

Irene Fernandez Leadership Training for Rural Women



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The development of these modules is a collaboration of PANAP, several partner organisations, and rural women in Asia and Africa who contributed and participated in the leadership trainings over the years.

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Table of Contents

Introduction to the Modules	5
MODULE 1: Our Current Realities	11
MODULE 2: Women and Globalisation	21
MODULE 3: Women and Pesticides	33
MODULE 4: Women's Struggles and Strategies	45
MODULE 5: Understanding Women's Leadership	51

INTRODUCTION TO THE MODULES

These modules on strengthening women's leadership are tools aimed at enhancing perspective, knowledge and skills of rural women leaders, and thereafter, meant to be shared with other rural women. These modules are a compilation of three-decades' worth of experiences, reflections and realisations of rural women leaders who were part of Pesticide Action Network Asia and the Pacific (PANAP) and people's movements.

Amidst challenging global and local contexts, rural women's suffering due to the impact of oppressive food and agricultural policies is more severe. These modules are tools to facilitate in understanding these issues and addressing power imbalances, gender inequities and inequalities stemming from rural women's unique and shared experiences and perspectives. The modules are also shaped to facilitate the strengthening of women's movements, ensuring women's rights, equality and justice; and advocating for food sovereignty and agroecology alongside the larger people's movements.

The processes and trainings in these modules are intended to eventually prepare rural women to become advocates of their rights and movers for change.

This leadership training for rural women was the brainchild of the late Irene Fernandez, when she was Chair of PANAP. She encouraged PANAP to develop this series of workshop trainings and was one of the key facilitators of the first two trainings. Irene's own experiences were captured and developed into these modules. She was the founder and director of Tenaganita, an inspirational leader who devoted and committed herself to the cause of fighting for the rights of women, workers, migrant workers and refugees, and all marginalised communities. In recognition of her leadership and tremendous contributions to women and people's rights, these modules and future trainings have henceforth been titled the "Irene Fernandez Leadership Training for Rural Women".

Each module aims to realise the objectives of the Irene Fernandez Leadership Training for Rural Women – to enhance their skills to analyse, strategise, campaign and engage with major players in our society. These modules underscore the power of collective action in asserting rural women's rights. In the end, rural women will be

equipped with strategies in strengthening their leadership in local to global arenas. Trainings in leadership-building are important in the process towards women's empowerment and assertion of rights.

The training programme aims to meet the following objectives:

- 1) To increase capacities and understanding of rural women on agricultural issues, food security and sovereignty, biodiversity and agroecology and its interconnectedness with women and human rights;
- 2) To enhance self-confidence and awareness of rural women on human rights;
- 3) To facilitate in strengthening of movements through collective strategising and networking; and
- 4) To build skills of rural women to become leaders and change-makers in their communities & organisations

The training programme consists of five modules and a field visit that, if fully implemented, will take six days. Consultations and planning at the local, national or regional levels are recommended activities which can be done after the training.

MODULE 1:
OUR CURRENT REALITIES
1-day session

This module discusses the current situation of women, the oppression they are experiencing, and the challenges they are facing at the moment. The experiences are linked to women's historical oppression such as patriarchy, feudal and capitalist oppression.

MODULE 2:
WOMEN AND GLOBALISATION
1-day session

In this module, global forces that overwhelmed overall economic, social and political well-being are discussed. From reflecting on the participants' own personal and national experiences in the first session, their personal experiences are then related to a broader context. How these forces are strengthened through international instruments and policies, and how oppression and exploitation occur because of these forces, are examined.

MODULE 3:
WOMEN AND PESTICIDES
1-day session

This module centres discussions on agriculture and global trends in pesticides production and distribution, strategies of corporations, and how these impact the environment and people's health, particularly of women and children. This module also focuses on the Community Pesticide Action Monitoring (CPAM) tool, a participatory action research process for communities to identify and



document the impact of pesticides on people's health and the environment.

**MODULE 4:
WOMEN'S STRUGGLES AND
STRATEGIES**
1-day session (plus 1 day for field visit)

This module gives participants an opportunity to share their own struggles in their communities, their forms of resistance, their strategies and their available alternatives. Concrete suggestions are forwarded to identify and clarify the perspective of the participants on what they want to achieve. It also underscores the need for building solidarity at the local, national, and international levels.

It is also in this module where a community visit is integrated to show participants an example of an actual or on-going local struggle, and enable them to share and learn campaign strategies and best practices.

**MODULE 5:
UNDERSTANDING WOMEN'S
LEADERSHIP**
1-day session

This module tackles the challenging role of women in changing their personal lives and society for the better. It discusses how women play active roles in society to break the brutal chain of poverty and oppression. Women as leaders and as a collective or movement are a necessity in building more democratic societies.

The five modules can be taken separately or as a whole. If taken separately, each module can stand on its own, and can be easily adapted to specific women's situation. Therefore, it can be given to women on days convenient to them, in venues suitable and available (e.g. in a quiet part of the field or a meeting hall in a village). If the modules are taken as a whole within continuous days, they should follow the module sequence. This also requires a



schedule convenient to all participants and a suitable venue (in consideration of the length of time and number of participants).

TRAINING PRELIMINARIES

INTRODUCTORY ACTIVITY

Duration: 2 hours

In any training or workshop, the first day is a crucial time to ensure that the entire training will be educational and engaging to participants. This is the time where objectives are shared, expectations are articulated and adjustments or modifications to the training are decided, if deemed necessary. It is also the time to break the ice or relieve tension among participants and let the facilitator build rapport with the participants.

Important Notes:

In conducting the training, the trainer/facilitator should take into account the needs, existing knowledge and skills of participants, which should have been determined during the needs assessment conducted prior to the training. The training should also accommodate participants' questions, suggestions and perspectives. Visual aids and other training tools to facilitate smoother discussion of the lectures are recommended. Group discussions and activities should be maximised to ensure that participants can achieve substantive learning outcomes.

GETTING-TO-KNOW-YOU

Duration: 30 – 45 minutes

Objective

To make the participants become familiar and comfortable with one another

Materials

Meta-cards, bowl/bag, colored pens/crayons

Process

1. Participants will be given colored meta-cards where they will write or draw their answers. Depending on the group, the questions or method can be changed according to what the facilitator sees appropriate. Some of the suggested questions are:
 - ♦ What year was the first time you got involved in the women's or peoples' movement or human rights (HR) issue?
 - ♦ What else do you want to do during the training period aside from participating in the training?
 - ♦ Draw an object or anything that symbolises you, which you want to be remembered by for the entire duration of the training.
2. All the cards will be placed in a bag/ bowl, and each participant will be asked to draw one card.
3. After reading the content of the card, the participant will guess who is the person described in the card.
4. Once the person is introduced, she can explain more about her responses. Afterwards, it will be her turn to draw another card from the bowl/bag.

