



Canada



Women in Struggle for Empowerment

Training Manual

Feminist & Gender Just School-Pakistan

August 2021

Introduction

The Feminist and Gender Just School has been named as a way to incorporate the legacy of anti-imperialist, anti-patriarchal, anti-colonialist and anti-capitalist struggles in the defense of Mother Earth and vulnerable communities. The school is an instrument for the strengthening of the grassroots feminist movement within the framework of the construction of the Feminist and Plural Political Subject.

It is a space to meet, recognize each other, and deepen our knowledge, reflections and political practices that will allow us to expand feminist organization, locally and nationally. It is a space to strengthen our struggles and resistances, and to articulate ideas on how we will be promoting Feminist Economy as an emancipatory proposal, in response to the system of oppression in our own territories. It is a school aimed at leaders that have a grassroots political formation

The school is the result of:

- The proposal and experiences are based on the Feminist Schools developed by the WISE during the previous years
- The contributions and active work of the members of the alliances organizations from various parts of the country representing diverse political cultures.
- The coordination of several colleagues from since October 2020.

School's General Information

The school will be conducted both virtually and in person; however, due to the pandemic and the inability to travel in 2020 and 2021, the school and facilitator training will be conducted virtually.

The goal of training facilitators and young feminists is that organizations have people who can replicate the school in their own communities and with other participants.

The moments of the process will occur in the following way:

1. The virtual school will be launched for young feminists will be held on May, 2021 and in August 2021
2. The in-person school will be implemented during the year 2021, if the situation caused by the pandemic has changed.

Steps in the formative process:

- The formative process will begin within the organizations, which will designate and prepare the folks who will be participating in the Feminist and Gender Just School.
- Participants will be prepared to share the collective constructions of the movement to which they belong, and will come with a willingness to participate and build collectively.
- Participants will acquire new learning and capacity building, and will have the task of sharing what has been discussed, learned and agreed upon (internally defined), in their own organizations and movements
- Some of the participants will be facilitators and/or speakers at the in-person/ and Virtual school and/or other schools planned in the alliances.

Participants

The participants in the 2021 school will be women, transgender and sexually diverse people from different parts of the province and coming from various sectors that make up the grassroots feminist movement. They will be selected by the WISE committee be formed comprising the senior members. A questionnaire would be developed.

Responsibilities of the Participants

- Participate in the school's preparative process and read the documents they will receive prior to the virtual sessions.
- Participate actively in the entire formative process of the school.
- Be willing to contribute to the development of the school's objectives by supporting the organizers and facilitators when requested.
- Fulfill the tasks assigned to them by their organization or alliances as follow up to the School

And for those who will be facilitators and/or speakers:

- The Facilitators will prepare their notes, methodology well before time and report back to WISE along with analytical report and findings of the relevant sessions.

1. Bases of Political Unity for the Feminist and Gender Just School is:

- A political movement tool to deepen the critical consciousness of the participants and to advance in their process of becoming political subjects, personally and collectively. This tool can be used by organizations that share the political objectives of this project.
- A space open to all the diversities that are part of the grassroots feminist movement: women and young feminists from the diversity of peoples, from different social sectors, as well as workers from various productive sectors, among others
- A participatory process that recognizes and incorporates the knowledge of women, based on their life experiences and political practices, and that expresses the political synthesis of knowledge accumulated in the struggles of fellow members of WISE
- A space for meeting, learning, unlearning, relationships and visibility. It is a space for discussion, Debates and understanding of the effects that the system of oppression causes in women and girls' lives and in nature.

This school seeks to contribute to:

- Broadening the grassroots feminist movement composed of women of diverse nationalities, People from the sexual diversity and from diverse labor and knowledge sectors.
- Articulate the fourth wave of feminism that recognizes and integrates the struggles of Indigenous peoples, transgender people and of the sexual diversities, workers and communities in resistance, for the defense of their body-land territories, their liberation and autonomy. The school takes up their views and political contributions that enrich grassroots feminism, the struggles for liberation, autonomy and the construction of alternatives.
- Deepening the relationships between social movements

To this end, the school:

- It incorporates to the discussion table the effects that the system has on the diversity of bodies and lives, and recognizes the contributions that the existence and resistance of women from diverse social sectors, transgender people and sexual diversities make to the movements against colonialist, racist and capitalist patriarchy.
- Generates new knowledge and contributes to formulate and build new arguments and references for the interpretation of reality during the development of the school in different territories.
- Uses the proposals, methodology and tools of Feminist Popular Education

With this, the school:

The school promotes Feminist Economy as a political proposal that puts life at the center and confronts patriarchy, supremacy, and neoliberal capitalism in personal, community, national and global practices. Community political practice that places the sustainability of life at the center as a practical proposal; that implies promoting relationships of respect and recognition among people and with nature; that articulates community and collective economic efforts and the construction of popular power to strengthen the community as the center of action and construction of life. And it builds a territory of resistance and common struggle that interweaves diverse political cultures and accumulated knowledge; it transcends geographical boundaries and operates in a common political language that challenges and recognizes differences in access and knowledge of technology in order to overcome them.

