

#SheTalks Feminomics

A feminist macroeconomics Community Explainer





For Equality is a Pan-African women's rights organization that envisions a gender just and equal Africa. To achieve this, For Equality works to build the individual and collective agency of African women to dismantle systems of oppression that hinder the attainment of social and gender justice. FE has experience and expertise in social accountability and movement building; social and economic justice; enhancing access to quality and equitable education; promoting women's leadership and participation; and body and health rights. www.forequalityafrica.org

ActionAid Malawi (AAM) is an affiliate of ActionAid Global Federation. AAM has vast experience in implementing social justice, gender equality, and poverty eradication. The organization holds vast knowledge on applying a feminist lens to drive a deeper analysis of power and its many manifestations to secure women's economic justice and ensure increased civic participation and state accountability for the redistribution of resources and delivery of quality, gender-responsive public services. The organization holds vast knowledge in feminist movement building and has a young women mobilization pillar through which it is incubating and supporting emerging youth movements.

Activista is an emerging young women's organization currently housed within ActionAid Malawi. The organization is a network that runs across all the 28 districts in Malawi. Youth Activista Malawi has been actively engaged in a Tax Justice campaign where we have actively engaged duty bearers in challenging the retrogressive tax laws such as tax holidays. Activista also campaigns against child marriages and gender based violence against women and girls.

The **Feminist Macroeconomic Alliance Malawi (FEAM)** is a women's rights centered coalition comprised of ActionAid Malawi, NGO Gender Coordination Network (NGO-GCN), Malawi Human Rights Resource Centre (MHRRC), For Equality and Activista Youth Network. The Alliance was founded in 2020 and has since with support from the African Women's Development and Communication Network (FEMNET) and Open Society Initiative for Southern Africa (OSISA) delivered and continues to deliver comprehensive programs aimed at deepening knowledge, capacity, and skills to engage and influence macro-economics policies and frameworks including debt management from a feminist perspective to achieve economic justice for women.



**harnessing the collective voice and action of
young women to dismantle systems of
oppression**



1

INTRODUCTION

THE CONTEXT

In Malawi, young women and their allies identify orthodox economic and political climate as a cause for serious concern in advancement of women's rights. Regressive macro-economic policies sometimes described as market fundamentalism or neoliberalism through public spending cuts (austerity) and privatization of the public services combined with increasing domestic and foreign debt limit access to public services for women living in poverty and marginalization. This is particularly a serious area of concern especially in the context of Malawi where gender inequality is quite high and, gender gaps in terms of pay are on the increase not to mention, corruption, corporate capture and a rise in illicit financial flows.

Between 1981 and 1994, Malawi has implemented six Structural Adjustment Programmes supported by the International Monetary Fund and the World Bank. The major thrust of these SAPs has been to stimulate the economy to achieve sustained economic growth and development. During the same adjustment process, Government has undertaken serious privatization of public enterprises through the enactment of the Privatization Act passed in 1995. Despite this background of the many pro-market macroeconomic policy reforms, Malawi has witnessed an increase in poverty in the past two decades and implementation of conditionality clauses attached to the loans have been criticized because of their effects on the social sector.