EXPECTATIONS TREE

Duration: 1 hour (or depending on the number of participants)

Objective

To bring out in a creative way expectations and questions that the participants might want addressed or answered in the course of the training

At the end of the session, the participants will be able to:

1. Enumerate at least three common expectations of the participants from the training
2. Connect the training objectives to their expectations
3. Acknowledge and address challenges/fears

Materials

1. A drawing of a tree with large and small branches, including roots. The number of branches and roots should be equal to the number of participants.
2. Green and red coloured papers cut into shapes of leaves, about ½ size of a bond paper each. The number of leaves for each colour should be equal to the number of participants.
3. Masking tape for taping the leaves to the branches.

Instructions

1. Give each participant a green and a red paper. Ask them to write their expectations on the green-coloured paper, and the fears and worries on the red-coloured one. Give them 5 minutes for this.
2. Ask each participant to read their expectations and worries and paste these on the tree. Expectations should be pasted on the branches, and fears on the roots. Allot 20-30 minutes for this.
3. Cluster and summarise the expectations. If a Training Needs Analysis (TNA) questionnaire was distributed prior to the training, present the synthesis in this part. Clearly link these to each of the objectives and scope of the training.

4. Discuss their fears and misgivings, (e.g. language barrier, work left behind, that they will not be able to fulfill the requirements of the training, etc.) and identify which among these can be given attention to immediately (for example, the language barrier can be addressed with the support of a translator) and which should be temporarily put on hold (for instance, the work load left behind).

Main Points

1. Focus on the common expectations and link these to the set training objectives. If some expectations cannot be met, clarify why. Do the same thing with the questions they have presented. Present the content of the module/s and clearly state which of their questions will be answered and in what part of the module/s these will be answered.
2. The fears and misgivings expressed by the participants should be the starting point for discussions on how the participants could support each other and meet each other's expectations. This will also alert trainers on possible problems that could arise due to worries of the participants.

LEARNING GROUPS

Part of leadership-building is to ensure that participants learn collectively and have collective responsibilities. Prior to the start of Module 1, divide the participants into four groups. Each group will have a daily evaluation at the end of the day's session to discuss 1) the most important learnings of the day; 2) concepts, input or methodologies that need to be clarified; and, 3) what facilitated and/or hindered their learning. Each group will have to assign a rapporteur. The learning group will also act as timekeeper, be in-charge of the ice breakers, clean-up and documentation for the day. They will also be responsible in providing the recap (what happened, main learnings, clarifications) before the start of the next day's session.



MODULE 1: OUR CURRENT REALITIES

Introduction

Objectives, Scope, Learning Points, Duration

Activity 1: River of Life or Path of Life

Activity 2: Local Situation of Women

Input: Women's Oppression

- a. **What is the current situation of women in the world?**
 - **Rural women**
 - **Women workers**
- b. **How is women's oppression intensified?**
- c. **What should women do?**

Summary

INTRODUCTION

We are connected to everything that surrounds us. But we can only grasp the connection when we start to reflect on our own conditions and experiences.

Am I as important as my brother in the family? How come I do the housework alone even after a whole day's farm work while my husband can already rest? Why do I have many restrictions just because I am a woman and just because I belong to a certain class and group? Why is it that during the Covid-19 pandemic, when my husband was jobless and at home, he beat me more often. Why are we using chemicals that make us sick? Why can I no longer plant our seeds just because Bayer says so?

Reflecting on our situation, we realise the link of our individual concerns to larger issues in our community. Thereafter, we learn that these community issues are also connected to a broader concern at the national and global levels.

Then we understand that we are not alone, and that there are others who experience what we are living through. Because of forces in society, we are constantly in struggle as women. We can change this situation and chart our lives as women. This module aims to contribute towards this aim.

This module sets off the discussion on what we are experiencing and how it is linked to a larger concern in our communities and at the national and international levels.

OBJECTIVES

- To link one's own experience with the wider context and concepts that make women's lives and communities oppressed and impoverished; and,
- To recognise longstanding and emerging challenges to gender equality, including new forms of oppression and exploitation.



Leonard G. Reyes

SCOPE

- Personal experiences and struggles of women and their commonalities
- Current local situation of women
- Current situation of women in the world & how women's oppression is being intensified
- Women's struggle for rights

LEARNING POINTS

- There are economic, political and socio-cultural contexts that shape the lives of women.
- There are burdens that women bear because they are women and they belong to the oppressed and exploited economic class. But there are various strategies by which women can struggle against oppression.

DURATION: 1 DAY

ACTIVITY 1: RIVER OF LIFE or PATH OF LIFE (A Life Story Sharing Exercise)

Duration: About 10 minutes for each participant to develop their "River of Life" or "Path of Life" and 3-5 minutes for each participant to present their experiences

Objectives

1. To determine the various influences that shaped the life and activism of the participants;
2. To link these to the current situation of women, and how they can change their situation for the better.

Materials

White bond paper or coloured paper, drawing materials such as crayons, colored pens, pencils, scissors, paste and masking tape

Instructions

1. Give each participant a piece of bond paper or coloured paper. Place crayons of various colours, different coloured pens and coloured papers, scissors, paste and masking tape in the middle of the room.
2. Ask each participant to write or draw on the paper the following:
 - a. Two most important events that shaped their lives
 - b. Two challenges they face/d as women in their family, community or country
3. They can draw a boat or they can make a *folded paper boat* out of their paper (River of Life), or they can draw footprints (Path of Life).
4. When all have finished their drawings, give each participant 3-5 minutes to show and explain their drawings to the group. Ask the participant to paste their drawings in

a designated place after their presentation. (You can draw a big river in the middle of a room, using coloured chinks or craft paper and pen. If footprints are drawn, you can tape these on the wall or on the floor).

5. When all the participants have finished telling their story of their lives through the River of Life/Path of Life, do the synthesis. This should take only 15-20 minutes.

Processing

1. Though the participants are living in different parts of the country (or region) they have a common experience of oppression as women living in developing countries.
2. Women are oppressed because they (a) are citizens in a poor or developing country; (b) are members of a certain race, ethnicity, sector or class in their country; and, (c) are women.
 - ♦ Due to poverty and oppressive systems such as class and caste, women are exploited. For example, women workers suffer from low wages and bad working conditions, indigenous and rural women suffer from landlessness or lack of land due to land use conversions, mining, land grabbing by big companies and land belonging or being held by their male counterparts/family members/husbands, Dalit women suffer from being outcasts deprived of entitlements, and others.
 - ♦ During the Covid-19 pandemic, job losses increased gender-based violence. As lockdown measures took place, many women were trapped at home with their domestic abusers. Women did more childcare per week than men. More women and girls faced extreme poverty and further widening of the gender poverty gap.¹

1. UN Women. Undated. COVID-19: Rebuilding for Resilience. <https://www.unwomen.org/en/hq-complex-page/covid-19-rebuilding-for-resilience>

- ◆ Without comprehensive action to reduce the pandemic's gendered impacts, COVID could catalyse a significant reversal in hard-won progress on women's rights. Rethinking the ways in which we protect and care for women and other vulnerable populations will be crucial to building global resilience - and preventing a repeat of the oppressive practices made more stark during and following the pandemic.
- ◆ National developments, including in agricultural and rural areas and in trade and investment agreements, often perpetuate existing gender inequalities, making women more susceptible to exploitation. For example, in some countries, liberalisation in trade and investment meant widening gender wage gaps because "women had weak bargaining power and lower workplace status"² and women's cheap labour maintain export competitiveness.
- ◆ Within oppressive structures, women suffer additional exploitation because of their gender. Women are considered by society as subordinate to men or secondary only to men. As wives and daughters inside the family, they are subordinate to their husbands, fathers and brothers. As part of communities, they are usually ignored or are not represented and considered in decision-making. Even though in certain countries and societies, women are able to assert their rights and are allowed to participate in the economic or political arena, subtle discrimination remains. Women are allowed to work in business enterprises, in some instances, but they are not allowed to reach high-level management positions. Also, in cases where women

participate in elections for legislative positions, they do not have real power for decision-making, even if successful.