School's methodology and contents

The methodology: It is based on Feminist Popular Education, and strategic training based on the life experiences of the participants. It shares the accumulated knowledge of the members of the participating organizations. It generates the practical action of unlearning, and struggles to change reality. All the workshops are intertwined so that, in the process, we deepen our understanding of reality, as well as the recognition of our practices of struggle and resistance, and of the alternative constructions we are already making.

The facilitators and speakers: Are fellow members of the organizations participating in the development of the school and allies in the grassroots movements

School's contents: The backbone of the school is the Feminist Economy as a political proposal for the sustainability of life, and for how to articulate ourselves to put it into practice in our lives and territories. The development of the school begins by understanding, as a framework of our reality, the interrelationship between patriarchy, colonialism/white supremacy and neoliberal capitalism as a system of oppression, the effects this system has on our lives, the nature and institutionally of states and political systems. It continues to teach the elements of the Feminist Economy as an alternative proposal to the system of death and destruction in which we live. It concludes with a discussion on how to strengthen ourselves as political subjects, who through the organizational, formative and political practice of resistance, build and interweave forces to defend life, both for the planet and for the beings that inhabit it.

Topics to be studied in depth in the school

System of Oppression: From an anti-systemic perspective, it analyzes the whole model and offers an understanding of the system where oppressions are intertwined, i.e., the intertwining of racism, capitalism, patriarchy and colonialism; it also addresses the capital-life conflict, its historical path and, above all, the present moment: its crisis.

Defense of Mother Earth: The question of the capital-life conflict is key in this analysis. The purpose is to understand the commodification of nature and the false solutions; to know the experiences we live in the different territories of the planet, facing destruction and dispossession by transnational corporations; and to understand how this is happening and the effects it is having on the lives of people, communities and countries. Examples of North-South actions are given, understanding its systemic roots. On the other hand, proposals from the resistance and practical constructions of peoples and movements that place the sustainability of life at the center are recognized; as well as the relationship with climate justice and food sovereignty; the balance between production and reproduction; the overcoming of this dichotomy; and the interdependence and eco-dependence that exist in the web of life.

Body and Sexuality: This module recognizes the effects of the system of oppression in the configuration of bodies, desires, experiences; and how it manifests itself, in general, in the lives of women, Indigenous Peoples, people of the sexual diversity and transgender people. Heterosexuality is identified as a political regime that articulates all social relations, nations, even the economy, which is reproduced as a global order, and generates a binary and dichotomous system that divides humanity into masculine and feminine elements. It takes a historical look at the development of patriarchy and its mechanisms for the control of our bodies and sexuality. It analyzes forced maternity; the commodification of our bodies; violence; the use of state policies and institutions to guarantee the control of our bodies, and prevent our emancipation, as well as the exercise of the right to decide about our sexuality and life. The discussion that is generated helps us to incorporate these discussions in our organizations, collectives and territories, and to unlearn the elements that perpetuate the racism, discrimination, binaries and lesbo-transphobia that we experience.

State and Democracies: This module helps us to understand how the institutionality of states and their political systems is used by companies, churches, media, military and politicians to organize and destroy social organization; and to reduce and adapt the concept of democracy to the interests of the market and traditional values in the name of “freedom”. The school aims to identify the various forms of states and recognize other forms of political organization that exist in the territories of peoples without states. It is about recovering the sense of the public, bringing it closer to the idea of what is common to all, while bringing together the construction of self-governance and popular power in the processes that matter for life.

Feminist Economy: The school develops the Feminist Economy as a proposal to confront the system and it proposes an alternative. Some elements included in this module are: 1. Historical development of the proposal of the Feminist Economy.

- Explanation of Feminist Economics from the perspective of the emancipatory proposal.
- Elements included in the proposal of the Feminist Economy:

Boosting of nature: We are nature and eco-dependent. DE privatization of territories and common goods, Food sovereignty, agro ecology, energy sovereignty and the inclusion of environmental justice in the urban sphere

Networks of care, affection and interdependence: Care during the development of life, Reciprocity diverse families, and free sexualities.

