpful for us to plan before we organize the workshop. This can always be adjusted later based on the situation.

PREPARATION PROCESS

This process includes: clarifying the topic and objective of the workshop, building a workshop team, recruiting participants, setting the time for the workshop, setting the location of the workshop and field trips, and financial planning.

1. Clarify the Topic and Objectives of the Workshop

The first step is to clarify the topic and objectives of the workshop. This is an important step in ensuring that you achieve your target outcomes. Start by asking the following questions to help you clarify your objectives:

- *Why do you need a workshop?*
- *What do you want to achieve?*

2. Building the Workshop Team

Clearly plan the division of staff duties such as creating and distributing application forms, contacting partner organizations, sending invitation letters to guest teachers, arranging logistics, budgeting, and securing a comfortable and safe workshop venue.

In addition to working within the team, you can also ask for support and assistance from partner organizations in areas such as financial support, guest teaching, and presentations, support in the field, etc.

3. Recruiting participants

Before arranging a workshop, it is important to have a clear idea of which kind of people will benefit from the activities. The people you select will be an important key to achieving your workshop objectives. After you identify your key target group, you can create an application form to recruit people.

3.1 Application form

Recommended sections in the application form:

- Organizational information
    - Organizational background
    - Program description
    - Topics and objectives of the workshop
    - Target participants and selection criteria
    - Dates and location
    - Application deadline

- Applicant information
    - General information such as name, nationality, and contact information. To avoid discrimination, you may choose to make information such as gender, age, and ethnicity optional
    - Essay questions to assess the applicants' perspectives, experiences, and motivations for attending the workshop

- Be sure to request that applicants identify any allergies, dietary restrictions, health problems or underlying conditions requiring special treatment

- You may choose to translate the application form into relevant languages and/or to allow applicants to fill in information in their own local language
    - To create an online application form, we suggest 2 platforms: Google Form and Microsoft Forms.

Suggestions for the recruitment announcement are as follows:

- The announcement should be made at least 3 months in advance to allow time for the selection process and to give the participants enough time for preparing documents such as passports and visas if the training is to be conducted abroad.

- Be sure to promote your workshop in a way that is accessible for all groups of people. Place a top priority on people with disabilities and people in remote rural areas who are directly facing environmental problems. Printing out applications and sending them by post is one way to reach applicants in remote areas where it is difficult to access the internet.

- The application form should provide additional communication channels for those applying in case popular platforms such as Gmail and Facebook cannot be used in some contexts. Using WeChat will assist in contacting potential candidates in China, for example, and secure platforms such as Signal and Protonmail can be used to protect the security of applicants in politically sensitive areas.

- You may share the application form via the organization's website or social media platform. Moreover, you can invite your organization's network members and partners to share the information widely.

- To promote your workshop on an online platform, you may create a social media post containing a link to the application form.

3.2 Selection criteria

In organizing a workshop for marginalized people and communities in Mekong Region countries, we need to know what kind of people we want to recruit. Generally, organizations have their own rules for recruiting participants such as educational background, English level, relevant work experience, etc. However, to recruit people from an indigenous, ethnic minority, and marginalized communities, we need to bear in mind that they may not have equal opportunities to people in urban communities due to their location and level of access to formal education. Therefore, when recruiting participants, be sure to not simply look at their formal education, English level, and professional work experience. Rather, organizers should consider applicants' life experience, dedication to their community, and personal motivation and interest in the workshop. We suggest you give first priority to applicants who have had fewer opportunities and who are from communities directly affected by environmental justice and human rights issues.

To select participants, the trainers or the organizing team should specify the desired qualifications of the participants. Examples of selection criteria may include indigenous or ethnic minority youth who live in rural areas and have never had the chance to attend local or regional training, young people living in the Mekong or Salween River basins whose communities are facing environmental justice and human rights issues between the ages of 18-30, etc.

It is also important to discuss with your team how many participants will be accepted to attend each workshop, gender and ethnic diversity, and the duration of the workshop.

3.2.1 Direct Applications

Receiving applications directly from applicants themselves will lead us to get to know more new individuals, organizations, and/or partners to help form new alliances. After the organizer receives the applications, it is important to review every application carefully to see how interested and motivated each individual is to join the workshop. To help you select the 'right applicants', you can review the organization's policies and mission to make sure you are reaching your target group. We provide some examples in the Participant Selection Criteria section below.

3.2.2 Nominated participants from partner organizations

You may ask local partner organizations or groups to nominate suitable candidates for your workshop, as they will have strong connections with local youth and communities, and can help you to spread the information at the village level and directly approach applicants to help them fill out the application form. In some countries, applicants cannot access the internet and often do not have their own laptops. In this case, partner organizations can distribute hard copies of application forms to youth who are interested in the workshop, thus playing a vital role in the recruitment process.

3.3 Applicant Interviews

Organizers may choose to do face-to-face interviews or online interviews. By doing interviews, organizers will not only know about applicants from their application forms but will also learn about applicants through in-depth conversations. The interviews will help organizers learn about the applicants' backgrounds, their personal motivations, and their commitments. The organizers should ask participants the most convenient way to proceed with the interview. In some cases, participants may not want to show their faces online for security reasons, so organizers should respect their choice and protect their rights. In conducting interviews, it is very important to take the selection criteria into consideration.

4. Setting the Time for the Workshop

Workshop length:

Be sure to match the goals of the workshop with the workshop duration.

Tips to set the workshop dates:

Discuss within your team the appropriate date to organize the workshop. Suggestions include:

- During student holidays so that students have more opportunity to participate

- During the dry season rather than the rainy season so that traveling to the workshop is more convenient and safer for participants

- Avoid arranging online workshops in the rainy season because bad weather sometimes causes power outages and internet problems

The organizers should take into account the participants' safety in traveling to attend the workshop, considering that people with disabilities and those who have no contacts in their capital city or have never traveled abroad may need special assistance.

5. Location of the Workshop and Field Trips

5.1 Location of the Workshop
The activities in this guidebook require large areas and outdoor space. However, this depends on the availability of workshop venues.

Some things to consider are:

- The location should be in a peaceful area, with no outside noise

- We recommend you hold the workshop in or nearby a community so the participants can experience nature and the lifestyle of the local people

- If possible, it is good to support the local economy by hiring local people to supply food from their farms and prepare meals for the workshop participants

- It should be easy to travel to the workshop venue and to the hospital in case of emergencies or sickness

- Choose a community that has experience and is comfortable hosting outside groups and taking care of accommodations

5.2 Field Trips
For off-site learning or field trips, choose a location that corresponds to the topic of the training session. The field trip location should not be too far from the training venue so that participants do not get tired from traveling.

For instance, if a workshop focuses on mining issues, you may provide the opportunity for participants to learn from a community that has been directly affected by mining.

Before visiting a community, it is important to ask permission. To request permission, you may call the community leaders or send a letter. When possible, it is always best to visit the community in person to meet with local leaders and arrange the logistics of the trip. Please be sure to manage the time properly, and to take the safety of the trip participants and community hosts into careful consideration.

6. Financial Planning

We recommend you prepare the workshop budget at least 2-3 months before the workshop. When you draft the budget, please consider the following information to better prepare financial statements:

- Venue rental costs
- Accommodation for the participants and the trainers
- Food
- Transportation
- Accommodation
- Materials
- Stipends for trainers
- Translation fees
- Participant visa fees
- Travel insurance

Please make sure to secure adequate funding for participant travel insurance because it is important and useful in the event of an accident or illness.

IMPLEMENTATION PROCESS

The implementation process is covered in chapters 1-5 of this curriculum. To start this process, please consider the following:

1. The Purpose of the Workshop

To ensure the participants understand the ideas behind the workshop, the trainer should inform them of the purpose of the workshop, both overall and each session. For example, the purpose of the workshop may be to help youth understand their civil rights, to learn about gender and coexistence in diversity, to promote leadership and exchange information and knowledge, or to break down prejudices and barriers to work together for the future of youth in the region.

2. Digital Security

As the people involved in your workshop will need to continuously communicate with each other before, during, and after the workshop, it is important to clearly

address any security and privacy concerns as you work with donors, trainers, the organizing team, and the workshop participants. This is particularly important when hosting participants from different countries with different political sensitivities.

The following basic considerations apply to everyone and should be carefully implemented:

- Be aware of what communication channels should be used (email, Facebook, We Chat, or other platforms), and consider any potential risks to the people you are communicating with. Be sure to first ask participants from each country what channel they would like to use to communicate.

- Do not give out your password to anyone to access your computer, laptop, phone, email, etc.

- Try your best to keep your computer, laptop, and/or phone free of any viruses. Clean your devices often and update them with anti-virus and firewall software.

- Do not work with sensitive information on public computers or through a public internet connection. Any files opened or texts read on the internet can easily be accessed by a third party, which may lead to harm.

- Download important files to review only in a secure online environment. Always backup your information on a cloud or a USB stick.

- Secure your passwords and access to backups.

- If you must access your email or work on a public computer in an internet cafe or a library, do not let the computer save your password and make sure you clear all browsing data and passwords before leaving.

- During the workshop, it's important to inform participants about digital security. For example, ask participants whether they feel safe to appear in photos on social media, or whether it's okay to use their real names on the organization's website or on Facebook.

- Evaluate your surroundings regularly with consideration for safety and security, and if any concerns arise, discuss this with your team.

3. Gender Equality

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment occurs when:

- Submission to such conduct is made (directly or indirectly) a term or condition of the individual's participation or employment

- Submission to or rejection of such conduct is used as the basis for employment decisions or other opportunities affecting the individual

- Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment

Any employee or workshop participant who feels he/she may have been subject to sexual harassment or inappropriate sexual conduct should be strongly encouraged take the complaint directly to the workshop organizers. Be sure to let everyone know that complaints will be handled safely and confidentially. Complaints must be promptly investigated and appropriate action taken against the offender.

Suggestions to build equal opportunity:

- Engage youth in discussions about healthy, equal relationships and teach them conflict resolution in a respectful, non-violent manner

- Encourage young women and youth to explore the impacts of traditional gender identities

- Provide the same opportunities regardless of gender or race

- Support young women to access opportunities

- Increase women's access to opportunities that allow for professional development and promotion

- Prohibit discrimination against LGBT people

4. Child Protection

In working with youth, it is important to make sure that all children or youth are safe while joining the workshop. All individuals connected with you, including employees, staff, interns, board members, students and alumni be required to abide by the following policies child protection policies:

- Treat all children with respect regardless of their race, color, gender, language, religion, opinions, nationality, ethnicity, social origin, property, disability or other status

- Before photographing or filming a child, obtain informed consent from the child and their guardian or parent, ensuring that they understand how the images will be used

- Assess and endeavor to comply with local traditions

- Ensure that images of children depict them in a dignified and respectful manner, taking care that the way they are dressed and their body position is appropriate, and does not represent them in a vulnerable or submissive manner

- File labels of images using only the first name of children, and using only the name of a province or a region

- Do not use language or behavior towards children that is inappropriate, harassing, abusive, sexually provocative, intended to humiliate or culturally inappropriate

- Do not engage children in any form of sexual activity or acts, including paying for sexual services or acts

- Ensure, whenever possible, that staff members are not placed in a position where they are alone with a child or children by having another adult present when working in the proximity of children

- Do not sleep close to an unsupervised child or children unless absolutely necessary (this does not include your own children or in cases when you are acting as a guardian)

- Do not visit a child's home alone or invite unaccompanied children into your home or accommodation unless they are at immediate risk of injury or harm

- Do not hold, kiss, cuddle, fondle or touch children in an inappropriate way

- Avoid inappropriate physical contact with children such as engaging in rough physical games

- Do not use computers, mobile phones, video and digital cameras to exploit or harass children or to access child pornography

- Do not condone or participate in any child related activity which is illegal, unsafe or abusive

4.1 Exploitation of Children

- Do not abuse your position by withholding professional assistance, or giving preferential treatment, gifts or payment of any kind to a child, or another person in relation to a child in order to solicit any form of advantage or sexual favor from a child

- Refrain from hiring children for domestic or other labor which is inappropriate given their age or developmental stage, which interferes with their time available for education and recreational activities or which places them at risk of injury

4.2 Risk Assessment

- When managing identified or suspected cases of child abuse, place the child as the first priority

- Immediately report concerns or allegations of child exploitation and abuse and policy non-compliance in accordance with the procedures of your organization. All abuse cases must be handled in a confidential manner that does not harm the victim or the person reporting the abuse

- Immediately report concerns regarding girls who may be facing sexual abuse (e.g.; forced marriage etc.)

- Immediately call the local child protection agency and local police and follow local policy and procedures when child abuse happens

- If one of your staff members contravenes the policy, whether within or outside the context of work, in ways that are criminal, grossly violate children's rights, or contravene the principles and standards contained in this document, you have to take immediate disciplinary action and any other action which may be appropriate to the circumstances. This may mean disciplinary action up to and including termination.

5. Disability Inclusion

Please ensure that your application form and relevant information are accessible and welcoming to young people with disabilities. Be sure that any built environment such as offices, training venues, project sites, and meeting venues are accessible to people with disabilities. Support people with disabilities in all stages of the workshop, and give them the same opportunities to participate as all other participants.

We also recommend that you implement the disability policies listed below.

5.1 Awareness

- Ensure staff and partners have an awareness of the principles of disability-inclusive development and how these align with a rights-based approach and assess and address their ongoing capacity-building needs

- Ensure staff have knowledge and competencies in implementing practical strategies to promote disability inclusion, including knowledge about local attitudes towards and beliefs about disability, and words or terms used to refer to disability in local languages

- Seek opportunities to promote community awareness about disability within program activities, both to understand the local disability context and impacts of disability, and to promote change in negative attitudes and stigma towards people with disabilities

5.2 Equal Access

- Consider the different types of barriers to inclusion of people with disabilities (environmental, attitudinal, institutional and communication), which are relevant in the programming area and seek to address these

- Ensure the meaningful participation of people with disabilities at different levels and different fields of activities

- Hold workshops or training activities on disability and inclusion for staff, partners, alumni and community members

6. Preparatory English Classes

The goals of attending English classes in preparation for the training are as follows:

- To improve participants' English
- To improve participants' confidence
- To gain basic knowledge about the environment and gender using the English language
- To provide a comfortable space for participants to speak in English before they meet face to face in the workshop

English classes may be arranged for participants who want to improve their English after they are selected for the workshop. In many cases, participants who have never attended a regional workshop, or who have never attended a workshop taught in the English language, maybe worried that they will not be able to share their ideas and knowledge with teachers and other participants from different countries. Considering this, organizers might hire translators for

participants who need help in class. At the same time, organizers need to know if participants would like to improve their English before the workshop starts. In this case, providing intensive English classes for participants for at least one week is important. To prepare for the English classes, the organizer should let the English teacher know that the class is not just for improving English speaking skills, but is also for improving participants' basic knowledge of gender and the environment. In the English class, the teacher should teach daily conversation and vocabulary in relation to the environment and gender. In this way, the participants will gain basic knowledge for the workshop and will be able to use what they learned during the English class. The English classes will not only help participants to improve their knowledge but will also help them to build better relationships with one another.