3. Women are taking part in the struggle to end these oppressions. There are various ways to change the situation, from simple to complicated ways – such as asserting their rights in the family, demanding for provision of basic services for their communities and taking on an active role in women's or sectoral movements.

ACTIVITY 2: LOCAL SITUATION OF WOMEN **Duration: About 20 minutes**

Objective

- To discuss the differences between women and men: biological, social, economic and political constructs

Materials

- White bond paper and marker pens

Instructions

The facilitator will put up a blank paper on the wall. The paper will be divided into two – on one side would have: "Men are" and the other side, "Women are". Participants will be asked to shout the characteristics of men first, and then women next, which the facilitator will jot down on each side of the paper. After five minutes of input from the participants, the facilitator will then cross out the word "Men" and change it to "Women". Similarly, the facilitator will cross out the word "Women" and instead write the word "Men".

The facilitator will then go through the list of characteristics suggested by the participants and ask the following questions: What are the characteristics that are similar for men and women? Which are different?

2. Menon, Nidhiya & Rodgers, Yana. SRN Electronic Journal. 2016. The Impact of Trade Liberalization on Gender Wage Differentials in India's Manufacturing Sector. https://www.researchgate.net/publication/228279472_The_Impact_of_Trade_Liberalization_on_Gender_Wage_Differentials_in_India's_Manufacturing_Sector

Processing

1. A lot of characteristics of men and woman are interchangeable, such as being strong and being beautiful. The only difference is their biological traits or characteristics – men and women have different reproductive organs, with women having the capacity to bear children. Everything else is social and political constructs of what men and what women are.
2. This biological difference between men and women has resulted in hierarchical relationships between women and men; and in the distribution of power and rights favouring men and disadvantaging women in the family and community. This is the basis of discrimination and oppression of women that is affected by political, economic, cultural, social, religious, ideological and environmental factors. This gender-based oppression or patriarchy in the economic, political, socio-cultural system maintains and further intensifies women's exploitation.
3. Gender-based oppression intersects with oppression based on class, race, ethnicity, caste, sexual identity, education, national origin, religion, physical and mental abilities, immigration status, language and other factors.

INPUT: WOMEN'S OPPRESSION

What is the current situation of women in the world?

Half of the world population (about seven billion or more) are women and they come from different races, nationalities, class, religion and age. But a majority of the poor are women. According to FAO, "Globally, women comprise over 37 percent of the world's rural agricultural workforce, a ratio that rises to 48 percent for



low-income countries, and their contribution is prominent in all agricultural sub-sectors" (estimated based on the International Labour Organization models for 2020).³

Rural women

A majority of rural women depend on natural resources and agriculture for their livelihoods. In developing countries, rural women represent approximately 43 percent of the agricultural labour force⁴, and produce, process and prepare much of the food available, thereby giving them primary responsibility in food security.

The impacts of COVID-19 on women have been doubly harsh as they are the most marginalised

3. FAO. March 2011. The Role of Women in Agriculture. Economic Development Analysis Division (ESA) Working Paper No. 11-02. <https://www.fao.org/3/am307e/am307e00.pdf>

4. FAO. 2020. FAO Policy on Gender Equality 2020–2030. Rome. <https://www.fao.org/3/cb1583en/cb1583en.pdf>

Note to Facilitators:

In this part, the current situation of women in their particular country or region will be discussed. Ensure that the economic, political and socio-cultural aspects of the women's situations are provided. The input in this section is general in nature and sharing of personal experiences is encouraged, drawing out the gender analysis and lessons in the process.

Guide questions to bear in mind:

- Who has power in the home, and at community and national levels?
- Who owns/controls resources in the home, community and at national level?
- Who makes the decisions?
- Who sets the agenda?
- Who gains and who loses?
- Why are there differences in power and control between men and women?

and they face persistent gender inequalities. At the recent meeting of the Committee on Status of Women (CSW66), the Secretary General reported that the "gender poverty gap is widening as the pandemic wreaks havoc with women's already precarious economic security, such that more women than men are being pushed into extreme poverty. The total

number of women and girls living on less than \$1.90 a day is likely to reach 435 million in 2021, up from 398.5 million in 2019."⁵

According to the UN Women and UN Human Rights, "Globally, almost one-third of employed women work in agriculture, including forestry and fishing, with agriculture remaining the most important employment sector for women in low-income and lower-middle-income countries. Yet, less than 13 percent of agricultural landholders are women, although this varies widely among regions"⁶

Meanwhile, as the most marginalised in Asia, rural women, particularly women farmers, indigenous women and agricultural workers, continue to be disadvantaged and discriminated against and have limited options for developing new and adequate sources of livelihood. In addition to gender discrimination, rural women experience social and economic exclusion due to their ethnicity, age, (dis)ability, nationality, caste, religion, or sexual orientation.

Problems related to the situation of rural women include landlessness and unavailability of agricultural land; lack or deficient agrarian reform laws; high land rents and usury; high expenses in agricultural production; high prices of basic commodities; low prices of agricultural produce; lack of other sources of income; land and resource grabbing (including large-scale mining and plantations, patenting of traditional seeds, grabbing of marine or coastal resources); lack of access to health care and education; land and environmental degradation, including their exposure to pesticides and its impacts.⁷

5. Commission on the Status of Women. Sixty-sixth session 14–25 March 2022. Review of the implementation of the agreed conclusions of the sixty-first session of the Commission on the Status of Women Report of the Secretary-General. <https://www.unwomen.org/en/csw/csw66-2022/official-documents>

6. UN Women. 2020. Realizing Women's Rights to Land and Other Productive Resources (second edition). <https://www.unwomen.org/en/digital-library/publications/2020/10/realizing-womens-rights-to-land-and-other-productive-resources-2nd-edition>

7. These problems of rural women were documented from the women's sharing of their situation as part of PANAP's Rural Women's Leadership Training in 3 regional workshops covering South East Asia, South Asia and West Africa, as well as in three country-specific leadership trainings held in India, Mongolia and Malaysia. These trainings spanned from 2013-2015.



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Women are farmers and many use pesticides without understanding the dangers and without personal protective equipment, training and information.⁸ Children, particularly, are exposed to pesticides during spraying operations and spray drift, through the consumption of food laden with pesticides, in the air they breathe and water they drink, and when they are in their mother's wombs.