Linkages between production and reproduction: Broadening of the economic, recognition and reorganization of reproductive and care work. Reorganization of production and reproduction, putting well-being at the center, from the perspective of use value and self-sufficiency

States by/for the population: It addresses the new approach that public policies and laws should have, generating a new meaning and recovery of life, eliminating objectification and the construction of everything as merchandise. Likewise, self-governance is analyzed as a principle for the reorganization of communities and the State.

Body and self-determination over our body and life; confronting the commodification of the body, valuing social reproduction and the ability to redefine the family, breaking the current binaries.

Movement building from the perspective of the Feminist and Plural Political Subject

The concluding theme of the school is how we strengthen and expand the grassroots feminist movement. We are building. We develop that make up the Feminist and Plural Political Subject to achieve a counter-hegemonic action that strengthens the struggle for the sustainability of life: our interpretative frameworks, agendas, political proposals and actions that will allow us to gain political strength. We talk about ourselves and our movement of grassroots feminism under construction, its relationship with other feminisms with which we share visions and collective constructions. We also address how we strengthen and continue to build ourselves as political subjects in the global arena and how we contribute to the construction of the plural subject for the advancement of other alternatives in the world, through the practical and daily practice of the proposal of the Feminist Economy.

Feminist principles for Gender Just Organizations:

- Support transformative change
- Recognize power and privilege
- Put women's rights actors at the centre of our work
- Honour context and complexity
- Celebrate diversity and challenge discrimination through an intersectional approach
- 'Nothing about me without me'
- Do no harm

- Balance learning and accountability
- Support knowledge for transformative change
- Commit to organizational transformation

Timeline of the Feminist and Gender Just School 2021

WORKSHOP 1

February 2021

Gender Just School

Annexure:

Four-Day Residential Gender Justice School on Leadership

Dates:

Venue:

Program

Day One	Sessions	Activity/Methodology	Responsibility/Resource Person
9:00-10:00 am	Music/ Poem/ Cultural activity Welcome & Introduction	Activity based	Kainat Rana
10:00-10:30 am	<ul style="list-style-type: none"> • Norms and Objectives • Rolling out 4-day program 	PPT	Shahid Iqbal
10:30-1:00 pm	<ul style="list-style-type: none"> • Systems of Oppression • Defense of Mother Earth • Body & Sexuality: (Feminist Perspective on Health, Body & Self-determination over our body and life) 	Ppt / activities/ Role play/ Documentary https://www.youtube.com/watch?v=Aekr9sLbVhQ Hand bill (Notes from the book Aurat & History by Dr. Mubarak Ali) Group works, Presentation	Bushra Khaliq Najma Aqeel, GLPier
1:00-2:00	Lunch		
2:00-4:00 pm	<ul style="list-style-type: none"> • State & Democracies: State by/For the population 	Group works,	Bushra Khaliq

	<ul style="list-style-type: none"> Feminist Economy: Linkages between Production & Reproduction Boosting of Nature Networks of Care, affection and Interdependence 	Presentation	Amina Afzal, GLPier
4:00-4:30	Tea break		
4:30-6:00	<ul style="list-style-type: none"> Movement Building from the Perspective of Feminist and plural political subject 	Lecture/ PPT/ Work sheet	Bushra Khaliq
Day Two			
9:30-10:00 am	Review		
10:00-11:15 pm	Better Understanding on Gender, Patriarchy & Feminism,	Exercise Group work	Najma Aqeel, GLPier
11:15-1:00 pm	Feminist Principals Gender Just Organizations	Ppt / activities/ Role play/ Documentary	Shahid Iqbal
1:00-2:00 pm	Lunch Break		
2:00-5:00	Gender based discrimination and violence (Sexual Harassment, Abuse & Exploitation)		Sidra Humayun
Day Three			
9:00-10:40 am	Review of the previous day	Role play	Kainat Rana
9:40-11:00 pm	Forms of violence, Pro-women laws & Implementation Mechanisms	ppt	Shahid Iqbal
11:00-11:20	Tea Break		
11:20-1:00	Women & Leadership Women Political Participation The situation & Way Forward	PPT/ Group work	Amina Afzal, GLPier
1:00-2:00 pm	Lunch		
2:00-3:30	Communication & Life Skills	ppt	Resource Person
3:30-5:30	Career Counseling		Ahmad Nadeem
Day Four			
9:00-10:40 am	Review of the previous day	Role play	Kainat Rana

9:40-11:00 pm	Evaluation: MEL Tools	MEL Tools	Asma Aamir
11:00-11:20	Tea Break		
11:20-1:00	Evaluation & Group Photo		
1:00-2:00 pm	Lunch & Travel Back		