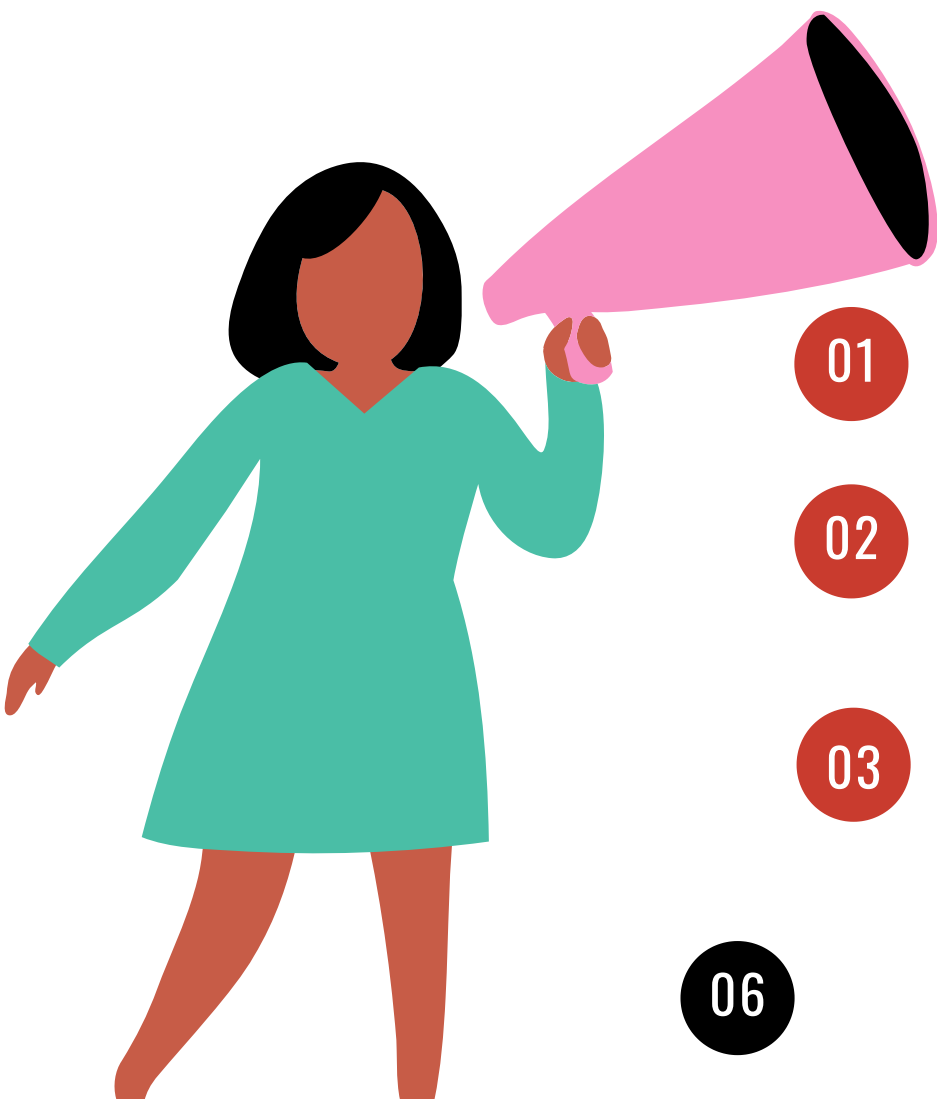
On the other hand, Malawi's debt has exponentially increased from 2008 to 2018. Domestic debt more than doubled from \$1.7 billion to \$4 billion whilst per capita debt increased from \$81 to \$203 per inhabitant. This increase can be largely attributed to the growing Malawi-China trade which has resulted in Malawi's debt to China growing to almost \$2 billion. Sadly, the general populace is in the dark around the adverse effects of the orthodox macroeconomic policies and the astronomical debt and its implications, both short and long term on their livelihoods and future.

Young women and the general citizenry in Malawi are poorly mobilized and organized to challenge the problem. There is therefore an urgent need to galvanize collective voices and action to monitor debt, demand transparency accountability in debt management and hold the government accountable. The increase in the number of emerging women's rights organizations and movements working on social and economic justice, even though largely uncoordinated, presents a strategic opportunity to build a vibrant social and economic justice movement championed by young women and their allies.

THIS COMMUNITY EXPLAINER

This Community Explainer is a tool designed to be used by Community Facilitators to learn and teach about Feminist Macroeconomics. The Explainer breaks down complex technical concepts into 'easy to understand' concepts using stories and illustrations. It contains the methodology for a three-day workshop which can be delivered as nine individual sessions over a period of time (preferably one per week). The Explainer is based on The Feminist Macroeconomics Alliance Malawi's Activist-Her Curriculum and FEMNET's Audacity to Disrupt Curriculum.