Women workers

Women workers are exploited and discriminated. They do not receive decent pay or wages equal to the amount of labour they put in. Women workers also suffer from job insecurity (especially with the current labour market flexibility scheme or labour-only contracting), inhumane working conditions and lack of workers' benefits. With the rise in the number of migrant workers, more women suffer the added burden of being away from their families and children for long periods of time.

Women agricultural workers suffer from very low income and harsh working conditions, including very long working hours and stringent work policies. Women pesticide sprayers are not trained on pesticides use. They often do not use protective personal equipment, and worse, suffer health problems due to the long-term effects of pesticides use.⁹

Women coming from the middle class, in the cities and countryside, suffer from the lowering of the real value of their already low income due to high rates of inflation. Middle class women come from the ranks of teachers, nurses, low- and middle-level employees of government and private enterprise, among others. In 2020, as a result of the Covid-19 pandemic, the ILO reported that "across regions and income categories, employment losses were five percent higher for women than men of the total global losses in 2020 of 114 million jobs relative to 2019".¹⁰

8. Ibid.

9. Ibid.

10. ILO. January 2021. ILO Monitor: COVID-19 and the World of Work. 7th edition. https://www.ilo.org/global/topics/coronavirus/impacts-and-responses/WCMS_767028/lang--en/index.htm

The Secretary General of the UN Women, in her remarks to the Committee on Status of Women in 2022, said that “health workers, of whom women represent the vast majority, have received increased recognition during the pandemic...This has not, however, for the most part, been reflected in higher wages and improved working conditions”.¹¹

How is women’s oppression intensified?

Women’s oppression is further intensified by the **low status that society grants women because they are of the female sex**. This is also called **gender-based oppression**. This is reflected in the economic, political, and socio-cultural spheres:

- ***Economic:*** Employment and livelihood opportunities for women are low. Women’s wages or incomes are lower than those of their male counterparts.
- ***Political:*** Women have limited rights to participate in governance and other political institutions. Laws, policies and programmes are biased against women, or even silent on women’s rights and welfare. A UN Report indicates that, “Women have played a central role in the response to COVID-19, as frontline health workers, care providers and as managers and leaders of recovery efforts. Yet they remain underrepresented in leadership positions, and their rights and priorities are often not explicitly addressed in response and recovery measures.”¹² Women’s economic participation, decision-making and leadership are key to their empowerment, but they remain largely excluded from spaces of power.

➤ ***Socio-cultural:***

- ◆ **Religion:** The main religious systems in the world, oftentimes, emphasise the subjugation of women in varying degrees with regards to marriage, divorce, legal status, dress code, among others.
- ◆ **Education:** Women and girls have limited opportunities to pursue education. Most especially in rural areas, women and girls are hindered from studying, as their primary role is to get married, bear children and take care of the family.
- ◆ **Media and other cultural institutions:** Women are portrayed and culturally exemplified as soft, meek, submissive and obedient or as objects and commodities. For instance, through photo manipulation and forced beauty “ideals”, women have been left with lower self-esteem, unhealthy eating habits and false view of body image.¹³
- ◆ **Family:** In most societies, women and girls have limited rights in the family compared to men and boys. Women’s roles and opinions are secondary to that of men.
- ◆ **Violence against women:** Rapes, battery, killings and other forms of physical violence are committed against women more than men. In most societies, women are attacked or raped but the blame still goes to them. Violence against women is one of the most inhuman forms of patriarchy.

11. Commission on the Status of Women. Sixty-sixth session 14–25 March 2022. Review of the implementation of the agreed conclusions of the sixty-first session of the Commission on the Status of Women Report of the Secretary-General. <https://digitallibrary.un.org/record/3956128?ln=en>

12. UN. 2021. The Sustainable Development Goals Report 2021. <https://unstats.un.org/sdgs/report/2021/>

13. Bareis, Hannah. 2021. Media’s Portrayal of Women and its Impact on Body Image and Self-Esteem. <https://scholarworks.uark.edu/cgi/viewcontent.cgi?article=1054&context=mktguht>

What should women do?

Women should struggle and fight to change their situation.

Women should raise their awareness. They should raise their own political consciousness, as well as that of their families, their communities and their societies. They should study and dig deeper into their current oppressive and exploitative situation and learn about the different ways they could be part of change.

Women should organise. They should organise themselves into groups, clubs, associations, cooperatives, unions, and movements. They should reach out and be in solidarity with other women's groups, especially those coming from women of the toiling classes with similar aspirations. As we always say: "Women united will never be defeated!"

Women should mobilise and take action. It is not enough that we know we are oppressed and exploited. What is more important is that we do something to change the situation. There are many ways of mobilising or taking

action — from simple and easy ways (such as signing petitions) to complicated ones (such as organising rallies), to more sustained actions (such as organising a continuous campaign or fight on a vital issue). This is how women learn, by taking action based on informed knowledge and principled stance, and learning from the results of their action.

Thus, the process goes on to a next higher level of awareness, a higher level of unity and organising and higher level of action.

SUMMARY

We have heard our individual stories of struggle and survival, of lessons and triumphs. We have also learned how we are historically oppressed and exploited yet our situations are further being aggravated through patriarchy and gender-based oppressions. But our stories do not end here, for we have also learned how to analyse our situation. This is first step on charting our own futures together. In the next few days, we will elaborate on the question of "What should women do?"



Additional readings

Watts, M. UN Women Expert Group Meeting, 2021. 'Achieving gender equality and the empowerment of all women and girls in the context of climate change, environmental and disaster risk reduction policies and programmes', 11 – 14 October 2021. https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/CSW/66/EGM/Expert%20Papers/Meriel%20WATTS_CSW66%20Expert%20Paper.pdf

UN Sustainable Development Goals, Goal 5: Achieve gender equality and empower all women and girls <https://www.un.org/sustainabledevelopment/gender-equality/>

Commission on the Status of Women. Sixty-sixth session 14–25 March 2022. Review of the implementation of the agreed conclusions of the sixty-first session of the Commission on the Status of Women Report of the Secretary-General. <https://digitallibrary.un.org/record/3956128?ln=en>

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Thomson, L. 2006. Gender and Class: Why women are oppressed. <https://www.workersliberty.org/story/2017-07-26/gender-and-class-why-women-are-oppressed>

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MODULE 2: WOMEN AND GLOBALISATION

Introduction

Objectives, Scope, Learning Points, Duration

Activity 1: Star Power

Input 1: Star Power – A study in intersectoral injustices, trade and finance

Activity 2: Mapping Changes

Input 2: Globalisation and its impact on women

- a. How did we lose our lands?
- b. What is neoliberal globalisation?
- c. What are the impacts of globalisation on rural women?
- d. What are women doing to fight globalisation?

Summary

chairs, space to serve as detention room (if necessary).

Note to the facilitator:

This is a simulation game where a three-tiered community is established through the distribution of wealth in the form of cards/chips of various values. Participants can progress from one level to another by acquiring greater wealth through trading with other participants. Once the community is established, the group with the most wealth is given the right to make new rules for the game. Generally, the privileged group makes rules that benefit themselves. This also often results in building unity and taking action against the privileged group. When this happens, the game is over.