The organizer might consider allocating staff or team members to teach basic English to participants prior to the workshop. In case of limited resources, the organizer can look for volunteers who can help.

The English classes can be held virtually so that people from different places can learn together before the workshop. This can be done via video call either by Zoom, Skype, Hangout, Jitsi Meet, or other channels as appropriate to the needs of participants.

7. Common Rules

Important note:

Differences in ethnicities, cultures, and experiences highlight the diversity and beauty in our lives, and at the core, we are all equally human. Considering this, it is important for the facilitators to begin by creating a safe and positive learning space, making it clear that we are all here to respect and support each other throughout the workshop.

The facilitators should begin by asking everyone to listen carefully, give feedback and comments respectfully, and be patient when friends are trying to convey ideas and thoughts in different languages. Be attentive, critical of what you learn, and express your thoughts in a constructive way.

A facilitator/trainer should be able to decide to skip any activities, add any extra processes or steps, or even pause the learning process to have a chat with participants whenever unexpected events or reactions occur during a session. It is important for facilitators to be aware of the feelings of the participants at all

times. Every aspect of conducting the workshop is decided based upon the best interests of the participants.

Code of Understanding:

Below are some important notes for facilitators/trainers to establish a code of understanding during the workshop:

- Organizers and trainers must be well prepared to work with all participants and be attuned to the safety and wellbeing of the participants at all times

- Listen to and respect participants at all times

- Avoid favoritism, and treat participants fairly and without prejudice or discrimination

- Make sure to ask permission and consent from participants before taking photos, voice recordings or video during the workshop

- The code of understanding should be based on the principles of 'the best interests of the participants,' do no harm, and non-discrimination.

8. Materials to Use in the Workshop

Below is a list of useful materials for facilitating a workshop. As some items depend on availability, trainers can adjust accordingly.

Paper	Writing/drawing	Electronic tools	Others
Flipchart paper (Size A0)	Marker pens	Projector	White board
A4 paper	Pens	Laptop	Sticky notes
Hard paper (different colors)	Pencils	Speakers	Masking tape
Poster paper	Crayons or colored pencils	Microphone	Scissors
Sticky Notes or post-it papers		Video camera	Supporting documents

> **Note:** When organizing workshops for young people, plenty of visual materials or tools for participants will help promote creative ideas during the learning process and also make it. more fun!

9. Mini-workshop/activities

This curriculum contains five chapters for a full course. However, if you have restrictions on time or other resources, you may choose to conduct a workshop for 3 days, 2 days, one day or a half-day based on the situation. Also, you may choose to use one whole chapter, or to mix activities from this curriculum to incorporate with other activities to make your own agenda for the workshop.

EVALUATION PROCESS

Participant Feedback

On the last day of the workshop, the organizer should ask for the participants' feedback and do an evaluation of each session as well as the entire workshop. It is best to do this directly after the workshop so it is still fresh in the participant's minds. Expect to gain the following from participants:

- To learn what information and knowledge were most useful and important
- To learn what information and knowledge were less useful and less important
- To assess the strengths and weaknesses of each guest teacher's style
- To learn how to improve future workshops
- To learn how to improve logistics
- To gain other valuable suggestions and comments from participants

Moreover, at the end of every workshop day, the organizer's team should do a brief evaluation, giving participants the opportunity to provide feedback around problems and challenges, and to do group problem solving. This will help the next day's session be better.

Example to collect participants' feedback by Sun, Cloud and Storm activity:

Recap of the day

☀	⛅	⛈
What clear topic have you earned today?	What unclear topic you want us to explain more?	What do you want us to improve?

WE HOPE THIS CURRICULUM IS A USEFUL RESOURCE FOR YOU TO USE WITHIN YOUR GROUP, COMMUNITY OR ORGANIZATION.

PLEASE FEEL FREE TO CONTACT US IF YOU WOULD LIKE OUR SUPPORT IN USING THIS CURRICULUM!

Weaving Bonds Across Borders

CHAPTER 1: PEACEBUILDING

> **66**
>
> *This chapter will help participants to build a better understanding of one other, and particularly, to build mutual respect between members of the majority and minority groups.*

Activity Pathways

Why Do We Need Peacebuilding?

At a personal level, imagine that you are from an ethnic minority background and you have experienced people from the majority group looking down on you because you cannot speak the majority language properly or you have an accent that people immediately recognize. Some people cannot find jobs in the cities because of their ethnic identity and are excluded from mainstream society.

At a national level, imagine that there is an overseas company that has been destroying natural resources in your country for many years. You do not like this company, so you always bring this issue up in public when you have the chance. At the same time, you also dislike the people from the investing country because to you, they represent the company. You think all people from this country are bad. However, not all majority people treat ethnic minorities differently or badly, and the company does not represent all people from its country of origin.

This chapter will help participants to build a better understanding of one other, and particularly, to build mutual respect between members of the majority and minority groups. There are many people who have not been able to build an understanding of one another due to their ethnic identity, national identity, or their residence in war or conflict zones. Thus, they can lack the trust, confidence, and courage to share their thoughts, confusion, and trauma with other people. To build peace, we must focus on learning communication skills, learning about different types of conflicts from participants' life stories, learning solutions to conflicts and violence, and how to build solidarity for our common future.

WARM UP AND GETTING TO KNOW ONE ANOTHER

⏱	45 minutes
🎯	To get to know each other and together set the ground rules before starting the workshop/training
🛠	markers, flipchart, tape (this is for ground rules)

Greetings:

In this class, we will have participants from five Mekong countries. Perhaps most of them are from ethnic minority backgrounds, so it is important for the trainers to understand the basic cultural background of each country, their national languages, and ethnic minority languages. You can start by asking them how to say 'Hello' in their language and by letting them introduce themselves, their names, and where they are from.

Ground Rules:

Before going to the activity session, we should invite participants to discuss the ground rules we need to consider for the duration of the training.

Guiding questions:

- *What rules should we have during this training?*
- *What can we do to make sure that all participants and trainers respect one another?*

As participants give their answers, write down keywords on the flipchart and post it on the wall where everyone can see it during the entire training.

ACTIVITY 1.1: MY STORY AND YOUR STORY

⏱	45 minutes
🎯	For participants and trainers to practice the communication skill
🛠	flipchart, markers, tape, and colored pencils

Process:

The trainer invites the participants to stand in a circle. Ask them to find a partner, and then set up topics for discussion between partners as follows:

- *Why did you join this workshop?*
- *What is your future dream and goal?*
- *What kind of things have you experienced that you cannot forget in your life and why?*
- *Does your community face any problems now?*
- *If you face a problem/challenge individually or as a group, do you have any plan/strategy to address those challenges and what are they?*

Through this activity, the participants will have a chance to practice their communication skills with their partners. This activity will form the basis for the identity flower activity, which is a group presentation. Some participants with no experience giving a presentation in front of the class might feel nervous to share their stories, thus the **'My Story and Your Story'** activity can help them to improve their communication skills.

ACTIVITY 1.2: IDENTITY FLOWER

🕐	60 minutes
🎯	To build the understanding and trust among participants and trainers
🛠	flipchart, A4 papers, makers, tape and colored pencils/crayon colors
📄	Before ending this activity, the trainer might consider having some time for participants to ask questions or raise any issues related to the topic. After that, trainers summarize the discussion and move on to the next activity.

Process:

Trainers/facilitators invite participants to sit in a circle and open the discussion by asking participants to share their life stories with the following prompts:

- *Childhood, schooling, personal dreams, future goals*
- *The reasons that they are participating in the workshop*
- *Why they are interested in peacebuilding, environmental protection and gender equality*
- *How they can see conflicts in their communities, between different communities, between more powerful and less powerful groups, and between different ethnic groups and countries.*

After that,

1) Ask each participant to think about something meaningful or important to them.

2) Ask each participant to draw a circle and write their name or draw a picture representing themselves in the middle of the flower. Then invite them to think about which parts of their identities are most important, and to write those on the petals of the flowers.

3) Invite each participant to give a presentation to the group, explaining the different aspects of their identities.

ACTIVITY 1.3: TREE OF CONFLICT

⏱	2 hours
🎯	To analyze different conflicts to understand why conflicts happen
🛠	flipchart, paper card (different colors), markers, tape, and colored pencils/crayon colors
📄	After completing this chapter, trainers explain how this chapter links to the next chapter. Trainers can simply say that each of us can be part of building peace by understanding ourselves, our community, our environment and the development that is taking place.

Process:

After the identity flower activity, we will have gained some important information about each trainee. This information may be related to personal conflicts, ethnic conflicts, and other types of conflicts, so we need a 'tree of conflict' to analyze these conflicts and why they happen.

1) Ask the participants to think about the different types of conflicts they have seen or encountered in their lives.

2) Draw a tree on a large poster paper with branches and roots. Ask the participants to brainstorm what conflict is, and write their answers in the branches. Then ask them to brainstorm what the causes of conflict are, and write their answers in the roots.

3) Then, ask them to look for connections between the branches, between the roots, and between the branches and roots. One by one, when they see a connection, have them come up and draw a line between the words and explain the connection.

4) End the exercise by emphasizing that just as a tree will grow back if we only cut off the branches, our problems will always return if we don't address the root causes of conflict.

After the activity, the trainer summarizes the session by defining the meaning of the words "**PEACE**", "**PEACEBUILDING**" and "**CONFLICT TRANSFORMATION**".

What is peace?

Peace is the 'absence/reduction of violence of all kinds.' Hence, peace and non-violence are interlinked with the experience of violence and conflict (Galtung 2000).

Peacefulness has two complementary components: **POSITIVE PEACE AND NEGATIVE PEACE**.

NEGATIVE PEACE refers to the absence of violence. **POSITIVE PEACE** is filled with positive content such as the restoration of relationships, the creation of social systems that serve the needs of the whole population and the constructive resolution of conflict. Peace does not mean the total absence of any conflict.

Negative peace
is simply the absence of conflict. This is measured by criteria like military spending, homicide, access to weapons and incarceration. When those things are low, peace measures higher.

Positive peace,
on the other hand, defines peace as people feeling safe and equal and free, where their elected officials listen to them, and they have access to the things they need for a good life.

© Participate

Picture 1.1 Negative and Positive peace

'A cease-fire' would be one example of an action for negative peace. Positive peace is the presence of social justice and equality, and the absence of structural or indirect violence. It is characterized by the presence of harmonious social relations and the "integration of human society" (Galtung, 1964).

Explore more of 'what is peace' at: https://askinglot.com/what-is-the-difference-between-positive-peace-and-negative-peace

Trainers can also show videos about 'Positive and Negative Peace' to participants. One of the videos is 'Negative and Positive Peace' by Cartoon Ed: https://youtu.be/x76-Qn0NsuY

What is Peacebuilding?

Peacebuilding consists of activities aimed at improving our quality of life. Peacebuilding can prevent, reduce, transform, and help people to recover from violence. Peacebuilding actively creates the capacity within communities to meet all forms of human needs and rights. Peacebuilding is the responsibility of many different actors: governments, religious organizations, civil society, traditional leaders and structures, the media, and the business community. It takes place at all levels of society, in the towers of academia and government, in schools and businesses, and in community centers in every village and town. Peacebuilding is a set of values, relational skills, analytical frameworks, and social processes.

In practical terms, peacebuilding is a long-term process of encouraging people to talk, rebuilding relationships, and reforming institutions. Peacebuilding can bring different groups together to discuss issues and help people understand the viewpoints of others. Peace is built when we break down stereotypes and when different groups build solidarity and work together. Today, we see that conflict and violence affect everyone. Conflicts can prevent communities from developing, and often prevents rural people from accessing healthcare and other basic needs. In areas of continuous conflict, women cannot defend their rights, children cannot go to school, entrenched corruption and poorly conceived development projects destroy community resources such as farmland, mountains, and rivers, and poverty drives more conflict within and between communities and countries. From all issues we are facing, nowadays, we can use different actions to build peace such as film forum theater of the oppressed and different forms of media, (especially social media) to help people understand each other, ensuring marginalized groups can express themselves and voice out their concerns.

Conflict: a situation where two or more people or groups have—or think they have-- conflicting interests or goals. Conflict is a signal of dissatisfaction with the system of interpersonal relationships.

What is Conflict Transformation?

Transformation is a dramatic change, usually for the better. Conflict transformation means to use conflict as an opportunity to transform relationships in order to create positive social, cultural, and political change. Conflict transformation accepts that conflict is a natural part of human

society. Conflict transformation sees that conflict can lead to positive change and sustainable peace. Sometimes, we need conflict to change the status quo. Without conflict, some things may never change. For example, imagine that someone always harasses you at work, but you don't say anything to that person and don't tell your friends, family, or boss, so there is no open conflict. But is the situation good? Do you feel comfortable with that person? Do you feel your environment is safe? Obviously not. If you find a way to bring up the problem in a positive way, you can make the situation better.

One important way to promote peace is through sharing stories.

For this activity, trainers/facilitators pass out copies of the story: **A Girl from a Land Called "Kun Heng"**[1] to each participant to read. After reading the story, invite everyone into a big group and initiate discussion through the following questions:

- *What kinds of conflicts has Noon faced in her life?*
- *How did Noon change her situation?*
- *How is peacebuilding important for her community and country?*

Example 1: A Girl from a Land Called "Kun Heng"- Thousands of Islands

Imagine one day you have to leave your own home and separate from your beloved land. You don't know what happened and why the villagers need to move out of their own land. There was only an order from the Burmese military that said, "all villagers must move out within 3-7 days and if not, you will all be killed." That was the real situation I faced 20 years ago, during the period from 1996-1998. It happened in Southern Shan State of Burma. My home village, 'Keng Kham' in Kunheng Township, was one of the villages that was forced to relocate during that time.