This Community Explainer aims to support facilitators to initiate discussions on feminist macro-economic policies and public debt. It is developed under the Activist Her Project; a project that aims to build agency, amplify and strengthen individual and collective voices of young women and girls in Malawi to challenge and advocate for gender just macro-economic policies and public debt. It is funded by Open Society Initiative for Southern Africa (OSISA), supported by ActionAid, and implemented by For Equality and the Activista Youth Network.



GOALS & OBJECTIVES

01

Build individual and collective power of young women to advocate for gender-just economic policies.

02

Generate knowledge and best practices on feminist-economic movement building and policy influencing

03

Mobilize public support to strengthen accountability on public debt, macro-economic policies and delivery of gender responsive public services.

WHO CAN USE THIS EXPLAINER

We hope this facilitation guide will be of practical use to young women who want to learn more about macroeconomic policy and how it affects their everyday lives. The primary users are expected to be Community Facilitators who will be trained on how to deliver #SheTalks dialogues using this explainer. We hope that these Community Facilitators will use this tool to kickstart conversations and spark learning and action in their communities.

However, this explainer can also be used by groups or facilitators who have not gone through the 'training of trainers'. In this case, we encourage such interested groups/persons to invest time into learning about feminist macroeconomics before attempting to facilitate. We also urge such groups/persons to get in touch with us for technical support.

HOW TO USE THIS EXPLAINER?

Before facilitating a #SheTalksFeminomics session, we strongly encourage you to read the **Feminist Macroeconomics Alliance Malawi Curriculum** and **FEMNET's Audacity to Disrupt Curriculum** as essential background information.

We also invite you to go through the supporting materials that come with this guide, as well as other materials on feminist macroeconomics available online. We have made a catalogue of some great resources that you can find at the end of this guide. We have tried to make this Community Explainer as simple as possible. Each module/session is supported by individual or group activities, stories and/or illustrations designed to simplify these often complex terms and concepts. The reading guides you receive together with this explainer have more detailed information on each of the modules.

We have developed an easy to follow structure and model. However, we strongly encourage you to contextualise the sessions to your environment as much as possible. This explainer and accompanying resources are meant to be used as a guide and not necessarily to be followed religiously.



2

METHODOLOGY

PROPOSED STRUCTURE

The outline we propose here is for a three-day #SheTalksFeminomics workshop. However, this can be delivered as a series of #SheTalks sessions held over a period of time e.g. weekly. We urge you to choose a format that works best for your group.

Module

Expected Outcomes

DAY 1

Setting the Stage	There is an established group identity and safe environment for participants to learn and share ideas & participants' current knowledge is assessed
Understanding gender, gender relations, women's rights and oppression	Participants' understand key concepts and patriarchy as a system of oppression
Feminism and Movement Building	Participants display an understanding of feminism, transformative leadership and the feminist movement in Malawi.
Public Service Delivery and the Role of the State	Participants understand public service delivery and can explain the role of the State

DAY 2

Macroeconomics 101	Participants develop an understanding of macroeconomic policies & how to analyse them from a feminist perspective
Understanding Neoliberalism	Participants will display an understanding of key Pillars of neoliberal economic system and be able to link these to public service delivery
Public Debt and Global Financial Institutions	Participants will clearly understand public debt, its impacts and the influence of GFIs on governments, linking this to their lived experiences
The gendered impacts of neoliberalism	Participants can collectively and creatively identify and analyse the gender impacts of neoliberalism

DAY 3

Power Analysis	Participants will clearly understand how global financial institutions work and how they influence and control governments
The audacity to disrupt	Participants will co-create new realities
Feminists demand action!	Participants recommend feminist alternatives to neoliberalism

DAY 1



Activity 1A: Setting the Tone



Time: 45 Minutes



Materials Needed: Ball, post-it cards, markers, pens and flip-charts



Technique: Circle of Power

01

 10 Minutes

Welcome participants

Welcome participants to the workshop and thank them for making a commitment to attend and participate. Introduce yourself and briefly explain the background of the workshop and partners involved in the process.

02

 15 Minutes

Introducing participants: Circle of Power

Ask participants to stand in a circle and have a ball in your hand. Throw the ball to one of the participants and ask them the questions below. Once they answer they should throw the ball to another participant. This should go on until everyone has introduced themselves.