Instructions

First round:

1. Each person should have the following chips: **2 blue, 2 red & 5 white chips.**
2. Tell participants to put the chips they want to keep in their left hand. **DON'T LET OTHERS SEE IT.**
3. In their right hand, put the chips they want to exchange.
4. If they want to keep ALL your chips, they can.
5. Tell them to move around silently. Look for someone they want to exchange chips with. Just tap or hold the person, **NO TALKING.**
6. Wait for the signal to end the first exchange.
7. After the exchange, tell participants to count their chips and close their hand.

Second round:

1. Tell participants to keep the chips with the **COLOR** that they like.
2. **WITHOUT TALKING**, exchange the chips that they want to discard **IN CLOSED FISTS**. Don't let others see what colour of chips they are given.
3. Wait for the signal to end the second round.

Instruction to the Facilitator:

Change the value of each coloured chip – devaluation of currency due to structural adjustment programmes or crisis – food or financial crisis

Third round:

1. Tell participants to examine their chips. Count the value of all chips using the following values: **white=\$1, blue=\$5, red=\$10.**
2. Trade chips again.
3. Wait for the signal to end the second round.

Instruction to the Facilitator:

Once again, change the value of each coloured chip – devaluation of currency due to structural adjustment programmes or crisis – food or financial crisis.

Fourth round:

1. The new value: **white=\$1, blue=\$10, red=\$5.**
2. Trade chips.

3. This time, the facilitator will tally the chips on the board provided. Each one will get to see their scores and who is leading the game (those who got the highest values).

Fifth round:

1. The new value: **red=\$1, white \$10 & blue=\$5.**

2. Trade chips.

3. Tally the chips.

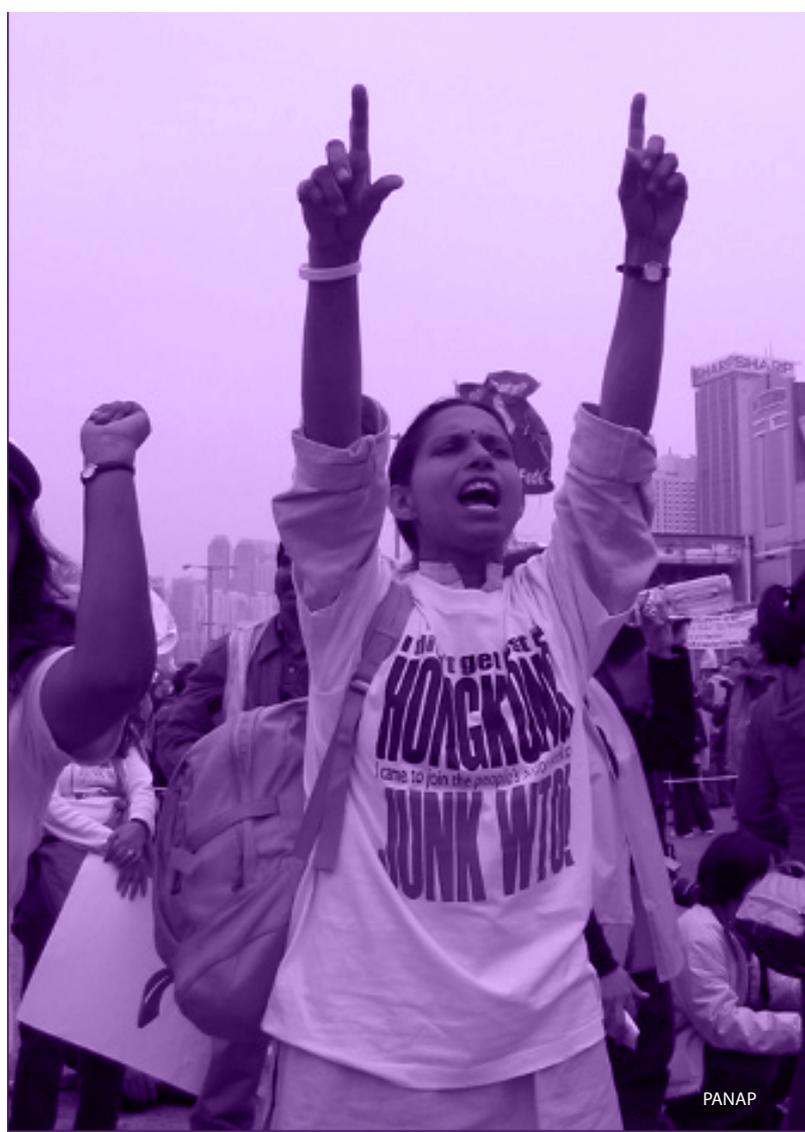
- ◆ After the 5th round tally, identify the persons with the highest number of chips (1-3 persons). Make them wear paper stars on their chest.
- ◆ Without being observed by participants, and in a separate room or outside the session hall, prepare a table of sumptuous tea—biscuits, cakes, tea, coffee, fruits, etc, with a grand table set-up. Also prepare a poor woman's tea on the floor—simplest biscuit or fruit and tea.
- ◆ Take the highest-gaining participants (2-3 persons) out of the room and into the "sumptuous tea table". They will play the role of the privileged class or capitalists. Playing this role, they have the power to ask the other classes (or the losers) to do anything, e.g. command the "losers" to dance or sing to entertain them. Include some of the organisers as WB or WTO to make the role playing more interesting
- ◆ Take all the middle-gaining participants (4-5 persons) or those who gained the second highest number of chips. Make them wear paper stars (middle-sized stars) on their chest. Take them out of the room and make them stand on the side of the "sumptuous tea table". They will play the role of police and army and do the bidding of the privileged class.

- ◆ Take all the rest of the participants (they should be the majority) outside and show them the scenario of the sumptuous tea table, but let them sit on the floor have the "poor woman's tea".

- ◆ Let the role-playing begin: The privileged class can ask the poorest class to dance or sing, they can take away food/tea from them, or some other provocations until the poorest class show some resistance. If they do, the capitalist class can command the police/army to take certain people away or suppress their resistance.

Note to the facilitator:

The majority should not know that this is a role-playing game. Only the "privileged" and the "police" know of the play.



- ♦ The game ends once the poorest group makes a collective action of protest.

Processing

By the end of the game, process the whole activity. Examples of the questions may include:

- How did you feel during the entire process? What have you been thinking of while doing the exercise?
- Are there any parallels between this game and real life?
- What is the best solution when injustice happens?
- What happens when a group unites against injustice?