My name is Noon. I was born in a rural village of a beautiful township called "Kunheng" (meaning a thousand islands in Shan language). Kunheng is located in the southern part of Shan State, Burma. It used to be a peaceful land where a child like me could go everywhere and not need to care about security and safety. My home village is near the Pang River, a river that has many different kinds of fish. This river flows through Kunheng township and has created thousands of small islands. That is why we call this township "Kun (Island) Heng (thousand)." Back in 1996-1998, the residents of my home village and

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[1] This is one of the stories from WBAB story's booklet. In the book, there are many more stories that trainers or facilitators can consider to use for this activity. The link of access to this book can be found at: https://www.weavingbondsacrossborders.org/wordpress/wp-content/uploads/2019/06/Book_Where-the-Rivers-Meet_for-Web.pdf

neighboring villages were forced to move into the town by the Burmese military. I still remember what they told us, "You have to move out of your village within 3-7 days. If we see you after 7 days, we will shoot you dead. No matter what!" That was what they told us. The armed soldiers forced us to move out of our village without providing any information or reason why we had to move. They also did not tell us where we should go. Therefore, we had no idea where we should go or what we should do, and we had to move out as quickly as possible. A number of villagers fled to Thailand, some of us moved to the city, and others decided to stay in the jungle secretly. Villagers who resisted the order were shot dead by the Burmese soldiers. It was a terrible and horrible time for me and my family. I was young, but I cannot forget what happened to me during that time in my life.

Afterward, beautiful and peaceful land that used to be "thousands of small islands" for many people was completely destroyed by the Burmese military. Villagers' beautiful memories from their lives and hopes for their livelihoods were lost under the forced relocation. The peaceful land that used to belong to us fell into the hands of others when the military proposed a huge dam along the Salween River. If this dam is built, it will not only affect small villages along the Salween River but also villages along the Pang River. In 2017, I had an opportunity to participate in the Weaving Bonds workshop. I had learned the Peacebuilding knowledge and realized that the knowledge of peacebuilding can help many people who are in conflict areas as well as helps find solutions to resolve community issues. This workshop was not only focused on indoor class, but also focuses on outdoor class, we had a chance to see villagers and we had a chance to build a strong network for future cooperation among youths from across Asia including Burma (Myanmar), Cambodia, Naga land, India, Indonesia, Laos, Nepal, the Philippines, and Vietnam. Each participant has a different story to share due to the different social, economic, and political contexts that we are facing now.

Being a participant in the Weaving Bonds Regional Workshop, I had an opportunity to be an intern at Weaving Bonds Across Borders. Being an intern there, I gained a lot of new knowledge, experiences, and opportunities. One valuable opportunity was that I got a chance to join the Asia Pacific Youth Exchange which took place in Bangkok, Thailand during July 17-30, 2017. I got support from Weaving Bonds Across Border and Oxfam to join this program. Oxfam has provided financial support for all costs for this workshop including the exchange application fee and transportation fee. In this exchange program, I built a strong network with youth from Mekong Delta Youth in Vietnam and learned environmental and gender issues at the Asia Pacific level and over 170 participants attended this program. From this exchange program, I gained knowledge on project proposal development and learned the importance of gender perspective put in the proposal and I produced some articles about this

program. In Nov 2017, I joined Weaving Bonds team as a staff and I hope I can help more people through Weaving Bonds network, I will make my dream come out one day with other activities, and I believe that the collective power can bring peace to my community where I was born, I hope one day, there will be no wars, no weapons, no blood, no nightmare, no victims in their own land.

After the discussion (from the questions above), trainers move to the next activity by stating that stories are powerful ways to promote both positive peace and negative peace, especially our own stories. Next, participants will have the opportunity to share how they understand positive peace and how peace is important to themselves and their communities. Trainers invite participants to work in pairs to discuss the topics below.

1) *What kinds of conflict have you faced in your life?*
2) *How did you solve those conflicts?*
3) *Do you think this experience has encouraged you to do something for your community/society?*
4) *Do you think peacebuilding is important? Why?*
5) *What are your future plans to promote positive peace?*

After discussing in pairs, trainers may invite 3-4 pairs to share ideas from their discussion in the big group and invite questions. When the participants finish sharing, the trainers can summarize that it is important for us to understand, and build solidarity to support each other to achieve positive peace (starting from ourselves and our communities).

Optional: if there is enough time, trainers/facilitators can consider doing the activity below.

OPTIONAL ACTIVITY: BUILDING SOLIDARITY

Goals:

- To share about our identities and what parts of our identities are marginalized
- To consider the concept of identity and how identities are socially constructed
- To reconsider gender and ethnic identities
- To learn how we can have multiple identities
- To promote the ideas that all human beings are equal and that we can all work together for social justice

Understanding Mainstream and Marginalized identities

1) Write mainstream and marginalized on the whiteboard. Ask the participants to discuss among themselves.

2) Explain the concept of mainstream identities and marginalized identities.

   Some examples could be:

Mainstream identity		**Marginalized** identity
Majority ethnic group Religious majority Urban people Men Heterosexual	VS	Ethnic minority Religious minority Rural people Women LGBTQ

3) Trainers show their own identity flowers, and give examples of how some aspects of their identities are mainstream and some are marginalized.

4) Invite participants to take turns showing their identity flowers, and sharing which parts of their identities are mainstream and which are marginalized.

> **Examples**
>
> **Hill tribe people: '**hill tribe' can be used as a negative term to describe people who are living in mountainous areas.
>
> **Nomadic people:** some people may think that nomadic people are less civilized and 'dirty'.
>
> **Widowed women:** some people treat widowed women differently and look down on them.

5) Ask the participants to consider and discuss how identities are socially constructed.

Sharing Stories of Marginalized Identities **Pu Sor's Story**

My name is Po Sor and I come from Thailand. As a young woman, I was discouraged by many people around me including my family. I wanted to get an education and a career, but this was very difficult for me because of gender and also because I am Karen and was discriminated against on ethnic grounds. The girls and women in my community have less opportunity to get educated and participate in decision-making processes. When I was a child, I always heard people in the community such as our parents say that we as women are not leaders. Also, we have always emphasized that women should get married and have children and take care of their families. There is one thing that has not changed at all and that is the subject of sex and gender. Our religious faith and culture have handed down the concept that women are the weaker sex. Since I was a child, I have heard people in my community and also my parents say that women cannot be leaders; just being a woman is a sin in itself. It is always emphasized that a woman's role is in the family home-getting married and raising children.

I am the only female university graduate from my community and I feel so sad for my sisters and other young women who cannot get an education. Luckily, I got support for my tuition fees since I was in high school up to university from an organization in Thailand. These are the reasons why I really want to do something for my community in terms of women's leadership. I wanted to change this situation, but I didn't know where to start or what kind of things I could do. This question stayed in my mind until I met WBAB staff and participated in their workshop in 2015. After attending the WBAB's workshop, I became confident enough to get involved in women's leadership issues in my community now.

Group Discussion:

Divide into four groups to discuss identity.

- *Please discuss the multiple aspects of Pu Sor's identity.*
- *Why do people in mainstream society look down on Karen people?*
- *Why has Pu Sor's community traditionally not allowed girls to receive an education?*
- *How has Pu Sor struggled for her rights?*
- *Do you think Pu Sor can change her community's views toward women in the future?*

- *From this story, how do you think that identities are socially constructed?*

Group Exercise:

Count off, and break into two large groups.

Ask group 1: think about the 'Majority ethnic group in their society'

and

Ask group 2: think about 'Minority ethnic groups in their society'

Invite both groups to discuss how, in our daily lives, we can build better understanding and respect for each other. How can we support each other and promote equal rights regardless of our race, ethnicity and identities? After both groups finish their discussions, invite representatives from each group to share their ideas with the larger group.

Count off again, and divide into two different groups.

Group 1: think about 'women'

and

Group 2: think about 'men'.

In your culture, what are some of the roles, beliefs, expectations, images, and attitudes about men and women? After both groups finish their discussions, invite representatives from each group to share their ideas with the larger group.

All of these (ethnic and gender identities) cause conflicts, discrimination and injustice. While our assumptions about gender and ethnicity may seem natural, they are actually social constructs. What kind of society do we want to create?

Recap of the day: after the day's learning, the trainer should allocate time for participants to provide feedback and to check how they feel about the workshop.

- *Is the content in the workshop too much for them?*
- *What would they like the trainer to change anything for a better learning experience in the next session?*

Observation: as some participants may not be ready to share their thoughts in the group, the trainer can prepare a big sheet of paper and post it on the wall. Then participants can write down their comments on sticky notes after the session and post them anonymously on the paper.

If time allows, the organizer may consider conducting a short meditation, yoga session, or other wellbeing activity for participants after the first day of learning or early in the morning of the next day. This can be a good way to bring all participants together, relieve stress, and relax after a long day before continuing the session the next day!

Additional

If trainers/facilitators are new to do mediation, a yoga session or wellbeing activity, videos below might be useful:

- **Yoga For Self-Care** (10 minutes): https://youtu.be/VpW33Celubg
- **5-Minute Meditation** (female voice) Stability & Grounding in Uncertain Times: https://youtu.be/0ro8Eg3LtC4;
- **5-minute meditation** (male voice): https://youtu.be/inpok4MKVLM

CHAPTER 2: PEOPLE, THE ENVIRONMENT AND DEVELOPMENT

> **"**
> *This chapter will provide an overview of the relationships between people and the environment. Through this chapter, we will explore the importance of the environment to humans and what the consequences will be if our biodiversity and natural resources are destroyed.*

Activity Pathways

Activity 2.1: WHAT DO THE ENVIRONMENT AND DEVELOPMENT MEAN TO YOU?

Environment

Development

Sustainable Development

Activity 2.2: UNDERSTANDING THE SUSTAINABLE DEVELOPMENT GOALS

Activity 2.3: WHAT'S OUR MOTHER EARTH TELLING US?

Activity 2.4: WHAT IS HAPPENING TO ENVIRONMENTAL RIGHTS IN OUR REGION?

Activity 2.5: THE ENVIRONMENT IN MY COMMUNITY

Human Rights and the Environment

Sustainable Development through Human Rights

Activity 2.6: CHECK-IN

The activities in this chapter will allow us to learn from one other about the situations occurring in our communities, and how each of us can take action to protect nature. By learning from one another's experiences at the grassroots level, participants will gain a greater understanding of others and learn how to engage with communities effectively to promote environmental protection.

ACTIVITY 2.1: WHAT DO THE ENVIRONMENT AND DEVELOPMENT MEAN TO YOU?[2]

⏱	30 minutes
🎯	To explore the relationship between the environment and development
🛠	board (if no board, we can use a flipchart), markers (different colors-blue and red)

Process:

- Write the words "environment" and "development" on each side of the board and make sure that everyone understands what environment and development mean.
- Ask each participant to come to the board and write down one word that comes to mind under "**ENVIRONMENT**" and "**DEVELOPMENT**".
  1) The trainer then asks the participants to explain the words they wrote down on the board.

  2) After discussion, the trainer summarizes by providing the meaning of the two words as follows:

Environment

The surroundings in which a person, animal or plant lives. For some people, the term 'environment' means, simply, 'nature', and nature and people are separate. But for other people, the term 'environment' includes human activities, with agricultural and pastoral landscapes as part of the environment. Thus, the term 'environment' includes farm land, pastoral land, rivers, mountains, fish, forests, livestock, etc. The term environment is often used interchangeably with the term 'ecosystem', which is defined as a community of interacting organisms together with their physical surroundings.

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[2] Some information for this session is adapted from the Community Action Guide: What is development? by International Accountability Project. See more: https://bit.ly/2HwLG1P

Development

Development is a process that creates growth, progress, and positive change. The purpose of development is to improve the quality of life of the population and to create or expand income and employment opportunities without damaging the environment.

As you can see, the word "development" has many meanings. There are as many ways to understand the idea of development as there are communities in the world. These different understandings come from peoples' different beliefs, priorities, and visions for their futures.

Often, governments, companies, or development banks consider big projects (such as roads, mines, hydropower dams, or modern buildings) as necessary for the development of the country. They often call these "development plans" or "development projects".

But are these projects always good for people and the environment? Who is benefiting from them, and who should decide what kinds of projects and policies are best for the future of our communities and our countries? Who has the right to say if what is being proposed is "development"? What happens if you disagree with a proposed plan or project? And, how do you find alternatives that support the development your community wants?

Answering these questions can be difficult. In many places, you may not be able to ask these questions freely due to restrictions on freedom. But, in order for development to meet the real needs of people, the people themselves must be involved in planning development – not only powerful institutions.

Key information:

Development should be a process through which people and communities are able to reclaim their power in answering the question, what does development look like to us? The development process should enable all people to live with dignity and thrive on the land they love.

Optional:

In order for participants to understand how development is related to human rights', trainers/facilitators might consider showing the video: **'Development is human right' by UN Human Rights.** Watch this video at: https://youtu.be/pdKfypBTtdI

Sustainable Development

Sustainable development is a development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

However, when development fails to improve people's livelihoods and does not ensure environmental sustainability, our lives and surroundings are affected or damaged as 'negative development' changes the landscape and exhausts our resources. Here, 'negative development' refers to development projects that lack public participation, transparency, and human rights and environmental safeguards, thus leading to negative impacts on the environment and people's livelihoods.

The Sustainable Development Goals (SDGs) are a collection of 17 interlinked global goals designed to help achieve a better and more sustainable future for all. The SDGs were set up in 2015 by the United Nations General Assembly with the goal of being achieved worldwide by the year 2030.

VIDEO: play the following short video for participants, turning on closed captions in English for easier understanding:
https://www.youtube.com/watch?v=M-iJM02m_Hg

THE 17 SUSTAINABLE DEVELOPMENT GOALS (SDGS)

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to Achieve the Goals

ACTIVITY 2.2: UNDERSTANDING THE SUSTAINABLE DEVELOPMENT GOALS

⏱	2 hours
🎯	To understand the sustainable development goals and how we can apply them in the practice in our communities
🛠	White Board, markers, at least 4 poster papers, and colored pencils

Process:

1. Write the sustainable development goals on the board.
2. Ask the participants to break into four small groups by counting off.
3. Ask each group to discuss the development goals.
4. Choose 5 goals that they think are the most important for themselves and their communities.
5. Give poster paper and colored pencils to each group and ask them to make a drawing showing how achieving these 5 goals will improve their communities.
6. Invite each group to take turns presenting their ideas to the larger group, making sure that women and participants with lower English skills have equal time to present.
7. Trainer summarizes and link what participants discussed in their group work to **the sustainable development goals (SDGs)**.[3]

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[3] More details about the SDGs can be found at: https://sdgs.un.org/goals

ACTIVITY 2.3: WHAT'S OUR MOTHER EARTH TELLING US?