Suggested questions to answer are:

- How are you feeling today?
- What is your name
- Where do you come from?
- What do you love about the work you do?
- Visualize yourself living in a 'Feminist Reality'. What does this look like? Please name one thing that you see there

03

 10 Minutes

Expectations

Give each participant post-it cards and have them jot down their expectations for the workshop and paste them on a flipchart. Once they are down, read out the expectations.

04

 10 Minutes

Community Values

Start this segment by emphasizing the importance of respecting each participant's values and contributions. This session will involve creating agreed rules of engagement for the timespan of the workshop. Ask participants to share rules they feel should be set and write them down on a flip chart. Stick the flip-chart on a wall.



Activity 1B: Pre-Test



Time: 30 Minutes



Materials Needed: Wi-Fi and google form



Technique: Self Assessment

01



10 Minutes

Pre-test

Administer a pre-workshop test by sharing a link to the google form with the pre-test questions. Encourage them to answer truthfully and let participants know that it is okay if they do not know anything.

You can customise this section to your context. If you do not have access to wi-fi, you can deliver this test as an offline pre-test. Alternatively, you can do the pre-test as a group assessment, if you notice that the group may have challenges answering these questions individually.



Activity 2: Break it down



Time: 60 Minutes



Materials Needed: Flip charts, cards and markers



Technique: Interactive session

01



20 Minutes

Background

Set the foundation to this session by going through some of the key concepts and terms relating to gender and gender roles. Utilise the Key Concepts Booklet and the Curriculum as resource materials.

02



30 Minutes

Interactive session

After giving a background to the key concepts, ask participants to share an example of what a typical day for women and men in their community looks like. For each example they should answer the following questions:

- Who does what and why
- How much time is allocated to each activity?
- Who makes decisions and why
- Is power equally distributed amongst all genders and what are the impacts of this

As they are answering, write their responses on a flip chart. At the end of the session summarize everything that has been shared by the participants, emphasizing on the gender roles and norms that contribute to the existing gender gap.

03



10 Minutes

Reflection

Take a few minutes to close this session off by reflecting on the responsibility each of us have to challenge gender norms and roles by modelling new alternatives.



Activity 3: Feminism and Feminist Movement Building



Time: 60 Minutes



Materials Needed: Wona Collective audio on women leaders – Lomuthando Rose Chibambo



Technique: Storytelling; Interactive presentation

01



25 Minutes

Listen

Watch the video of Lomathinda Rose Chibambo, a freedom fighter and political activist by WONA Collective. After playing the video, ask participants to share stories of women activists and feminist who inspire them and explain why.

As part of your prep work, make sure you have the video downloaded and ready. You can either project it on a screen or share the video via mobile devices to allow people to watch in small groups. Use a method that works best for your group.

02



15 Minutes

Interactive Presentation - Introducing key concepts

Take some time to introduce key concepts. At the end of this session, participants should understand what feminism is, its various forms, feminist movement building, transformative feminist leadership, patriarchy and other system of oppression etc. Make sure to make this presentation as interactive as possible. Use easy to understand language and examples which are relatable.

03



15 Minutes

Group Work

Divide the participants into groups where they will discuss the feminist movement in the present day, what it looks like now and what can be done to strengthen its efforts in the fight against patriarchy and other systems of oppression.

04



5 Minutes

Self Reflection

Hand-out the transformative feminist leadership assessment cards and ask each participant to score themselves. They don't have to share their results to the group, this exercise will just help them reflect on the type of leader they are and one they should aspire to be.



Activity 4: Public Service Delivery and the Role of the State



Time: 60 Minutes



Materials Needed: Printed story, cards with roles



Technique: Roleplay



Preparatory work

Write your own story about Public service delivery. The story will illustrate how public service delivery is like in the context where you are holding the workshop. It should be strongly related to the lives and experiences of the group. The idea is to reflect the reality of public service delivery and the impact on the everyday lives of the participants and their communities through a simple and relatable story.