INPUT 1: STAR POWER – A STUDY IN INTERSECTORAL INJUSTICES, TRADE AND FINANCE

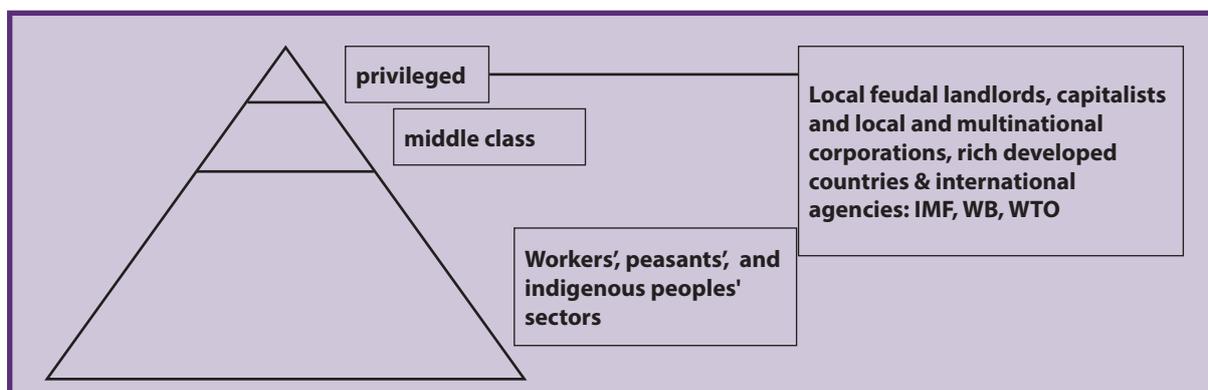
The game is a learning experience about intersectoral injustices including the divide between the rich and poor. How the game plays out is similar to the present condition, where the rich become richer, the poor become poorer. Just like in the Star Power game where the ruling class or the rich did not want to give their cards, that is how the real-life privileged oppressor class amassed wealth. Every time the prices of goods go up, we should ask: this serves whom?

Just like the Star Power game, in our societies, we have distinct classes, more or less consisting of the following: the rich or ruling class, the middle class, and the working and peasant class (See illustration below).

When we analyse the game, it is important to understand the situation, that decisions on policies and our lives are being made by the privileged group, i.e, the capitalists and the local and multinational corporations and often by developed countries and international agencies. Often this group develops policies and regulations that benefit them while detrimental to the rights of the poor and middle-class. These policies and practices violate the rights of people. Landgrabbers forcibly take lands of farmers even though they have tilled the land for generations. Peasant farmers who work the land and produce food are still tenants in the farms that their family has cultivated for generations. Corporations exploit farm workers by forcing them to work very long hours, in hazardous conditions, with very low wages. Who decides on the wage? Who determines the price of the produce?

The police and the military in many countries serve the interests of the privileged group to subdue the people and quell any dissent or protest against exploitative policies that violate people's rights.

Multinational corporations exist for profit, not for the rights of people. They collaborate with the elite classes in our countries. In addition, international agencies like the International Monetary Fund (IMF), World Bank (WB) and the



World Trade Organization (WTO) are set up to maintain the power of the privileged group in nation states and the monopoly capital of developed countries.

To turn the tide, like in the Star Power game, marginalised peoples such as workers and peasants should unite and fight for their rights. They should come together and work towards the assertion of their rights, for better livelihoods and a healthy environment, as well as work with as many exploited sectors whose livelihoods are greatly threatened by globalisation.

The game is also a study in trade and finance. The chips' values go up or down, and one trades based on which chip is speculated to gain the highest value in trading. The instinct is to keep the value of the chips high to gain profit. In a way, that is how trade and finance work – keep profits high and amass super profits.

ACTIVITY 2: MAPPING CHANGES

Duration: 1 hour

Objective

To facilitate the discussion on the agricultural condition and changes brought about by neoliberal forces

Materials

Craft papers, colored markers, crayons, colored papers, glue/paste, scissors, big and small meta-cards.

Instructions

1. Break the participants into three groups.
2. Each group receives a large sheet with sets of markers and crayons.



3. Each group is required to draw their village, identify the changes that the village has experienced in terms of agriculture, community and the status and condition of the women.
4. Distribute a questionnaire for the groups to use as discussion guide:
 - a. Draw your village as you saw it while growing up.
 - b. Identify three to five changes in the agricultural set-up in the village and state reasons for it?
 - c. What impact did it have on the village community?
 - d. What impact did the changes have on women?
 - e. Who benefitted from these changes?
5. Instruct them to take the big and small meta-cards. Big cards are for the impact on the community and the women; and small cards are for the changes.
6. After discussing the mapping changes, participants should choose a leader/rapporteur to present the group's output.
7. The discussion should last for an hour.

Note:

This activity can also be used as an introductory training for participants in public speaking. The facilitator should remind the rapporteur to talk clearly and loudly, especially since in the community microphones are not always available.

Processing

1. Present the similarities and differences of the issues.

2. Analyse the trend over certain periods:
 - ♦ Introduction and implementation of the Green Revolution and globalisation; what are the changes in the agricultural system?; what is the impact to the community, particularly to women?; and who benefited in the new system?
3. Put emphasis on the global agenda, i.e. the grave effect to the people and the serious impacts on women
4. Pose the question: What are we going to do about it?

INPUT 2: GLOBALISATION AND ITS IMPACT ON WOMEN

How did we lose our lands?

Landlessness and land-grabbing are major problems in our communities now. During the old times, we worked collectively in tilling the land for our sustenance. But when colonialism started, land-grabbing became more distinct.

Most of our countries were colonised by foreign powers, such as the British in South Asia. They controlled the government and grabbed lands. The colonial period brought changes to agriculture. One of the big changes brought by the colonialists was the development of plantations.

For instance, in Sri Lanka and Malaysia, plantations were created and workers from Tamil Nadu (India) were brought in by the colonisers mostly as indentured labourers. Tea plantations emerged, not for the Sri Lankans but for the British. The Sri Lankans became workers in the plantation. As a result, while the colonialists enjoyed the fruits of the workers' labour, the locals became their labourers. The Sri Lankans belonged to the labour class or the fourth level in the caste order. People resisted from 1947 to 1967. Although the colonialists supposedly granted Sri Lanka independence, the British still controlled the economy even long after that.

What is neoliberal globalisation?

After World War II, the United Nations (UN) was created by countries which profited due to the “war economy” dominated by the United States. In turn, the UN facilitated the creation of the International Monetary Fund (IMF) and World Bank (WB) after a conference it hosted in 1944 supposedly to aid in the rehabilitation of countries post-war. The IMF-WB was led by the US, Great Britain, France and Russia and joined by 40 member-countries.

The IMF-WB facilitated the flow of loans from industrial countries to poor countries reeling from the ravages of war. After the reconstruction of Europe, the IMF-WB sought other countries, particularly developing and least developing countries, to take out loans. These loans became the basis for unequal trade, and later on for the *global debt crisis* when most countries were not able to pay these loans.

For countries which could not pay their debts, the IMF-WB introduced the **structural adjustment program (SAP)**. SAPs are defined by some as having the following *conditionalities*: 1) governments should devalue their currencies so as to have cheaper products, which are then sold to other countries; 2) governments should also focus on export-led growth and concentrate on cash cropping (or growing crops for generating cash or money); and, 3) governments should reduce their spending on basic services, a restriction on free education, health subsidy, social care and a removal of subsidies in food pricing.

Later on in 1995, the IMF-WB was joined by another institution, the World Trade Organization (WTO). The WTO is controlled by the US, European Union, Japan and Canada. The WTO basically intensified the already worsening economies of underdeveloped nations, due to IMF-WB conditionalities.