⏱	30 minutes
🎯	This activity is to learn what is happening in our region by inviting participants to share stories.
🛠	None
📄	For this activity, it is important to emphasize deep listening. When listening to your partner's story, please listen carefully and respectfully

Process:

1. Invite participants to break into pairs
2. One person (A) is the 'guide' and the other (B), the blind partner (ask them to close their eyes).
3. Their guiding partner (A) leads (B) by the hand on a walk outside or sits with them on the ground.
4. Give each pair 3 minutes to do this activity.
5. The guiding partner (A) describes their favorite natural place- a beautiful place in their community- to the blind partner (B) while their eyes are still closed.
6. After that, (A) and (B), switch roles and continue the activity for another 3 minutes.
7. After finishing, the trainer leads a discussion by asking these questions below:
    *   How do you feel after doing this activity?
    *   For the guiding partner (A), why did you choose that natural place?
    *   For the blind partner (B), what did you feel when you closed your eyes and listened to (A's) story?
    *   Can you link this activity to what is happening to the environment in our region?
    *   What have you learned from this game?
8. In the discussion, make sure that everyone has the chance to share their thoughts fairly. After discussing these questions, the trainer summarizes the activity and moves on to the next session.

ACTIVITY 2.4: WHAT IS HAPPENING TO ENVIRONMENTAL RIGHTS IN OUR REGION?

⏱	2 hours
🎯	This activity is for everyone to learn deeply about the environmental issues we are facing in our region.
🛠	flipcharts, markers, colored pencils
📄	• Before the group work, the trainer should explain that the presentations can be interactive, and that each group is free to decide how they will present, such as through a presentation, a short skit, photos, drawings, etc. • Allow enough time for participants to ask questions or share their thoughts before moving on to the next activity.

Before starting the activity, the trainer asks participants:

> What kind of environmental and human rights issues are we facing now?

After that, the trainer can give some additional examples such as land degradation, deforestation, unsustainable mining practices, forced displacement, etc.

Process:

Ask participants to give some examples of human rights and environmental issues in their regions.

- Divide into groups of 3-4 people from the same country or community (depending on the number of participants).
- Each group will work together to discuss what they know about the environmental issues happening in their country or community.
- After the discussion, the group participants should be ready to present:
  - The list of environmental issues and the location
  - Why these issues are happening
  - The impacts of these problems on people and the environment

- How these problems affect different groups differently, such as impacts on men, women, the elderly, children, farmers, fishermen, etc.
- Whether any actions have been taken to address these issues

> **Note:** During the presentations, the trainer should encourage participants to ask questions. If they are quiet, the trainers can ask simple questions first, which might make participants feel more comfortable to ask their friends questions.

- After group work, invite each group to present to the larger group.

After the group presentations, the trainers can show a video or short film capturing the situation of communities who are facing negative impacts from destructive development projects or a film of communities who are campaigning to protect their river, land, and environment. Following are few example videos that trainers/facilitators can show participants:

- People of the Mekong Fight For Survival, in the Shadow of China's Mega Dams: https://youtu.be/oAh4HzXN79E
- Salween River' – Our River Our Life: https://vimeo.com/191449427
- The voices of Nam Khone: https://www.youtube.com/watch?v=DFaFs9miVQM&t=77s

Summarize the session by presenting additional information about environmental issues in the region (such as dam construction, land concessions, Special Economic Zones, railway projects, illegal logging, coal power plants, etc.) that have caused negative impacts to the environment and people.

To show how development projects have caused negative impacts on communities and the environment, the trainer may share the following list of organizations that work on human rights and environment, and their websites which contains / reports, publications, training tools, videos and case studies.

- Hydropower in Mekong/Salween region: https://www.internationalrivers.org/
- Save the Mekong: https://www.facebook.com/SaveTheMekong/
- Mekong River Commission: https://www.mrcmekong.org/
- Land issues in the region: https://www.mrlg.org/
- Indigenous people and natural rights: https://aippnet.org/
- NGO Forum on the ADB: https://www.forum-adb.org/
- Open Development Mekong: https://opendevelopmentmekong.net/
- The Early Warning System and additional resources: https://bit.ly/2Sprcx3

ACTIVITY 2.5: THE ENVIRONMENT IN MY COMMUNITY

⏱	1 hour
🎯	This activity is for participants to share about the situation in their community. While some participants may face the same situation, they might have different opinions about the issues involved. So, this activity will help us to learn more about the participants' individual stories.
🛠	flipcharts, markers, colored pencils
📄	If someone cannot draw, they can make a very simple drawing using symbols with text to explain what they wish to share.

Example 1:
My hometown is surrounded by a range of beautiful mountains, a tall and deep teak forest and a river flowing through the town's center. But, in recent years, my whole community has been suffering from logging activities because we have teak trees. Logging has damaged our community's natural resources and the villagers' livelihoods.

Example 2:
My community's land is occupied by a mining company. The villagers in my community had to resettle in a new place where we don't know how to make new livelihoods. The company only gave us a little compensation and we had to leave our beloved land.

Process:

- Give large sheets of paper to each participant and ask them to work on their own to draw a picture of their community
- On the top half of the paper, ask them to draw what their community used to look like in the past
- On the half bottom of the paper, ask each participant to draw the changes they've seen in their community. Is their community still the same? If not, what has caused the changes?
- After finishing, invite everyone back to the larger group and ask each participant to present the drawing of their community and how it has

changed. Allow each participant around 5 minutes to present about their drawing
- After each person presents, invite the others to share their questions and comments

Trainer summarizes the activity, and notes the similarities and differences between each community.

Before closing the activity, trainers share information on the relationship of human rights and the environment, and sustainable development through human rights to participants.

Human Rights and the Environment

The link between human rights and the environment emphasizes that a decent physical environment is a precondition for living a life of dignity and worth. More concretely, a decent physical environment has to do with protection against, for instance, noise pollution, air pollution, pollution of surface waters, and the dumping of toxic substances. Environmental degradation and human rights were first placed on the international agenda in 1972, at the UN Conference on the Human Environment. Principle 1 of the 'Stockholm Declaration on the Human Environment' establishes a foundation for linking human rights and environmental protection, declaring that man has a 'fundamental right to freedom, equality and adequate conditions of life, in an environment of a quality that permits a life of dignity and well-being, and he bears a solemn responsibility to protect and improve the environment for present and future generations.'[4]

Sustainable Development through Human Rights

The 2030 Agenda[5] recognizes that inclusive and participative economies, and societies in which the government is accountable, achieve better outcomes for all people, leaving no one behind. The Declaration on the Right to Development emphasizes the right of all individuals and peoples to free, active, and meaningful participation. And the UN Guiding Principles on Business and Human Rights (UNGPs) set out the duty of States and private companies to ensure that business activities do not abuse people's rights.

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[4] Icelandic Human Rights Centre "HUMAN RIGHTS AND THE ENVIRONMENT". Accessed on 9th January 2021: https://bit.ly/3HOC9N3

[5] OHCHR 'Advancing sustainable development through human rights'. Accessed on 9th January 2021: https://bit.ly/3Gem96O

Civil, cultural, economic, political and social rights, and the right to development build on each other and advance together. No matter how free individuals are to speak out and protest, they are not truly free if they lack food, education or adequate housing. The reverse is also true. Societies in which people have access to fundamental social protections, and economic resources and opportunities, are less vulnerable to social fracture and the spread of extremism.

Despite this, economic policies in many countries have curtailed social protection and concentrated wealth, and political power in fewer and fewer hands. Unsustainable, wasteful growth patterns increase environmental degradation and accelerate climate change, generating effects that harm health, access to water and sanitation, food, housing, and land rights, and endanger life.

ACTIVITY 2.6: CHECK-IN

⏱	15 minutes
🎯	This is a quick activity to assess how everyone is feeling
✖	None
📄	This is a short reflection activity to check on the feelings of the participants and to assess whether they are confused, feeling good, concerned or worried. Doing this will help the trainers to better prepare for the next activity.

Process:

Invite the group to form a circle. Give the following instructions:

- The trainer says, "Now we will do a quick check-in. Please show how you are feeling right now. You can use body language or sound, but no words."
- The trainer can ask one participant to volunteer to go first. If no one volunteers, the trainer can start first, making one sound or action to express his/her feelings. After that, invite the participants to imitate the sound or action the trainer has made.
- After each participant makes a sound or movement, the others copy the sound and movement together as the group. This will make the activity more fun and light-hearted.
- Continue to do this until the last person.

CHAPTER 3: GENDER AND THE ENVIRONMENT

"

Environmental problems can affect women and men differently. This chapter will help participants to more clearly understand the relationship between gender and the environment.

Activity Pathways

Activity 3.1: RECOGNIZING THE DIFFERENCE BETWEEN "SEX" AND "GENDER"

Sex vs. Gender

Activity 3.2: WHAT IS FEMINISM?

Feminism

Gender in the context of Natural resources

Activity 3.3: GENDER, RESOURCE ACCESS AND CONTROL

Activity 3.4: STORIES OF WOMEN AND THE ENVIRONMENT

Stories of Women and the Environment

International Laws, Treaties and Forums on Women and the Environment

ACTIVITY 3.1: RECOGNIZING THE DIFFERENCE BETWEEN "SEX" AND "GENDER"

⏱	30 minutes (depending on the group number)
🎯	To help participants understand the difference between the words "sex" and "gender."
🛠	PowerPoint slides for showing pictures 3.1 and 3.2, projector and projector screen, flipchart, drawing paper, markers, colored pencils
💡	This activity will help participants to gain a clearer understanding of the definition of the terms "sex" and "gender." Moreover, they will gain the opportunity to relax and start sharing their own opinions before the formal session begins. The activity is not too difficult, thus can serve as an ice breaker among the participants.

Process:

Before starting Activity 3.1, the trainer can start with this short activity to see how participants understand the words "**SEX**" and "**GENDER**." This activity takes around 10 minutes.

The trainer asks the participants this question:

> *What comes to mind when you hear the words sex and gender?*

Then the trainer can write the words that participants share on the board. After this, the trainer can move on to the main activity.

Main activity

1. First, divide participants into groups according to gender.
2. Second, give flip charges, markers and colored pencils to each group.
3. Open pictures 3.1 and 3.2 (or choose one), and let participants have a look.
4. Invite participants to brainstorm the answers to these questions:
   a. *What do you see in these pictures?*

> b. *Can you tell me the difference between the words "sex" and "gender?"*

5. Let the participants discuss in groups then present back to the class.
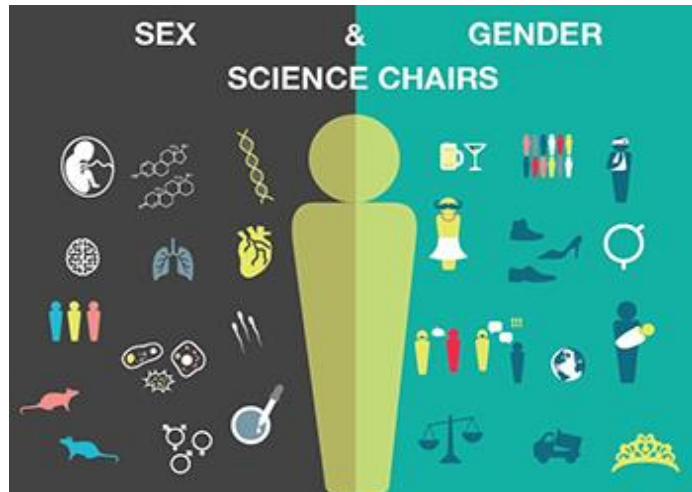
Picture 3.1: The difference between "sex" and "gender"[6]
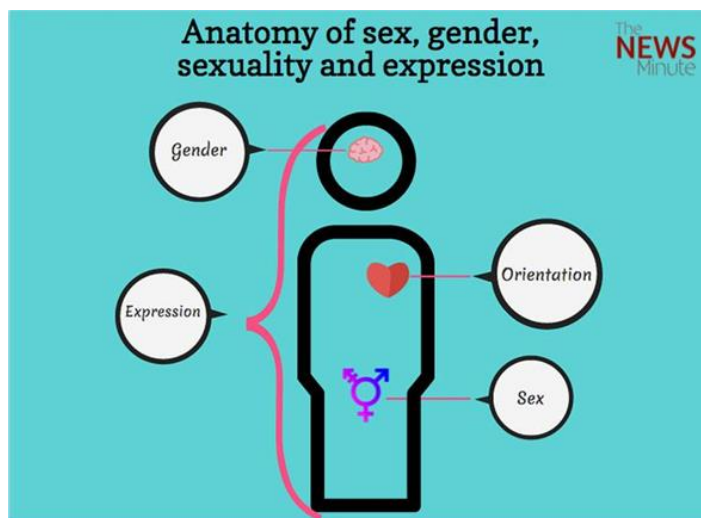
Picture 3.2: Anatomy of "sex" and "gender"[7]

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[6] Canadian Institutes of Health Research. (2020). Sex and Gender Science Chairs. Retrieved 5 January 2020, from https://cihr-irsc.gc.ca/e/51596.html

[7] The news minute. (2016). Understanding sex and gender: They are connected, but not interdependent. Retrieved 1 January 2020, from https://www.thenewsminute.com/article/understanding-sex-and-gender-they-are-connected-not-interdependent-44437

Sex vs. Gender

"SEX" AND "GENDER" ARE NOT SYNONYMS.

The trainer can open Sex Assigned at Birth and Gender Identity: What Is The Difference?[8] an easy and fun animated video for explaining these two words to participants.

Watch the video here: https://www.youtube.com/watch?v=Y19kYh6k7ls

"SEX"	"GENDER"
● Refers to the "biological aspects" of being male and female. ● If you are born with a vagina, you are defined as female. ● If you are born with a scrotum and a penis, you are defined as male.	● Refers to "behavioral, social, and psychological characteristics" of men and women. ● Focuses on social behaviors and complex psychological aspects and attitudes. • Gender identity can 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[9]. Sometimes, a person whose sex and gender identities differ might refer to themselves as transgender, non-binary, or gender-nonconforming.

Karen Cross (2018)[10] wrote in Sex and Gender: What is the difference?