01



5 Minutes

Assignment of Roles

Each of the participants will be given a card that indicates the role (character) from the story that they will play. Once everyone has their role assigned, explain how the role-play will work and ask participants to take on the “personality” they imagine their assigned character to have. Explain that these roles will be played throughout the two days of the workshop.

02



20 Minutes

Roleplay the story

Explain to the participants that while you are reading the story they are to play out their assigned roles following the storyline. The room should be organized in a way that creates an open space for participants to come in and out of the scene. Those who are not acting should be able to see those who are. When you say a name in the story, the person assigned to the role will need to go to the open space to do what their character is doing in the story. When reading the story, make sure you do so slowly to give participants the time to understand, move and act according to the text. It is recommended that you pause after each paragraph to give those who are role-playing time to organise the scene. It is important that you are very comfortable with the story so that you can play with it, adding comments where necessary to get more engagement from the participants. Make sure that people are having fun with this!

Alternative

Instead of writing a story you can ask the participants to do it themselves: Identify scenarios with key elements/relationships around the dynamics, expressions and impacts of public service delivery in your region. Group the participants according to each scenario and ask them to work on developing their own storyline.



After 20 minutes of internal preparations, groups will present their own skits.

Examples of scenarios could be:

- A household member got sick and needed to be hospitalized (to highlight access to healthcare, affordability etc)
- A disease outbreak in a community due to uncollected refuse (to highlight lack of garbage collection as a public service and the effects)

End this session with a plenary to reflect on key lessons learnt..



Activity: Closing Day 1



Time: 20 Minutes



Materials needed: Flip chart

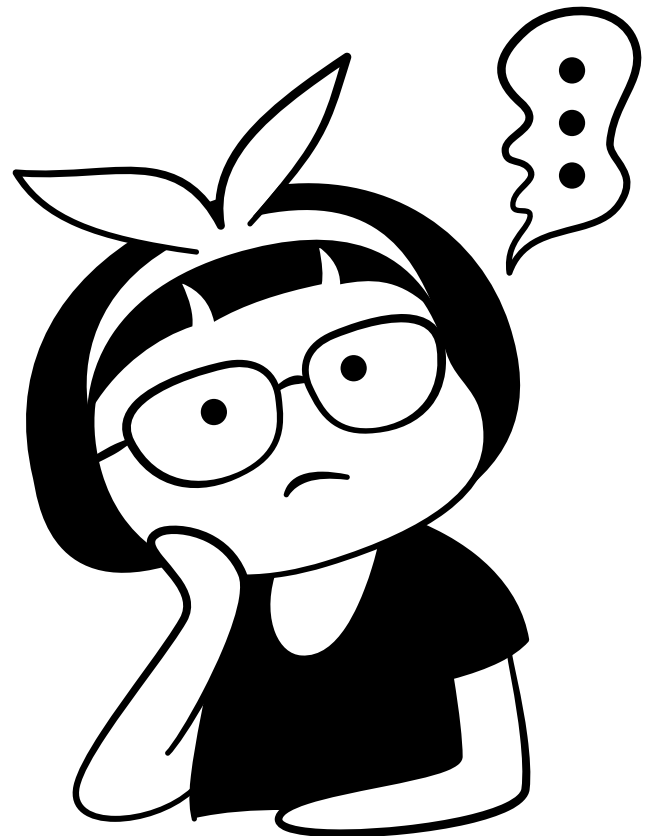


Technique: Circle of power

Get participants seated in a circle and Invite them to share:

- Something that someone said that strongly resonated with them
- Something that they really liked from the day
- Something they would like to see done differently or see happen in the following day

Thank the group and make announcement and clarify any logistical issues.



DAY 2



Reconnecting & Recap of Day 1



Time: 30 Minutes



Materials Needed: Ball



Technique: Circle of power



Preparatory work

Prepare a short recap of Day 1 or ask one or two volunteers to share key elements from the previous day. It is advisable to ask the volunteers at the end of Day 1 so that they can prepare their thoughts for the recap.