What drives globalisation:

- The primary drive behind globalisation has always been to intensify the implementation of capitalist policies - a

market-based economy or, in other words, a so-called free trade economy.

- A primary reason for the globalisation process was to overcome the overproduction crisis faced by First World nations in their economies.
- A ‘new order’ had to be defined and implemented to find markets for their goods and services as well as access to and control of raw materials

What is globalisation? Globalisation, or more precisely, imperialist or neoliberal globalisation refers to the removal of state/public control/ regulation on the operations of private corporations and the so-called free market. It is implemented mainly through: LIBERALISATION, DEREGULATION AND PRIVATISATION

Currently, neoliberal globalisation can be seen in the following:

1. **Liberalisation** eliminates government control on trade and finance. It emphasises the decrease in import tariffs, allowing entry of foreign goods at lower prices. In agriculture, liberalisation promotes the production of export-based cash crops. Most cash crops depend on chemical farming methods resulting in increased cost of production. Local products cannot compete with highly-subsidised agricultural imports from the First World corporate farming sector.
2. **Deregulation** is the elimination of government control and regulation mechanisms for essential industries, such as fuel, oil, communications, transportation, as well as regulations on protecting health and the environment, among others. Deregulation ensures that governments limit or stop public expenditure in social sectors like health, education, transport and other public utilities.
3. **Privatisation** facilitates the corporate takeover of states’ economic and social activities and functions, public assets and



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state enterprises. Hospitals, schools, water utilities, power corporations, transport systems, food agencies and agricultural services like irrigation systems are turned over to profit-oriented private businesses and corporations often owned by local elites or foreign companies.

The impact of these policies and their implementation have been devastating for poor countries and the poor everywhere, particularly on women. These have resulted in:

- **The collapse of the food and agriculture sector**, evident in the increasing import-dependence of poor countries for their local food security. In Africa, 85% of basic food comes from outside the region.¹
- **The creation of enormous monopolies in the agri-food sector** – for example, the ABCD group (ADM, Bunge, Cargill, Dreyfus)

accounts for 75% to 90% of the global grain trade, according to estimates. It also maintains strategic alliances with the top agrochemical and seed companies.²

- **The worsening of land and resource grabs** as the competition among big powers intensified. This further aggravated landlessness and its impact on peasants, rural women, fisherfolk, indigenous peoples and other small food producers.
- **The collapse of the environment where food and agriculture systems are at breaking point.** According to the SOLAW 2021 report, “Recent assessments, projections and scenarios from the international community show the continued and increasing depletion of land and water resources, loss of biodiversity, associated degradation and pollution, and scarcity in the primary natural resources.”³

1. UNCTAD. 11 August 2020. COVID-19: A threat to food security in Africa. <https://unctad.org/news/covid-19-threat-food-security-africa>

2. The Guardian. 02 June 2011. The global food crisis: ABCD of food – how the multinationals dominate trade. <https://www.theguardian.com/global-development/poverty-matters/2011/jun/02/abcd-food-giants-dominate-trade>

3. FAO. 2021. The State of the world’s land and water resources for food and agriculture: Systems at breaking point. (SOLAW). <https://www.fao.org/3/cb9910en/cb9910en.pdf>



Jiru Rada

- **The lowering of wages.** Outsourcing by big multinational corporations, which further depress already low wages, while developing countries outbid each other for contracts with the lowest wages; it also means contractualisation of labour, increased production quotas, shorter breaks, and extended working hours for the workers.
- **The strengthening of corporate control over all aspects of food and fibre production** that has intensified monopoly control over land, seas and marine resources, water, livelihoods, seeds and genetic biodiversity. Corporate farming and contract farming, intensive industrial aquaculture, expansion of agro-fuel projects, setting up of Special Economic Zones (SEZs) and massive land conversion are displacing thousands of women peasants, agricultural workers and fisherfolk; worsening the loss of livelihoods and productive resources; increasingly poisoning the environment; accelerating poverty, and, disintegrating

the rural economy. Rural women are disproportionately and negatively affected, suffering increased gender-based violence, hunger and malnutrition, forced evictions and trafficking.

- **Rising militarisation** as the convergence of neoliberal policies, militarisation and authoritarian governments provides an unprecedented level of power and culture of impunity in massive land and resource grabs by elite classes and large corporations. To continue pushing globalisation policies and to crush dissent, there is an increase in policing, militarisation and state terrorism, including the fanning of ethnic conflicts, across Asia. This has led to killings, detentions and harassment of more rural women. Ethnic conflicts and civil wars are causing the forced displacement of thousands of people; and caste riots are resulting in massive violence against Dalit women. Women in conflict areas are raped as a tool of war, killed, and forced to “service” armed forces, and in extreme circumstances, become victims of genocide.
- **Rising religious fundamentalism with the support of imperialist forces and the collusion of state and non-state actors** have made rural women more invisible, further restricted women’s decision-making and mobility, legitimised violence against rural women, revived religious-sanctioned prostitution, perpetuated discrimination and denied women’s inherent right to control their lives, sexuality and resources.
- **In the wake of the Covid-19 pandemic, the unmasking of a global economic and political system designed to protect and advance elite interests, no matter the cost on human lives.** This gave rise to a global public health crisis, wherein governments and corporations are given license to exploit the people for more power and profit. Despite the difficulties brought on by the pandemic, abuse, violence and outright repression by states



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did not abate against women and their communities who speak out in defense of their rights.

Note:

The facilitator should make use of illustrations and/or editorial cartoons to visually describe these concepts. It is also helpful to cite examples of how these policies are being implemented locally.

What are women doing to fight imperialist globalisation?⁴

Women all over the world are driven by their dire situation to unite and fight for their rights. From year to year, as the global crisis worsens, women's movements everywhere have raised their level of resolve and activism and widened various arenas of action. Women are fighting

not only for their very existence but also for the lives of their children and grandchildren. Outraged, they vigorously expose, condemn and oppose the doublespeak of their own governments which try to equate neoliberal policies to development.

Women are at the forefront of mass protests and demands for democratisation or anti-militarisation, against neoliberal policies, for genuine land reform and national industrialisation. They build women's organisations that are part of the peoples' struggle and take up issues that are specific to women, such as the campaign against violence against women (VAW) and discrimination. In the face of repressive governments, women have shown courage and fought for their rights, even at the risk of losing their life, limb and liberty.

Women are reaching out to each other across nations in a show of unprecedented solidarity against neoliberal policies. They are providing support for each other's struggle.

4. Asian Rural Women's Coalition Declaration, March 2008. <https://asianruralwomen.net/declaration/>

Ultimately, it is the billions of toiling women, fighting in concert with their toiling brothers and united across the globe, who will assert their rights and succeed!

SUMMARY

We have learned in this module how trade and finance works; how class divisions maintain the oppressive systems; what imperialist globalisation or neoliberal globalisation is and how it wrecks havoc on our lives and the lives of billions of women and their families.