> *"The degree of decision-making and financial responsibility expected of each gender and the time that women or men are expected to spend on homemaking and rearing children varies between cultures. Within the wider culture, families too have their norms. Gender roles are not set in stone. In many societies, men are increasingly taking on roles traditionally seen as belonging to women, and women are playing the parts previously assigned mostly to men. Gender roles and gender stereotypes are highly fluid and can shift substantially over time."*

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[8] AMAZE Org. (2019, December 5). Sex Assigned at Birth and Gender Identity: What Is The Difference? [Video file]. Retrieved from https://www.youtube.com/watch?v=Y19kYh6k7ls

[9] Lumen Learning

[10] Cross, K., (2018). Sex and gender: What is the difference?. Retrieved 4 January 2020, from https://www.medicalnewstoday.com/articles/232363

Did you know about **GENDER EQUALITY** *and* **GENDER EQUITY***?*[11]

"Gender equality"	**"Gender equity"**
"Gender equality means equality between men and women...does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female."	"Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities."

Did you know about **WOMEN'S EMPOWERMENT***?*

"Women's empowerment (or female empowerment) is the process of empowering women. It may be defined in several ways, including accepting women's viewpoints or making an effort to seek them, raising the status of women through education, awareness, literacy, and training. Women's empowerment equips and allows women to make life-determining decisions through the different problems in society. They may have the opportunity to redefine gender roles or other such roles, which in turn may allow them more freedom to pursue desired goals".

When looking at women's rights and women's empowerment, it is helpful to have an understanding of feminism.

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[11] Pavlic, B., Ruprecht, L., & Sam-Vargas, S. (2000). Gender equality and equity: a summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. Retrieved 5 January 2020, from https://unesdoc.unesco.org/ark:/48223/pf0000121145

ACTIVITY 3.2: WHAT IS FEMINISM?[12]

⏱	60 minutes
🎯	To gain a basic understanding of the word "feminism" and to address some common misunderstandings around feminism.
⚒	projector and laptop

Process:

Tell the participants that they will be reflecting on the word "**FEMINISM**". Explain that it is a word that can bring up different emotions depending on the individual, and that this training is a safe place to discuss their thoughts.
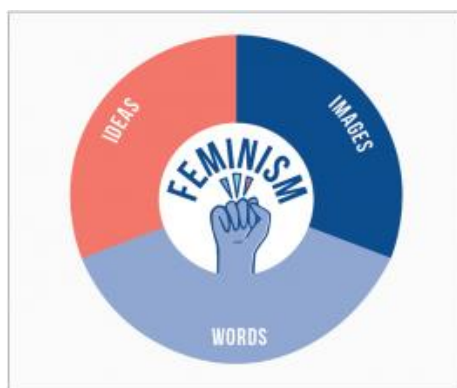
Picture 3.3 feminism[13]

1. Ask participants to select one partner for this activity. The trainer projects the graphic above (picture 3.3) on the board and asks participants to brainstorm images, words, and ideas they associate with the word "feminism" in pairs. Encourage them to be open and talk about what they've heard, not only what they believe or personally agree with. The conversation should be a place where they can share everything, whether positive or negative.

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[12] Adapted from Diversityis: https://diversityis.com/lesson-plan-feminism-is-for-everybody-celebrating-womens-history-month-and-how-gender-intersects-with-other-identities

[13] O'Donnell, G. (2019). LESSON PLAN: 'Feminism is for Everybody': Celebrating Women's History Month and How Gender Intersects with Other Identities. Retrieved 5 January 2020, from https://diversityis.com/lesson-plan-feminism-is-for-everybody-celebrating-womens-history-month-and-how-gender-intersects-with-other-identities

2. Invite the participants to share what they've discussed in pairs with the class. As they share, write some of the key words used by participants on the board.

3. Summarize some of the patterns you notice on the board, including images, words, and ideas. Ask participants to go back to working in pairs to complete the following sentences in as many words or sentences as they like. Select a few participants to share what they wrote.

Feminism is...

Feminism is not...

4. The trainer writes two definitions of "feminism" on the board and discusses with the class (note: bell hooks is a well-known and respected feminist writer):

   a. **Merriam-Webster Dictionary**: "The theory of the political, economic, and social equality of the sexes."

   b. **bell hooks**: "Feminism is a movement to end sexism, sexist exploitation, and oppression."

After that, trainers/facilitators provide some insight into the definition of feminism and why it is important for us to understand women's rights in the context of feminism.

Feminism

Feminism is about all genders having equal rights and opportunities. It is about respecting diverse women's experiences, identities, knowledge, and strengths, and striving to empower all women to realize their full rights. Moreover, it is about leveling the playing field between genders, and ensuring that diverse women and girls have the same opportunities in life available to boys and men (IWDA)[14].

The trainer explains that men can be feminists, too. Feminism is not only about women, but it is about gender equality. Men can be allies in the struggle for gender equality and can join hands to advance equality. To give examples of male allies engaging in the women's rights /feminism movements, trainers may consider sharing available stories with participants (It is good to discuss and open space for men participants to share their thoughts about Feminism).

Why is it important to recognize gender equality in natural resource management and protection?

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[14] IWDA 'What is Feminism'. Accessed on 9th January 2022: https://iwda.org.au/learn/what-is-feminism/

Climate change, biodiversity and habitat loss, and pollution threaten to destroy lives, economies, and entire cultures and societies. These devastating and interlocking environmental emergencies harm human rights, including the rights to life, health, food, water and sanitation, culture, self-determination, and many others, with differential effects on the basis of gender. Entrenched and systemic gender-based discrimination and violence against women, stereotypes, resource limitations, differing nutritional needs over the life course, especially during, infancy, childhood, pregnancy, and childbirth, and differing levels of exposure to pollution and hazardous substances, among other factors, can intensify the negative human rights impacts of environmental degradation including climate change. However, even while experiencing differential and disproportionate impacts of environmental harms, many women are leaders in environmental action – as managers of resources and advocates of sustainable lifestyles – and staunch defenders of land, water, nature, and communities.[15]

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[15] UN Human Rights 'Human rights The Environment and Gender Equality'. Accessed on 9th January 2021: https://bit.ly/32UBPxH

Gender in the context of Natural resources

This session will focus on the different relationships between gender, the environment, and natural resources. It will be based on the participants' personal knowledge and experience as well as learning from others.

ACTIVITY 3.3: GENDER, RESOURCE ACCESS AND CONTROL

Equal sharing in decision making power between men and women is important for good natural resource management. In different communities, women and men play different roles in managing natural resources, and hold differing power over access to those resources.

⏱	Exercise: Gender Power Palm (20 minutes) Activity: Gender, Resource Access and Control (1 hour)
🎯	This activity will help participants to better understand gender relationships, the responsibilities traditionally assigned to men and women in our societies, and differences in access and control over natural resources between men and women. Lessons will be drawn from the participants' own experiences and perceptions and will help to provide a better understanding of sustainable environmental management.
🛠	PowerPoint slides for showing table 3.1 and 3.2, projector and projector screen, flipchart, drawing paper, markers, colored pencils
💡	**Gender Power Palm** (20 minutes) can be played as a warm-up to get participants thinking about power relationships.

Exercise: Gender Power Palm (20 minutes)[16]

1. Divide participants into two lines facing one another, naming one line team "A" and the other team "B".
   a. Ask each team "A" member to hold their palm up to about six inches from the face of the person standing opposite them on team "B".

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[16] Adapted from the 'Columbian Hypnosis' activity used in Forum Theater. See more about this at: https://bit.ly/3IReNay or read more: https://bit.ly/3HODWRO

b. Each team "A" member uses his or her hand to "hypnotize" their partner from group B, leading them all around by moving their hand in front of their partners' face, with their partner following everywhere they are led and keeping the same distance between the face and palm at all times.

c. After a couple of minutes, invite the partners to switch roles. This time, "B" leads and "A" follows.

2. After playing the game, the trainer invites everyone to reflects on their feelings about the activity by asking the following questions:

- *Was this game fun for you? Did it make you uncomfortable?*
- *Did anyone stop or refuse to follow at any point? Why?*
- *How did you feel when you were in the leading position?*
- *How did you feel when you were in the following position?*

3. After the discussion, the trainer summarizes that this game is to help participants explore power relationships, especially in the context of gender and natural resource access and control. Invite participants to the following questions:

- *How does this exercise represent power?*
- *How does it reflect the relationship between men and women in family and community life, and in accessing and controlling natural resources?*

4. After a trainer sums up the game, the trainer links it to the next activity.

Process[17]:

1. To begin this activity, write the words "access" and "control" on the board. Explain to participants that the opportunity to attain 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."

2. Divide into groups containing both male and female participants

3. Invite the participants to discuss the questions on the table 3.1 and 3.2 in their small groups, and to write their answers on the flip chart.

4. Invite each group to present their answers to the class based on their experiences in their communities.

5. As the participants present, prompt discussion through the following questions:

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[17] Adapted from The International River and Oxfam. (2020). Transforming power A gender guide for organisations campaigning on dams and for rivers. Retrieved 4 January 2020, from https://www.internationalrivers.org/wp-content/uploads/sites/86/2020/09/Gender-Guide-English-single-pages.pdf

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?*

Table 3.1: types of Property Rights and power relations

Land Type	Property Rights type	Land holders	Who are the decision makers?	Who are they?
State land	land ownership, management rights, allocation rights	The state, local government	Officials	Male officials
Village common land	Land ownership, land use rights, management rights, exclusion rights	The villagers	Village leaders, cultural leaders	Men are the leaders
Private land	Land ownership, land use rights, management rights, exclusion rights, transaction rights	The villagers, companies and others	Family heads and company managers	Men are the family heads, and men are the managers

Table 3.2: access and control over community resources ([click here to download](#))

Resources	Access to resources		Decision-making power		Control over benefits	
	Who can use the resources?		Who decides how resources are used and who benefits from them?		Who controls these resources?	
	Women	Men	Women	Men	Women	Men
Land						
Paddy fields/ cropland						
River bank gardens						
Home garden						
Forests						
Community forest						
Firewood						
Forest products e.g., wild berries, herbs and honey						
Water						
Rivers						
Lakes						
Public irrigation canals						
Fisheries						

Resources	Access to resources		Decision-making power		Control over benefits	
	Who can use the resources?		Who decides how resources are used and who benefits from them?		Who controls these resources?	
	Women	Men	Women	Men	Women	Men
Highland farms						
Energy						
Wood						
Mangroves						
Charcoal						
Agricultural waste						

ACTIVITY 3.4: STORIES OF WOMEN AND THE ENVIRONMENT

⏱	1 hour and 45 minutes
🎯	This activity will give participants the opportunity to learn from the personal stories of Mekong youth activists. Hearing stories from their peers can help inspire and empower youth to be future leaders in their communities.
🛠	PowerPoint slides for showing the case studies, projector and projector screen

Process:

Begin this session by prompting the participants to reflect on their own hometowns by doing an activity called

'My favorite place in my community.'

After that,

1. Invite each participant to find a partner (participant A and participant B).
2. Ask each pair of participants to take a walk together around the workshop facility. As they walk, take turns describing 'My favorite place in my community'. Allow the participants in each pair five minutes each to share.
3. Encourage each participant to listen deeply while their partner is sharing, and allow them to speak without interruption.
4. After every pair finish, ask 3- 4 participants to share their partner's story with the class.

This game will help participants to practice deep listening skills and to analyze what they heard from their partners, thus providing a good foundation for the story sharing activity below.

Stories of Women and the Environment

After finishing the activity above, divide participants into 3-4 groups.

Assign one of the stories below[18] for each group to read. As they read, ask them to think about the following:

- *What is the story about?*
- *What happens in the story?*
- *How did the author of the story respond?*
- *What action did she take to improve the situation?*
- *Was the community successful? Why or why not?*

Afterward, invite representatives from each of the small groups to present their answers to the class.

Our Rivers, Our Life: A Story by Ms. Hom Kham

(Weaving Bonds Across Borders, 2019)

My name is Hom Kham. I am a young woman from Mong Pan who was chosen by Weaving Bonds to take part in a training workshop in Chiang Mai. Mong Pan is a small, remote village in the Shan region of Myanmar. My village is small and beautiful, and relies heavily on the Salween River and its tributaries. My region is primarily agricultural, so we rely on the rivers for water, in addition to the cultural meaning that the Salween and its tributaries have for indigenous ethnic people in the area. I was born in this village and it is my ambition to spend the rest of my life here – I want to make sure this is a possibility not only for me, but also for my community as a whole.

Mong Pan is surrounded by green mountains covered in dense forests – there are a lot of natural resources, including our river, which flows into the Salween River (one of the most important rivers for our community). This area is 'out of bounds' for tourists due to being a conflict area. We have no industry, so we rely completely on crops to earn money and develop our village. We grow mostly rice and garlic, both of which require enough water to succeed. Aside from that, we collect firewood from the forest and grow green vegetables to eat; the forest and water are central to life for our community. In our hometown, we have

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[18] To read additional stories, please refer to the links below:

https://bit.ly/3g1acFy

https://bit.ly/3yZYt2Q

many different ethnic groups including Pa-o, Lisu, Shan and Karen, but the majority of the people are Shan.

Mong Pan is rich in culture, literature and traditional festivals. There is an ancient lake and culturally significant pagodas and monasteries, including one particularly famous monastery where a respected monk is celebrated every year. Nearby is a beautiful waterfall, from which people have obtained electricity since 2008. The area is surrounded by green rice fields and teak forests. The people in the area are known for their kindness; everyone knows each other and welcomes new visitors to the area.

Last summer in Mong Pan was very hot, because we have one river with a small dam on it. The government built this dam on our 'mother river' at the top of the township, so it is now difficult to get enough water to the agricultural areas. Our community lives under a military government and military groups encircle the town; I believe their population is higher than the population of my town. Sometimes they block the water flow to the fields, so we can't catch fish or make money. Eventually, the crops can't produce at high levels and the end result is that we lose income, education and health.

It was for these reasons that I wanted to join the Weaving Bonds leadership workshop in Chiang Mai. Prior to this workshop, I had been interning in Mong Pan; it was my first job and a valuable work experience. During the Chiang Mai workshop I learned about human rights, the environment, peace building and women's leadership. We were shown how different groups protect their local environments, for example the Karen ethnic group. I can apply what I learned in my own community, for example by organizing training and conducting research. I'm especially interested in organizing training, as I think people in my village do not have many opportunities to learn about these issues. Furthermore, the workshop also improved my English-speaking skills a lot, so I am more able to communicate with people outside my region.

After the Weaving Bonds Across Borders workshop, I got an opportunity to do a further internship with Weaving Bonds based in their Chiang Mai office. I stayed there for three months, got more experience, learned more about environmental issues in the region, and met people from other countries working on the same issues.