01



15 Minutes

Circle of Power

Have participants stand in a circle and a ball in your hand. Throw the ball to one of the participants and ask them the questions below. Once they answer they should throw the ball to another participant. This should go on until everyone has introduced themselves.

- How are you feeling today?
- What made you come back today?
- What do you hope to learn today?

02



10 Minutes

Recap of Day 1

Share a recap or invite selected volunteers to give a recap of Day 1. Ask the group to add anything that has been left out

03



5 Minutes

Outline of Day 2

Close this reconnection and recap session by sharing the structure of the second day and acknowledging participants' commitment to the training.



Session 5: Macroeconomics 101



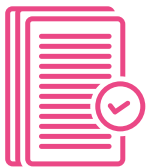
Time: 60 Minutes



Materials Needed: Presentation on Macroeconomics



Technique: Interactive Presentation



Preparatory work

Prepare an interactive presentation that outlines the key concepts of macroeconomics

Interactive Presentation

Share the macroeconomics conceptual framework with participants, making connections with the words and concepts they suggest in ways that promote and encourage their interactions. This conceptual presentation needs to be linked to participants' lived experiences. Introduce participants to feminist analyses of macroeconomic policies and why this is important.

Make sure that you use language that is understandable for everyone in the group. To make your presentation more accessible and engaging, use images to illustrate the concepts and processes described.

01



20 Minutes

02



20 Minutes

Group Work

In small groups, ask participants to answer the following questions:

- What is a policy?
- What are policies used for?
- What are some examples of macro-economic policies in Malawi?

03



20 Minutes

The Feminist Lens

In a plenary, take a few of the macro-economic policies identified and begin analysing them from a feminist perspective. Use flipcharts to jot down key points coming out from the plenary.



Session 6a: Neoliberalism



Time: 45 Minutes



Materials Needed: Presentation, Flip charts & markers



Technique: Interactive Presentation; Group work

01

Interactive Presentation



20 Minutes

Make a brief presentation on what is neoliberalism & what is wrong with neoliberalism

02

Group Work



15 Minutes

Split the participants into three groups where they will identify neoliberal policies that have been implemented in Malawi

03

Group Presentations



10 Minutes

Re-group and have the groups present their findings.



Session 6b: Neoliberalism in the context of Malawi



Time: 60 Minutes



Materials Needed: Flip charts, sticky notes & markers



Technique: Spiderweb

01

Interactive Presentation



15 Minutes

Make a brief presentation on the three main tenets of neoliberalism: privatization, austerity and deregulation

02

Spiderweb



25 Minutes

Divide the participants into three or four groups. Give each group a flipchart with two large circles drawn on it. One circle should have one tenet of neoliberalism written in it, and the other circle should contain the impacts of that tenet. On the sticky notes linking the 2 circles, ask participants to write down the policies that have been implemented as a result of this tenet of neoliberalism.

03

Group Presentations



20 Minutes

Re-group and have the groups present their web. Allocate time for questions and comments after each group's presentation. While the groups are sharing their work, take notes of the key elements of each of the presentations



Session 7a: Public Debt & Global Financial Institutions



Time: 60 Minutes



Materials Needed: Internet or newspaper articles/clippings



Technique: Presentation, Group work

01

 25 Minutes

Presentation

Make a presentation on the different global financial institutions that are there, their governance, ideologies and influence. Also speak on public debt, focusing on the trends and loan conditionality's as well as strategies that lending institutions use to trap poor countries and promote neoliberalism.

02

 20 Minutes

Group Work

Divide participants into two or three groups. Task each group to research online any financial agreement between one of the mentioned financial institutions and Malawi. After identifying the agreement, each group should proceed to analyse the agreement and whether they think it is/was beneficial to Malawi, what are the neoliberal ideologies involved and how have these affected Malawi

Tip: Facilitator can identify stories/agreements beforehand and give the groups. In the event that there is no internet access, facilitators can find newspaper clippings or create a short story about the different financial institutions and give the groups to analyse

03

 15 Minutes

Group Presentations

Re-group and have the groups present their analysis. Allocate time for questions and comments after each group's presentation. While the groups are sharing their work, take notes of the key elements of each of the presentations



Session 7b: Gendered Impacts of Poor Public Debt Management



Time: 60 Minutes



Materials Needed: Presentation, flip charts etc



Technique: Creative presentation

01



30 Minutes

Creative Expression

Divide participants into small groups. Select four impacts that have the strongest effect in the context where you are holding your workshop. Assign one gendered impact to each group and invite them to present their analysis around it in a creative way: through a song, a poem, a drawing, a collage, etc.

02



15 Minutes

Group Presentations

Each group presents and explains their work. Offer a space for questions and comments after each group's presentation. While the groups are sharing their work, take notes of the key elements of each of the presentations.



15 Minutes

Final synthesis

In an interactive presentation, highlight and complement (if necessary) the impacts identified with any elements not mentioned by the groups.

Closing Day 2



20 Minutes

To close the session, form a circle and ask participants to share the following:

- How they feel after completing the second day of the workshop
- Something that someone said that strongly resonated with them
- Something that they really liked about the day
- Something they would like to see done differently

Tip: Remember to thank participants for the dedication and commitment to the training and give any logistical updates



DAY 3



Reconnecting & Recap of Day 1



Time: 30 Minutes



Materials Needed: Ball



Technique: Circle of power



Preparatory work

Prepare a short recap of Day 2 or ask one or two volunteers to share key elements from the previous day. It is advisable to ask the volunteers at the end of Day 1 so that they can prepare their thoughts for the recap.

01



15 Minutes

Circle of Power

Have participants stand in a circle and a ball in your hand. Throw the ball to one of the participants and ask them the questions below. Once they answer they should throw the ball to another participant. This should go on until everyone has introduced themselves.

- How are you feeling today?
- What made you come back today?
- What do you hope to learn today?

02



10 Minutes

Recap of Day 2

Share a recap or invite selected volunteers to give a recap of Day 1. Ask the group to add anything that has been left out

03



5 Minutes

Outline of Day 3

Close this reconnection and recap session by sharing the structure of the second day and acknowledging participants' commitment to the training.



Session 8: Power Analysis



Time: 45 Minutes



Materials Needed: Rope



Technique: Tug of War

01



15 Minutes

Tug of War

This is the traditional Tug-of-War. The game puts two teams (country vs GFI) against each other in a test of strength. Teams pull on opposite ends of a rope which has a mark in the middle. The goal is for each team to pull against the force of the opposing team to get the rope mark over to their side. The game is won when either side pulls the mark on the rope past a central point onto their own side. This session will be a build up from the session on powerful institutions that influence poor countries into adopting neoliberal policies. The facilitator will organize a series of scenarios illustrating the power of GFIs and how they push their ideologies and influence governments and those who are harmed by it, or who do not benefit from neoliberal policies at all. In each scenario, the GFI team will tie the rope to a piece of furniture (or something heavy), facilitating their victory.

Example scenario: Malawi needs a loan to finish an infrastructure project. They approach the World Bank. The World Bank comes to Malawi, does an analysis and makes a recommendation to provide the loan. However, WB has some conditions attached. It recommends that the Malawi government should stop providing fertilizer subsidies and allow for free market. The result is that fertiliser prices skyrocket.

Tip: If you do not have a rope, you can do this activity as an interactive discussion, giving scenarios and asking participants to analyse how that would affect their everyday lives

02



30 Minutes

Reflection

After the exercise, open a collective conversation with the participants. Ask: How did they feel? What did they see? What can this exercise tell us about power dynamics around GFIs?

Support their reflections, highlighting how existing power relations work and the possibility of changing the balance of forces through the organization and strategy of social movements.



Session 9a: The Audacity to Disrupt



Time: 75 Minutes



Materials Needed: Flipcharts, markers, tape, enough copies of the story used on Day 1 for each participant



Technique: collective thoughts for transformation

This is an invitation to dare to disrupt the status quo! Using the story we played out on public service delivery, participants will reconstruct the roles, power relations, contexts, systems and assumptions that enable neoliberalism to influence their lives negatively in order to combat them. This exercise will help to illustrate participants' level of understanding of the concept, and to move forward in imagining how this reality can be transformed.