My dream is for all of the communities who live around the Salween River to work together in the future. I believe that if we try our best, we can change our environment for the better and people will also recognize women's vital role in their communities.

In conclusion, my village is a quiet and peaceful community. We have our culture, traditions, literature and a strong desire to give a good future to the

next generation. Our education level is lower than other towns, but we try our best – and I am so lucky and proud of myself to be one lady who has the chance to stay in my small town, with my happy family and lovely ethnic groups, and to help my community as much as I can.

A Young Woman Leader Gigi's Story from Cambodia: A Story by Gigi

(Weaving Bonds Across Borders, 2019)

Author Background Ms. Gigi is from Cambodia. She is 2016 alumni of Weaving Bonds Across Borders. Currently, Gigi is a women coordinator with Mother Nature in Koh Kong Province, Cambodia. Her work focuses on women's empowerment, education, awareness and reduction of gender bias in communities around Cambodia. She provides training to raise awareness among women in Cambodia about women rights, women's leadership and environmental protection. She also leads a women's group to do campaigns and non-violent protests related to environmental protection.

In 2009, many villagers suffered from a sand-dredging project in my village. The villagers had to move their houses and I had to drop out of high school. A company took away our land to do sand mining and then gave us very little compensation. My family faced hard times and all of these difficult experiences encouraged me to protect the land, environment and women's lives. Even though my family discouraged me from taking these risks because they were worried about my safety, I insisted on my goals and carried out my mission to fight against the social inequalities in my life.

In November of 2016, I joined a 10day workshop organized by Weaving Bonds Across Borders. In this workshop, I shared a lot of my work experience and life experience with the other participants. After the workshop, I received a small grant from Weaving Bonds to organize a project in Koh Srolao Island, Koh Kong Province, Cambodia. There are 3 villages and 700 people on Koh Srolao Island. They are facing the problem of sand dredging and have suffered impacts such as damaged mangrove forests, impacts on their fishing, and water pollution. The villagers don't know how to protect their environment and what their rights are. That's why I wanted to provide training to give awareness about the impacts of sand dredging, how to protect the environment, women's leadership, women's rights and non-violent campaigning to the villagers, especially the women. However, I didn't know how I could do these activities until I met Weaving Bonds Across Borders.

After I joined the Weaving Bonds workshop, I decided to work for the organization Mother Nature in my hometown again and encouraged my boss to hire more women staff because we didn't have many women staff in our organization before. I think that adding women staff to our organization is very

important because in this way we can promote gender equality in our organization first and then we can work with communities. Every time I try to become familiar with communities and try to understand their livelihood situation.

My aims are to create peaceful communities in Cambodia where women can lead each other, achieve self-empowerment and get awareness about women's rights, women's leadership, and organize by themselves to do campaigns, advocacy, and non-violent protests related to sand dredging and environment protection. I hope that more women participate in community issues and raise their voices in public spaces in the future.

Youth are our Future Leaders and the Engines of Change: Story by Nang Shining

(Weaving Bonds Across Borders, 2019)

I was born in Mong Pan, Southern Shan State, Myanmar. Mong Pan is a small town located near an international river known as the Salween. Mong Pan is where I spent my childhood, and my hometown is surrounded by a range of beautiful mountains. A tall and deep teak tree forest and the Nam Pan River flowing through the town's center add to the magnificent calm, beauty, and economic value of Mong Pan and its surrounding areas. I feel very fortunate to belong to an incredible place, with natural beauty, fresh breezes, clear and clean streams, and rivers, green paddy fields, fresh food, and a friendly environment. All these resources provide a wide range of basic needs for my family and our community. Our forests are an important resource that complements our livelihoods and helps us to meet our basic needs.

I left my hometown when I was twenty-two years old and full of energy, curiosity, determination, and hope to explore new experiences in a new world. After ten years of studying and working abroad, I decided to come back to my hometown to support our youth and community, because the whole community is suffering from logging activities. Logging has damaged our community's natural resources and the villagers' basic livelihoods. I returned to my hometown because of my grave concern for our environment and to empower the youth, build their capacity and raise awareness about ongoing social and political issues in Mong Pan. My hope is that they will be aware of their rights and take action to defend themselves and their natural resources.

In February 2013, I established the Mong Pan Youth Association to empower Shan youth and their communities. In 2014, I worked with two friends from the US and Columbia to establish Weaving Bonds Across Borders to empower communities around the world impacted by conflict, violence, environmental disasters and climate change.

As a woman leader, it's not easy to start an organization in a male dominated society. I always face bitter experiences when moving forward step by step in my community. I always have to find a way to defend myself while maintaining a good relationship with male leaders. Yet I also have to empower women leaders and advocate for their rights. I believe that change often starts with hope, by individuals and through small actions. In the midst of risks and challenges, therefore, I devote myself to making positive changes for society and the environment within my means, and I vow to stand beside marginalized communities and vulnerable people. I especially support young women to take leadership roles in their communities by providing training and encouraging them to further their education to enhance their knowledge.

Now, Myanmar is in a democratic transition period and my great concern is that without a proper natural resource management plan, law enforcement, and collaboration among stakeholders, the result will be a complete imbalance between an "incredible miracle" and "extreme jeopardy." I thus believe that "youth are our future leaders and the engines of change." I myself continually invest my time in youth for lasting change in our society.

Short Videos about Women Leaders

After finishing the story sharing activity 3.4, you can show the following short videos about women leaders from the Mekong and Salween region. After watching the videos, invite discussion by asking the participants the questions from the previous story sharing activity.

- The story of Nang Shining:
  - https://youtu.be/bFIx2mPZLkw
- The story of Sor Rattana, public interest lawyer in Thailand:
  - https://youtu.be/3LbeY7s50H4)
- The story of Mueda Nawanat, Karen indigenous activist:
  - https://youtu.be/9CxUib6Qgv8

After the discussion and activity, trainers/facilitators provide information about international treaties and laws related to women and the Environment.

International Laws, Treaties and Forums on Women and the Environment

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

CEDAW is an important human rights treaty for women that was adopted by the United Nations in 1979. CEDAW is a tool to help women around the world to bring about change in their everyday lives.

CEDAW spells out in detail women's rights to equality and non-discrimination, and maps out the range of actions that must be taken to achieve this equality. It is one of the core international human rights treaties of the United Nations and it requires States parties to undertake legal obligations to respect, protect and fulfil women's human rights. There are currently 189 countries that have signed onto the Convention.

CEDAW has contributed to the development of:

- Citizenship rights for women in Botswana and Japan
- Inheritance rights for women in Tanzania
- Property rights and political participation for women in Costa Rica

CEDAW has also fostered adoption of:

- A law on gender equality in Mongolia
- A law in Rwanda prohibiting sex-based discrimination in access to land
- Domestic violence laws in Turkey, Nepal, South Africa, and the Republic of Korea
- Legislation criminalizing all forms of violence against women in Burkina Faso and femicide in Panama
- A national inquiry into missing and murdered indigenous women in Canada
- Anti-trafficking laws in Ukraine and Moldova

The CEDAW Convention consists of three principles:

1) the principle of equality between genders
   a. Short video links talking about the Principle of Substantive Equality:
      i. English language
      ii. Vietnamese language
      iii. Thai language
2) the principle of non-discrimination on the basis of gender
   a. Short video links talking about the Principle of Non-Discrimination:
      i. English language
      ii. Vietnamese language
      iii. Thai language
3) the principle of obligations to which the State Parties must comply
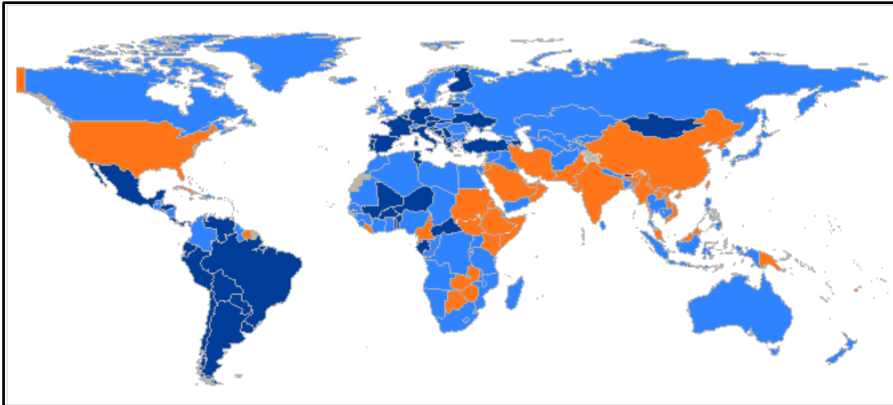
Picture 3.5 Ratification of 18 International Human Rights Treaties

States that have ratified CEDAW are legally obliged to do the following:

- First, to remove all kinds of discrimination against women in all areas of life.
- Second, to ensure that women have full access to development and advancement opportunities so they may enjoy the same human rights and fundamental freedoms as men.
- Thirdly, a state party must allow the CEDAW committee to screen its efforts to implement the treaty by reporting to the committee regularly. The CEDAW committee consists of 23 independent experts on women's rights from around the world.

MORE INFORMATION ABOUT CEDAW

Women Human Rights Defenders. (2020). 2020 CEDAW Progress Report Card (Thai version). Retrieved 30 December 2020, from https://www.protectioninternational. org/sites/default/files/final_cedaw_2 020_edit_new_270263.pdf

United Nations Human Rights. (n.d.). CEDAW in your daily life. Retrieved 30 December 2020, from https://www.ohchr.org/EN/HRBodie s/CEDAW/Pages/DailyLife.aspx

The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)

The United Nations Entity for Gender Equality and the Empowerment of Women, also known as UN Women, focuses on priority areas that are fundamental to women's equality.

Although gender equality is a basic human right, gender inequalities remain profoundly entrenched in every society. Women are often denied access to basic education and health care and suffer violence and discrimination. They are also under-represented in political and economic decision-making processes.

UN Women's main roles are:

- To support inter-governmental bodies, such as the Commission on the Status of Women, in their formulation of policies, global standards and norms
- To help Member States implement these standards, standing ready to provide suitable technical and financial support to those countries that request it, and to forge effective partnerships with civil society
- To lead and coordinate the UN system's work on gender equality, as well as promote accountability, including through regular monitoring of system-wide progress

UN Women is empowered to:

- Support intergovernmental bodies, such as the Commission on the Status of Women, in their formulation of policies, global standards, and norms
- Help UN member states implement the above standards, standing ready to provide suitable technical and financial support to those countries that request it and to forge effective partnerships with civil society
- Enable member states to hold the UN system accountable for its own commitments on gender equality, including regular monitoring of system-wide progress

More information about UN Women:

- UN Women. (n.d.). About UN Women. Retrieved 5 January 2020, from https://www.unwomen.org/en/about-us/about-un-women
- Wikipedia, the free encyclopedia. (2021). UN Women. Retrieved 5 January 2020, from https://en.wikipedia.org/wiki/UN_Women

CHAPTER 4: WATER GOVERNANCE, LAND RIGHTS AND GENDER

> **"**
>
> *Although the contributions of women to agriculture and food production are significant, women often lack formal rights to the land they farm and the water resources they need to irrigate their fields. In many regions, women suffer discrimination in land rights, including with respect to communal lands, which are controlled largely by men. Women also lack status in their communities to influence natural resource governance decisions and practices ([FAO](#)).*

Activity Pathways

In this chapter, we will also learn what actions each can take to raise our voices in support of women's land rights and their equitable inclusion in water governance.

Women in Water Governance

Water governance refers to how decisions are made around water allocation and management, and by whom. All stakeholders have a responsibility to allocate, use and protect the water resources. Generally, women are heavily involved in multiple dimensions of water use and management. This includes the domestic provision of water, sanitation, hygiene, and wastewater management. Now, women make up around 43% of agricultural workers, thus women are food producers, food collectors, resource users, and sharers in most rural contexts in developing countries. However, there is less meaningful participation of women in water governance due to women's unequal access to public information, education, and property rights. Therefore, it's important to include women's roles, decision-making rights, and knowledge in water governance as women have important knowledge to manage water in a sustainable way to ensure global water security and improve the earth's water quality.[19]

Women's Land Rights

In Asia, many women are landless. Even when they have land rights under customary law or through land reform efforts, they still often lack full land rights under joint titles. For example, a woman's name may be registered on a land title, but her land is part of 'family property' under the joint title, and the family property often only goes to the man. Thus, even though women have legal rights to land by law, these rights often go unrecognized by the people in their communities due to cultural norms. Often, daughters, sisters, and divorced and widowed women are forced to forgo the land passed down to them through their natal and marital families. In many Asian countries, daughters and sisters have to give their land to their brothers, and divorced and widowed women must give their land to their sons. This is a particularly common issue in communities in India, Pakistan, and Bangladesh.[20]

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[19] IUCN. (2018). Women as change-makers in the governance of shared Retrieved 5 January 2020, from https://portals.iucn.org/library/sites/library/files/documents/2018-036-En.pdf

[20] Agarwal, B. (1994). Gender and command over property: A critical gap in economic analysis and policy in South Asia. World Development. 22, 1455-1478. doi: https://doi.org/10.1016/0305-750X(94)90031-0

ACTIVITY 4.1: WHO CONTROLS THE RESOURCES?

⏱	20 minutes
🎯	To understand the challenges women faced in securing their rights to natural resources and decision-making
🛠	list of statements (in the box below). Trainers may add additional statements.
📋	Statements can be adjusted based on the situation and the workshop participants. However, the statements should include content that encourages discussion according to the objective of this activity.

List of statements

o   In my community, I have the right to own land in my name.
o   I have the right to be the sole owner of property in my community.
o   I have the right to pass ownership of my land and property down to my daughter.
o   In my community, a woman who divorces her husband can still own land and a house.
o   In my community, a woman who is a widow can own land and a house in her name.
o   In my community, men and women have equal rights to use land and water.
o   When there is a meeting about land or water use in my community, women are invited to attend.
o   When we have a meeting about land and water use, women speak as much as men do.
o   In my community, women are free to make decisions about land and water use.
o   In my experience, women's opinions about land and water use are respected.
o   In my country, we have good laws to ensure women's rights over the land and water.