01

Collective Reading of the story



15 Minutes

Everybody receives a printed copy of the original story that the group played out on Day 1. The session should start with a collective reading of the story, going in a circle, with everybody who wants to reading out a paragraph.

02

Reflection



10 Minutes

Each participant will individually write down key changes that they think need to happen in order to combat the effects of neoliberalism, and to “rewrite the story.”

03

Collective ideas for change



50 Minutes

Participants should get into pairs and share the changes that they would like to see, agreeing on the four most relevant ideas. Then, they will join with another pair and repeat the same exercise. Every time a new group is composed, participants will be able to share, discuss and complement their ideas through listening to, and getting inspired by, each other. The activity will continue until we get the entire group together again. At the end, a list of changes which encompass the visions of all the participants will be created.



Session 9b: Feminist alternatives



Time: 90 Minutes



Materials Needed: Flipcharts with names of actors distributed around the meeting room, tape, markers, PowerPoint presentation with feminist alternatives, projector, computer



Technique: Carousel

01



15 Minutes

Collective Reading of the story

Flipcharts should be hung on the walls in various parts of the room. Each flipchart will feature one of the actors to whom recommendations will be directed. Potential actors for you to select (depending on your context and the number of small groups that you have):

- Global Financial Institutions (GFIs)
- The State (naming specific ministries, agencies to whom different alternatives are to be recommended)
- The United Nations
- Social Justice and Feminist Movements (in this case, the invitation is to write recommendations as peers to build collective power to combat neoliberalism)

Make sure you do a brief presentation of the actors, especially the ones not covered much in previous sessions, if they are not very familiar to the participants.

02



30 Minutes

Carousel

The participants are divided into small groups depending upon the number of flipcharts. Each group begins with one actor and starts writing alternatives or recommendations on the flipchart. After a certain amount of time has passed, the groups will rotate to another flipchart to add ideas that complement what the previous groups wrote. They will keep rotating until each group has written on all the flipcharts.

Important Note: In this activity, participants are representing civil society

03



15 Minutes

Plenary

The last group to write notes on each flipchart will read all the alternatives and demands for that actor to the whole group, offering a space for questions and complementary ideas. Have a collective reflection around why the ideas suggested are feminist alternatives and how these alternatives can push back against neoliberalism and its effects.

04

🕒 15 Minutes

Interactive Presentation

Present the feminist alternatives slideshow (use the AFMA curriculum feminist alternatives), or the content written in the flipcharts. Many of the demands will have already been mentioned in the previous steps of this exercise, so ensure you bring them into your presentation. Invite participants to review or complement this list of alternatives. Feel free to skip this section if you feel that the groups have covered all the demands in your presentation.

Taking Action

🕒 15 Minutes

Draw a circle on a flipchart with the word “Neoliberalism” written in the middle of it and put it on the floor. Invite participants to write or draw the next steps that they can take in their work to fight against neoliberalism.





Closing the workshop



Time: 60 Minutes



Materials Needed: Evaluation forms printed or Google form for all participants, a basket with a variety or pictures of objects



Technique: Evaluation

01

 30 Minutes

Collective Evaluation

Ask participants to sit in a circle and place a basket containing different elements such as empty bowls, fruit, flowers, candles and stones (you can add any other local product that you think would be relevant) in the middle of the circle.

Invite each participant to select one element that represents their experience in the workshop. It can be related to the content, to the environment, to their emotions – whatever comes to mind or heart when they reflect on the last three days. One by one (preferably not in order, but as and when they are ready) each participant will pick up one element and explain why it was chosen.

02

 15 Minutes

Gratitude

Express your gratitude to the participants for their generosity in sharing their knowledge, energy and willingness to learn and exchange with others.

03

 15 Minutes

Evaluation

Make evaluation forms available to participants, either as a google form or printed forms, to give feedback on what they liked, disliked or missed from the workshop.

Tip: The evaluation can also act as a post-test to measure increase in knowledge