Process:

- Ask all participants to stand in one long line facing the front. The trainer explains that after hearing each statement, the participants should move in the direction that applies to their situation. If the statement is true for the participant, she/he should take one step forward. If the statement is not true for the participant, she/he should take one step back.
- The trainer slowly reads each statement, repeating as many times as necessary for each participant to understand and respond.
- After finishing, ask all participants to remain in the same position and ask everyone to look around them carefully. The participants should be standing in different places in relation to one another.
- Still standing in place, the trainer leads a discussion by asking these guiding questions:
  - *How do you feel about this activity?*
  - *Are you surprised about where you are in relation to your friends? Why or why not?*
  - *Would any of you like to share your situation with the group?*
  - *Have any of these issues been solved? Why or why not?*
  - *What did you take away from this activity?*

The facilitator can close this activity by stating that it's important for us to understand and learn from each other about the challenges women face in securing their rights to natural resources and decision-making. This is important because when we learn all what the gaps or problems are, we then can come up with actions that each of us can do to narrow the gaps and address the problems. Every action matter, and we can all contribute something!

Notes to the trainer:

- A large, open space is required for this activity.
- The statements may be hard for speakers of English as a second language to understand at first. To address this, the trainer may pass the statements out the night before so the participants have time to study and understand them. It may also be helpful to read the statements together in class to ensure everyone is clear about their meaning before beginning the activity.
- While reading the statements, it is helpful to have a co-trainer help observe the participants to ensure that everyone understands the directions.
- After the discussion, if there is still time, trainers may share a case study or information related to the topic such as a story, an article, or a short film. Research, or analysis paper, etc.)

ACTIVITY 4.2: WOMEN AND RIVERS

What is transboundary water governance?

Transboundary Water Governance: because water resources are often shared by different countries, good water governance and benefit-sharing requires formal agreements between countries, participation by all water users, formal and informal dialogue spaces, and greater opportunities for women's voices.

⏱	2 hours
🎯	To understand the meaning of transboundary water governance and the differences in men's and women's power to control river resources at the local, national and transnational levels.
🛠	flipchart, markers, tape, and colored pencils

River mapping: How do men and women control river resources?

Process:

- The trainer places two big sheets of paper on the ground and tapes them together to make the bigger sheet, then invites participants to work together to draw a river that is familiar to them. While drawing the river, trainers should encourage participants to think about the various elements of the river, how people use the river, and how important the river is for people living along with it. When drawing, trainers should also suggest that participants draw what is happening on the river and how that is affecting local people (both positive and negative impacts).
- After that, the trainer encourages participants to think about how women and men use rivers. What are the similarities and what are the differences? They can use different colors of markers/colors to mark. For example, the blue marker is for marking the similarities, and the red is for marking the differences.
- While drawing, the trainer emphasizes participants talk and discuss together what they are drawing.
- After the drawing is finished, work in pairs to discuss these two main questions: (10 minutes)

- o What major changes are happening on the river in present days? How different is this from the past?
- o How do men and women use the river differently and what different impacts are changes to the river having on men and women?

- After discussing in pairs, invite each pair to share the results of their discussion with the larger group.

For Additional Information about the rights of communities affected by dams, please see the section on the World Commission on Dams (WCD) in the additional Training/workshop materials.

After the discussion, the trainer may share the following information[21]:

Key facts: The impacts of dams on men and women in the Mekong region

Hydropower development in the Mekong region is running at a rapid pace. Thailand and Vietnam have largely developed their hydro resources and have varying interests in regional developments. Cambodia, Lao PDR and Myanmar on the other hand have significant plans for further development on their rivers. Lao PDR in particular has positioned itself to use hydropower development to become the "battery of Southeast Asia". Many of the planned developments across the Mekong region are on transboundary rivers. As new projects are proposed and developed, the importance of good governance of river resources, transboundary and national planning, and assessment of impacts cannot be overstated.

Hydropower has contributed to national development in many countries around the world. While old technology in relation to other renewable technologies retains an important role in many energy systems. However, it is also well recognized by the hydropower industry and across the Mekong region that the construction of hydropower dams has negative impacts on rivers and the environment. In affecting the environment, dams also impact on communities and people who use and live in and around rivers. Dams can change how people access and use natural resources-land and water; wetland, forest, and aquatic resources. Hydropower dams will often require involuntary resettlement of households and communities which brings great social and psychological upheaval to individuals and to communities as a whole.

These impacts are experienced by men and women, girls and boys, the young and the elderly, those with disabilities, and by those of different ethnicities. The impacts often tear apart community structures and ways of life. Communities and households operate with defined gender roles and responsibilities-these are all affected.

In many societies, it is women who bear the burden of responsibility for the home and for the family, as well as a variety of roles and tasks within communities. For communities with strong social, cultural and economic connections to land, rivers and place; the changes brought about by hydropower dams can be very traumatic.

Resettlement, in particular, is considered impoverishing as it takes away economic, social and cultural resources simultaneously (Koenig 2002 cited in Scudder 2005). Across all this dam-induced change, in most cases, it is women who are more adversely impacted.

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[21] Balancing the scales: Using Gender Impact Assessment in Hydropower Development, Oxfam Australia, 2013

ACTIVITY 4.3: WOMEN AND FILMS

⏱	1 hour
🎯	Learning about women's stories through film
🛠	Projector and laptop

Process:

Trainers invite all participants to watch the short film together, followed by group discussion.

1) Women and land rights: No land is vacant, fallow and virgin land: https://vimeo.com/391415070
2) Women and Rivers: Women Taking the Lead in the Mekong and the Salween: https://youtu.be/mAGBeGSjMd4

After the film, the trainer leads a discussion by asking the following questions:

- *What kind of relationship do local people have with their land?*
- *What problems are they facing?*
- *How do the events shown in the film impact the community?*
- *How are women affected by these events?*
- *How are the communities fighting back and defending their rights?*
- *What did you learn from this film?*

NOTE

These two videos are examples that we can show to participants. However, trainers can choose other films or videos to show participants based on the resources trainers have. Below are links where the trainer can find more videos:

- Oxfam Water Governance: https://bit.ly/3frmTdS
- KESAN (Karen Environmental and Social Action Network): https://www.youtube.com/user/KESANandYOU/videos
- EarthRights International: https://www.youtube.com/user/EarthRightsIntl/videos
- Asia Indigenous Peoples Pact (AIPP): https://www.youtube.com/user/aipprcdp/videos

ACTIVITY 4.4: MAKING OUR VOICES HEARD

⏱	2 hours
🎯	After learning, it is time for us to take action. There are many ways for us to take action. These can be physical actions or online actions. Using a variety of approaches will help us to reach a bigger audience and engage with people more widely.
🛠	None
📄	There are many ways that we can take action. When we take action, it is important to do based on the situation, political context, local resources, and the possibilities. In this chapter, we provide two choices for trainers: Gender and environment plays and campaigning actions.

Process:

- Identify the problems you want to address and the changes you want to see.
- How can you communicate this through a short but powerful message?
- Who is the audience for your message?
- What is the best way to communicate the message to your target audience? For example, through a public event, community gathering, play, social media campaign, or storytelling.

Choice 1: Gender and Environment Plays

A play or role play is a great strategy to use to increase public awareness of social issues, including topics related to gender and the environment. In this session, participants will make their own play based on the story given by trainers. However, participants can adjust the story line based on their discussion among the team.

We suggest introducing this activity late in the day, then allowing participants time to develop and practice their performances in small groups during the evening.

- Divide participants into 2-3 groups, depending on the number of participants. Each group should have around 5 people.
- Based on the story given by trainers, they will discuss among their teams and come up with characters (who will be who in the story) and develop the conversation from the story

- Allow time for each team to practice their play several times. Encourage them to add music or sound effects, and to use a variety of props and costumes.
- After that, each group will perform their play. While watching the performance, the trainer encourages participants to watch the play carefully. At the end of the play, invite participants to ask questions and share comments.

Choice 2: Campaigning and Advocacy

Media and social media play an important role in raising our voices and creating awareness. In this activity, we will learn about what mediums we can use to communicate, how information is important, and how we can use it effectively to raise concerns and call for action. However, please also consider the political space and the freedom of expression available to participants from each country when planning an online campaign. Those who feel they have less freedom may take the back seat, while those who have more freedom of expression can play a more prominent role.

Before group discussion, it is important for trainers to start with the definition of **'Advocacy'** and **'Campaign'**. Trainers may ask participants: 'As your understanding, what is Advocacy? & What is Campaign?'. Trainers divide the flipchart into two-half. On the left, write down the word 'Advocacy' and on the right, write down the word 'Campaign'. Trainers invite participants to share and discuss above questions and write down keywords that participants share on the flipchart. Trainers should encourage everyone to share their opinions, which can help them to listen to different ideas or understandings of those two terms. After that, trainers summarize the discussion by briefly introducing the definition of 'Advocacy' & 'Campaign'.

Advocacy is a course of action to influence changes in decision-making that affect our lives and ultimately transform our society at the local, national and global levels. Advocacy aims to shape systemic changes in behavior, investment, law, and policy.

Campaign is a series of organized, planned actions for a particular purpose or goal. Some examples of Campaign messages are 'My planet My Rights', 'No Land No Life', 'MeToo', etc.

To help participants understand better, trainers may consider showing the video about the definition of advocacy and campaign to participants. Below are two example videos:

- Defining advocacy: https://youtu.be/NhrLirjp_E8
- Understanding Advocacy and Action: https://youtu.be/w0BYMqONzgM

In short, trainers summarize that people may have different ideas and understandings of advocacy especially when they come from different social and political backgrounds. Advocacy could also happen in many different forms. It is important to note that we need to make our voices heard especially by people who have the power to make decisions. To understand clearly the definition of advocacy and campaign, it's important for doing the next activity.

Discussion: in the big group, invite participants to share their experiences and views by asking the following questions.

- *What media/social media are you familiar with?*
- *Do you have experience of using media for advocacy or campaigning? Who is your target audience?*
- *What has been the result of your campaigning/advocacy?*

Before moving to group work, it is important to understand the key elements of an advocacy or campaigning plan. Therefore, providing a simple template for participants to plan their advocacy or campaign activities could help the participants who may have questions to see the clearer picture.

Table 4.1: The campaign and advocacy grid

Message/action	Goals (long-term, short-term)	Target audience	Risk and risk management	Alliance Network

Group work:

- Divide participants into 3-5 groups
- Invite each group to select a campaign topic that is meaningful to them and their communities, and ask them to think about how they would organize their campaign. Ideas for events and activities include:
    - A statement or post on a website
    - A statement to read out loud at a public event
    - An online talk shows
    - A public event on an important day like International Women's Day, the International Day for Rivers, or Earth Day
    - An online campaign on Facebook Live
    - A Webinar

Process:

- Each group works together to plan their campaign (by using the campaign and advocacy grid above). The members of the group will need to help each other to plan and search for information.
- Invite each group to present their campaign plans to the class. They may do so through a presentation or role play if they like. After each group finishes, ask for comments and suggestions to make the campaign action more effective.

As campaigning and advocacy might be new for some participants, trainers/facilitators can show a short video or articles about communities that are campaigning to protect their natural resources:

- **Video**: 'The River Guardian' by Oxfam Cambodia: https://youtu.be/xNUDpRhov8A
- **Story**: 'Leading the way along the Salween River' by Oxfam in Asia: https://asia.oxfam.org/latest/stories/leading-way-along-salween-river

Trainers/facilitators summarize by explaining that people can do campaigns in different ways based on the political space in their country and the resources available. It is important to set clear goals for what we want and understand any risks that may arise.

ACTIVITY 4.5: RISK MANAGEMENT

⏱	1 hour
🎯	To do a risk assessment to help participants to be aware of the risks depending upon the political context and the type of activities and the actions we are doing. This is not about fear, but about understanding of our actions, the level of risk, and what we can do to minimize risk by doing our actions or activities in safer and more effective ways.
✂	flipchart, markers, sticky notes
📋	As there might be some participants who have experiences facing risks, the trainers should encourage them to share their stories if they are comfortable. Invite participants to share their experiences of how they minimized or managed risk within their organization, community or group. The risks each participant faces will be different depending on the political space in the country or society they are from. For this reason, it's important for trainers to encourage participants to listen to their friends respectfully.

Process:

Step 1: Identify the risks

- Trainers prepare the flipchart and divide it into 2 columns. On the left, write the word 'Risks' and on the right, write the word 'Mitigation'. For this step, focus on the 'Risks'.
- First, trainers allow time for everyone to think by themselves about what they think the risks may be from an action or activity they plan to do, and write down the risks on sticky notes. They can write as many as they want and place them on the column 'Risks'.
- After that, the trainers group the risks together according to the type of risks the participants have identified. Then have everyone gather at the flipchart and look through all of the risks.
- Invite participants to read off the risks they posted on the flip chart and explain them to their friends. The trainer should allow for discussion and questions

Step 2: Mitigation

- Similar to step 1, the trainers gather everyone together. This time, the trainer states that after the discussion about risks, this time will discuss how to address those risks. Explain that the word "mitigation" means to reduce the seriousness of the risk.
- Everyone looks at the risks they wrote and thinks about how those risks could be addressed. They can write as many ideas as they want and place them under the column 'Mitigation'.
- After that, the trainers group the list of mitigation ideas together and invite everyone to gather at the flipchart and look through them. Ask participants to read the risks they posted and the mitigation measures they propose to address each risk. Allow time for discussion, questions, and experience sharing.

The trainer concludes the activity by stating that it is always important for us to think about what risks we are likely to face when we are doing our work because this will help us to make a decision on the kind of action we will take, and allow us to minimize the risks as much as possible. Our risk assessment will help us to decide:

- What we should avoid to ensure that risk does not happen
- How to find people or networks who can support or help us if we face risks
- If the risk is not possible to avoid, how to minimize the risk to ensure it has as little impact as possible by identifying the level of risk (low, medium or high) based on each activity or action we take

CHAPTER 5: BECOMING A TRAINER/FACILITATOR AND COMMUNITY LEADER

> **"**
>
> *WBAB believes that creating an egalitarian and democratic society is the most sustainable way to promote environmental justice and gender equality. Building strong community-based social movements requires an ever-increasing number of trainers and youth leaders. After we have learned many things from the previous chapters, it is time for us to practice how to do our own Gender and Environment workshop or training in our community.*

This session will provide time to practice and learn how to design and organize a workshop. Through this session, we will help each other to make sure that everyone feels more confident to lead their own training in their community. Let's start!

Activity Pathways

MORNING SESSION

- Planning
- Demonstration

AFTERNOON SESSION

- Alumni-led Community Project: What would you like to change in your community?
- How to Write a Project Proposal

Let's Make Our Own Proposals

Evaluation and Follow Up

Planning

🕐	2 hours
🎯	For participants to plan their own training or workshop based on the lessons learned from this curriculum. Before planning, trainers should review the topics that participants learned throughout the training.
🛠️	flipchart, markers, color, taps, papers, post-it, laptop, speaker, projector (if planning to show video), etc.
📋	• Trainers should encourage participants to use an interactive learning approach based on their target groups • Trainers should emphasize the importance of a participatory approach to workshop design so that during the group work everyone's voice is heard

Process:

1. The trainers review all lessons learned throughout the training with the participants. This can be done through a presentation showing the names of the topics.
2. Hand copies of the curriculum to all participants and give them about 20 minutes to go through it briefly.
3. After that, divide the participants into 3 or 4 groups. Each group will work together to create their own agenda to organize a workshop based on what they have learned from this curriculum. Within the group, they will identify:
   a. Workshop topic
   b. Objectives
   c. Target audience
   d. Activities
4. Once the groups finish designing outlines of their workshops, ask them to write a workshop agenda (visit Additional Training/Workshop Materials for agenda template and example) and post it on the wall for everyone to see.
5. Based on their activity plans, ask each group to assign members to take responsibility for each part of the agenda. They may also discuss what tools and methodologies to use for their workshop activities.

6. After that, allow each group time to prepare materials that will be used for the training/activity and practice within the group.

Demonstration

⏱	2 hours
🎯	For participants to demonstrate their workshop plans. This is important for them to get experience using the curriculum before putting it into practice in their own communities. It is also helpful for participants to get feedback and suggestions from one another.
⚒	flipchart, makers, color, taps, papers, post-it, laptop, speaker, projector (if planning to show video), etc.
📄	During the Covid-19 outbreak, many activities may shift to online platforms. It is also new for us to use online platforms to organize activities virtually. Within this curriculum, we will also explore what sessions can be done online together with our friends, partners and network.

Energizer/warm up for 5 minutes: invite another participant to lead a brief game or activity for the group.

Process:

- Each group demonstrates their workshop plan. While one group is demonstrating, the trainer should encourage the other groups to observe carefully and pay attention to the demonstration
- After each group presents, the other groups can ask questions, acting like they are the target audience of the workshop
- After that, the trainers invite the other groups to give comments and suggestions on how the plans could be improved
- After finishing, the trainers invite everyone to sit in a circle and do a reflection of this activity. Trainers can ask questions such as:
    - *How did you feel about the workshop plans?*
    - *What did you like the most?*
    - *What do you think you did well and what areas that you think you would like to improve?*

- This activity can also be done by creating two big signs with the words "Before" and "After." The trainer asks participants where they are now after joining this training, and how confident they feel to lead a workshop using this curriculum in their own community.

- After the reflection, the trainers conclude the activity by emphasizing that there are no strict rules, and that the participants should feel free to make any additions or changes to the lessons in this curriculum that they feel is appropriate or helpful.

WE, THE WBAB TEAM, ARE VERY HAPPY TO SUPPORT YOU IN ANY WAY WE CAN TO HELP AND TOGETHER LEARN DURING THIS DIFFICULT TIME.

AFTERNOON SESSION

Alumni-led Community Project:
What would you like to change in your community?

⏱	1 hour

If possible, it is an excellent idea for an organization to give small grants to its participants after the workshop. A small grant is a good strategy to sustain an organization's activities and to achieve its mission. Therefore, a small grant project is the best way to improve alumni leadership skills and build networks with local groups. On the last day of the workshop, the organizer can introduce what small grants are available to participants. Additionally, organizers can show participants how to write a grant proposal, how to implement a project, how to design a budget, how to manage financial issues, how to do a project report, how to evaluate the project and how to take future actions for community work.

In addition, a small grant project will help encourage participants to collaborate with one another. The organizer should encourage participants to do collaborative projects in their home countries. In some cases, the participants may like to do a group project such as organizing community workshops to discuss dam and mining issues. Each small grant project should be clearly linked to gender, the environment and development. The participants can work on

many issues within these broad topics. For example, in the workshop, the participants will have discussed 'community issues' in general, but many people do not know how to raise community awareness, how to solve the problems and how to reduce negative impacts. The organizer can give some examples to help participants develop their own ideas for community projects.

For example, participants can focus on:

- Mining
- Dams
- Eco-tourism
- Resettlement
- Water pollution
- Land grabbing
- Land mapping
- Women's land rights

How to Write a Project Proposal

⏱	1 hour

First, the trainer may ask participants what they think the project proposal should include for a few minutes. After that, the trainer can explain the general template of a project proposal by showing the information below on a screen or writing it on a flipchart:

1. Project summary (provide a short overview of the entire proposal)
2. Introduction to the applicant (explain why you can be trusted to receive this grant)
3. Problem statement (the issues that are happening in your community, who will benefit from the project, and how. Be as specific as possible, including numbers of people affected, maps of the location, photos of problems, etc.)
4. Project objectives and outcomes. What do you hope to achieve through this project?
5. Project plan (explain step-by-step how you will do the project, and who will do what activities. Be sure to include a timeline for all activities)
6. Capacity (explain you and your team's unique ability to do this project)
7. Project evaluation (explain how you will evaluate whether or not the objectives have been achieved, and how you will collect this information)

8. Budget (design a realistic budget and check expenses at the project site)
9. Sustained impact (explain the long-term sustainability of your project)

The trainer may show some examples of simple project proposals to the participants, so that they can get an idea of what a proposal looks like.

- Example WBAB proposal send to APWLD: https://bit.ly/3ceH0dd
- Example WBAB proposal send to Oxfam: https://bit.ly/3g4DEKR

LET'S MAKE OUR OWN PROPOSALS

⏱	4 hours

This activity will give an opportunity for participants to get firsthand experience writing a proposal. The trainer may discuss with the participants whether they would like to do their own individual proposals or develop one as a group. If the participants are from the same community, they may choose to work in a group.

Writing a proposal takes time and is not easy. For this session, we suggest that the participants focus on providing key information through bullet points rather than giving full information.

After all the participants have developed their own proposals, call everyone together and allow each individual or group of 3-5 to share their project ideas with their friends for comments and suggestions for 10 minutes per individual or group.

At the end of this session, trainers can recommend potential donors that are supporting community work related to gender and the environment.

EVALUATION AND FOLLOW UP

⏱	30 minutes
🎯	For participants to plan their own workshops based on the lessons learned from this curriculum. Before planning, the trainers should once more review the topics that the participants learned throughout the training.

Process:

Invite everyone to sit in a circle and share their opinions and thoughts about the overall workshop and what can be improved. Trainers may also choose to post a poster on the wall and give post-it notes for participants to write down the things they feel or learned from this training (Figure 5.1). For example, what is your mood after the training? You can use emojis or symbols such as sun, clouds and storm.

It is important for trainers and participants to provide feedback about the workshop. This can be done directly or anonymously

Second round: to get more detailed information from each participant about the workshop, the organizer may also provide a detailed evaluation form for everyone to fill out. This can be done the day after the workshop via an online form such as Google form or others.

The organizer may also contact participants after the workshop to ask them to what extent they have applied the workshop content in their individual lives, communities and activism work.

Most appreciation for this training	Nothing new or exciting	Things not really good and to improve

ADDITIONAL TRAINING/WORKSHOP MATERIALS

Example of Workshop Agenda

Project Name: ....

Project Date: ....

Organization or group name: ....

Project Background:

....
....

Objectives:

1. ....
2. ....
3. ....

Expected outputs:

1. ....
2. ....
3. ....

Date	Time	Description	Facilitator	Location	Remark

Example of Evaluation form

1) Please respond to the following statements by using the 4-point rating scale to indicate the extent to which you agree or disagree with each statement. Please check the number that applies.

4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

No.	Title	Strongly agree		Strongly Disagree	
		Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)
1	The objectives of this program were clearly defined				
2	The topics covered were relevant to you				
3	The content was organized and easy to follow				
4	This program experience will be helpful in your work				
5	The program objectives were met				
6	Duration the program time				
7	Food and accommodation were comfortable				
8	The Weaving Bonds workshop can help with you and your community work in general				

2) Please give more specific information.

1. What attracted you to apply for this workshop? (Please be specific)

....

2. What have you learned from this workshop? (Please be specific)

Orientation part: Welcoming and introducing, and the area you have been visited.

……

Learning Environment, Land rights and Gender issues

……

Research study

……

Field trip

……

Research and Presentation

……

3. What was your participation? Have there been any changes in your attitudes or the way you think about key issues?

……

4.How can you improve yourself from this workshop and what kind of changes can you see about yourself? (Please be specific)

……

5. What do you like most about this workshop? Why? (Please be specific)

……

6. How can you apply the knowledge from this workshop to your community/ organization/ others? (Please be specific)

……

7. What additional workshop (skills/knowledge) would you like to have in the future? (Please be specific)

……

8. Please share other comments or expand on previous responses here:

……

Other examples files to do the workshop

Agenda template:

- https://docs.google.com/document/d/1hkTeI-O2bpq-NDxTJzyYEgcsPwHiS7S1mDXilUEwmYM/edit?usp=sharing

Agenda and Facilitators:

- https://drive.google.com/file/d/1bzs7mx28aP-mytg0ePFscBVyZA9Sw7_K/view?usp=sharing
- https://docs.google.com/document/d/1bzs7mx28aP-mytg0ePFscBVyZA9Sw7_K/edit

Advocacy Training

- https://drive.google.com/file/d/1IUJAxZx-xBs1y2LssueEPfXAtDmoTpVf/view?usp=sharing

Evaluation form:

- https://docs.google.com/document/d/1q7bH1nWe6rAmb_-z0Li5jhUfb-L3bz805q3_JsvKprI/edit?usp=sharing
- https://drive.google.com/file/d/1ag2XkGskXT03h7dkPGCVe8hTmiUlG_X0/view?usp=sharing

Narrative report:

- https://docs.google.com/document/d/1ssrx4fgSes6kDcc7EE6ePLlBvLcQPggpCfLoaWFWpTk/edit?usp=sharing

Download full size of picture 3.3:

- https://diversityis.com/lesson-plan-feminism-is-for-everybody-celebrating-womens-history-month-and-how-gender-intersects-with-other-identities
- https://diversityis.com/wp-content/uploads/2019/01/DiversityIS_Lesson-Plan_Graphic1.jpg

Download table 3.2: Access and control over community resources

- https://drive.google.com/file/d/1ec1HoVmtknF6iv-8k71grHVROrttsHht/view

Learn more what the Tree of Conflict looks like at:

- https://jayneseminaredocherty.files.wordpress.com/2014/03/conflicttreesample.gif
  (This information is useful for activity 1.3 'Tree of Conflict' on page 19 of this curriculum.)

World Commission on Dams (WCD)

What was the WCD?

In response to the growing opposition to large dams, the WCD was established by the World Bank and IUCN in 1998 to:

- Review the development effectiveness of large dams and assess alternatives for water resources and energy development; and
- Develop internationally acceptable criteria, guidelines and standards for the planning, design, appraisal, construction, operation, monitoring and decommissioning of dams.

The 12 Commissioners came from a variety of backgrounds, representing a broad range of interests in large dams – including governments and non–governmental organizations, dam operators and grassroots people's movements, corporations and academics, industry associations, and consultants. The WCD relied on extensive public consultation and many background studies and submissions. The Commission's final report, Dams, and Development: A New Framework for Decision–Making.

What were the WCD's recommendations?

The WCD provided a new approach to improve the outcomes of dams and water development project through the emphasis on 5 core values:

- Equity
- Efficiency
- Participatory decision-making
- Sustainability
- Accountability

The Commission also provided an improved framework for decision-making on water and energy projects based on recognizing the rights of, and assessing the risks to, all stakeholders. Those who would be adversely affected should participate in the planning and decision-making process and have a share in project benefits. The Commission's main recommendations include the following:

- No dam should be built without the "demonstrable acceptance" of the affected people, and without the free, prior and informed consent of affected indigenous and tribal peoples.
- Comprehensive and participatory assessments of people's water and energy needs, and different options for meeting these needs, should be developed before proceeding with any project.
- Priority should be given to maximizing the efficiency of existing water and energy systems before building any new projects.

- Periodic participatory reviews should be done for existing dams to assess such issues as dam safety, and possible decommissioning.
- Mechanisms should be developed to provide reparations, or retroactive compensation, for those who are suffering from existing dams, and to restore damaged ecosystems.

Why is the WCD important?

The WCD prepared the first global, independent review of large dams. The process was transparent and participatory, and extensive research was conducted. The WCD found that the economic, social and environmental costs of large dams are high and often outweigh their benefits, and that alternatives for water and energy are available, viable, and often untested. The WCD put forward a series of recommendations that have relevance not just for energy and water planning, but for development planning generally.

As an internationally respected commission, the WCD's findings and recommendations can carry great weight in dam debates worldwide. What the WCD says is matched in importance by who is saying it. The WCD was co-sponsored by the World Bank. The commissioners included the Chief Executive Officer of engineering multinational company ABB and an ex-President of the International Commission on Large Dams (ICOLD), the lead professional association of the global big dam industry. The report was unanimously endorsed by all the Commissioners.

How can you use the report?

NGOs and people's movements can use the WCD report to stop or modify destructive development projects, to promote alternatives, to encourage greater accountability and performance of development processes, and to push for new models of decision-making around development planning. Some ideas for how you can use the report include:

- Educate affected communities, NGOs and the general public about the WCD's findings and recommendations. Translate materials into local languages. Organize local, regional and national workshops for NGOs, affected communities, academics, students, and government representatives to discuss the report.

- Prepare analyses on whether proposed projects comply with WCD recommendations and distribute them to government agencies and funders.

- Advocate for WCD recommendations to be incorporated into national laws and policies and pressure government institutions to formally endorse the recommendations.

- Push the World Bank, regional development banks, export credit agencies and bilateral aid agencies to adopt WCD recommendations into their policies and follow them in practice.

- Use the WCD recommendations to advocate for reparations for communities affected by existing dams.

- Organize community-based processes to identify and promote non-dam alternatives for water supply, energy, and flood control.

- For more information, please refer to the WCD's website at www.dams.org
- Fact Sheets on the Mekong and Salween dams are available in English and regional languages on the International Rivers website at https://www.internationalrivers.org/resources/factsheets/

The following videos can help participants to learn more about the impacts of large dams:

Are Dams Killing the Mekong River?	Dams on the Mekong are Having Devastating Effects
Source: DW News YouTube channel https://www.youtube.com/watch?v=dOg6s2YB0Fg	Source: Joureyman Pictures YouTube channel https://www.youtube.com/watch?v=_enqlMBintc

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