But we have also learned that toiling women like us, together with our brothers around the globe, are fighting and striving for change and for our rights. This brings us hope and inspiration. In the succeeding days (and modules), we will develop the various analytical and technical skills we need to improve ourselves and our organisations to be part of this endeavour.

Additional Readings

PANAP. 2020. Pandemic of Hunger: Asserting People's Rights amid Covid-19. <https://panap.net/resource/pandemic-of-hunger-asserting-peoples-rights-amid-covid-19/>

PANAP. 2020. No Land, No Life! Land Conflicts and Struggles in Asia. 2020. <https://panap.net/no-land-no-life/>

PANAP. 2021. Land & Rights Watch 2021 Report. <https://panap.net/resource/land-rights-watch-2021-report/>

PANAP. 2021. Land & Rights Watch 2021 Report. <https://panap.net/resource/land-rights-watch-2021-report/>

IBON International Foundation Inc. 2019. Modules on the crisis of Neoliberal globalization and The way out. <https://iboninternational.org/download/modules-on-the-crisis-of-neoliberal-globalization-and-the-way-out/>

IBON International Foundation Inc. 2018. The ADB's Strategy 2030: Repackaging Neoliberalism? Policy Brief. <https://iboninternational.org/download/the-adbs-strategy-2030-repackaging-neoliberalism/>

Moghadam, Valentine M. 1999. "Gender and Globalization: Female Labor and Women's Mobilization." *Journal of World Systems Research* 2: 367-388.





Leonard G. Reyes

MODULE 3: WOMEN AND PESTICIDES

Introduction

Objectives, Scope, Learning Points, Duration

Activity 1: Mapping Changes

Input 1: Women and Pesticides

- a. **Gender-related aspects of women's exposure to pesticides**
- b. **How women are exposed and made more vulnerable to pesticides in farms and plantations**
- c. **Opportunities for strengthening women's capacity to address their exploitation**

Activity 2: Body Mapping

Activity 3: Sharing on Community Pesticide Action Monitoring (CPAM) Process

Input 2: Politics of Pesticides

- a. **How pesticides became widely distributed**
- b. **Who profits from pesticides?**

Summary

INTRODUCTION

In this module, we will discuss how pesticides were introduced and promoted at national and international levels. What are the impacts of pesticides on women, children, men and communities? From our own personal reflections and national experiences on pesticides use, we now link these to a broader context. This module is part of PANAP's Community Pesticide Action Monitoring (CPAM) training and monitoring process (for more information, visit <https://panap.net/about-cpam/>)

OBJECTIVES

- To gain awareness and understanding on pesticides use and distribution; and,
- To identify the impacts of pesticides on women, children and men.

SCOPE

- Impacts of pesticides use on people's health, particularly on women and children
- Pesticides production and distribution, and the politics of pesticides

LEARNING POINTS

- Pesticides are hazardous, and the risks of exposure to women and children are of particular concern due to women's physiology and how the family, community and society regard her as a woman, thus making her all the more vulnerable.
- As women, their concerns and issues are often invisible. In this context, the impact of pesticides on their health and their children's health are not taken into consideration.
- Understanding how pesticides are being distributed and who benefits from pesticides sales and use.

- The Community Pesticide Action Monitoring (CPAM) process is a tool for documenting and creating awareness on the impact of pesticides on human health and the environment.

DURATION: 1 DAY

ACTIVITY 1: MAPPING CHANGES

Duration: 1 hour

Objective

To facilitate the discussion on the agricultural situation and changes brought about the use of pesticides

Materials

Mahjong/Manila paper, markers and crayons, big and small meta-cards

Instructions

1. Break the participants into three groups.
2. Give each group a large sheet of paper with sets of markers and crayons.
3. Instruct each group to draw their village, and identify the changes that the village has experienced in terms of agriculture, community, and women after the use of pesticides.
4. Distribute big and small meta-cards for each group. Big cards are for the impacts on the community and women; small cards are for the changes.
5. Distribute a questionnaire to guide each group in their discussion:
 - a. Draw your village as you saw it while growing up.
 - b. Identify three to five (3-5) changes that came with pesticides use in the village and state the reasons for these?



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- c. What impacts did it have on the village or community?
 - d. What impacts did the changes have on women?
 - e. Who benefitted from these changes?
6. After their discussion and illustrating the changes, ask each group to choose a rapporteur to present the group's output.
 7. The discussion should last for an hour.

Note:

This activity can also be used as an introductory training for the participants in public speaking. The facilitator should remind the rapporteur to talk clearly and loudly, especially since in the community, microphones are not always available.

Processing

1. Present the similarities and differences of the issues.
2. Analyse the trend over certain periods:
 - ♦ While growing up; introduction and implementation of pesticides; what are the changes in the agricultural system?; what is the impact to the community, particularly to women?; and who benefitted in the new system?
3. Pose the question: What are we going to do about it?

INPUT 1: WOMEN AND PESTICIDES

Women are exposed to pesticides not merely in the fields and through spraying, but also through a variety of chores associated with their multiple roles related to home-making. As farmers and workers, women have the double burden of work and family care, in addition to the regular long working hours and physically taxing work.

Gender-related aspects of women's exposure to pesticides:

1. **Biological aspect.** Women's physiological characteristics (for instance, thinner skin, their reproductive system, fatty tissues like the breast) make them more vulnerable to pesticides exposure and its impacts. The medical profession is not always sensitive to women's biological makeup or even of the impacts of pesticides on women.
2. **Economic aspect.** Women's position in society and their responsibilities as agricultural workers in farms, plantations or in the fishing industry make them vulnerable. They are paid lower than men, often employed as casual labour without social security, and are dependent on men farmers for job security. Women farmers are invisible and, therefore, not included in national planning. These conditions affect them strongly and they end up without control over resources and with less decision-making power.
3. **Political aspect.** A woman's decision-making capacity starts in the family, whether or not she is able to make decisions at all. What happens in the family is carried over to organisations in the community, in trade unions and in society in general.
4. **Social aspect.** The patriarchal construct determines the gender relations that are institutionalised, placing women in a lower status in the family and community. Cultural and religious institutions clearly distinguish women's roles and decision-making power. These also influence political institutions. The pesticides industry likewise puts the blame on cultural factors. For instance, the agricultural and labour industries would blame women for being "anaemic" rather than pesticide poisoning; or criticise women's hygiene when they complain about itchiness, rather than due to the effects of pesticides.

Other examples related to the social construct of women include: being rape

victims, or being sent to remote areas as punishment for speaking out at work. In some rural areas, when women attend meetings, they are silenced or beaten up by their husbands. At times, fundamental problems like domestic violence are left out because programmes tend to focus on promoting pesticide issues.

How women are exposed to pesticides in the farms and plantations:

- When they spray pesticides and mix, apply and store pesticides.
- In cases where men spray pesticides, women often walk behind the man to fill the drum.
- Their clothes and food come into contact with pesticide residues.
- As pesticides are often stored within the premises of the home, they are exposed to pesticides in the course of their household chores.
- They wash the pesticide containers.
- They work long hours in the fields and plantations that have been sprayed.
- During rice transplantation, they stand for long hours in water contaminated by pesticides.
- Women sprayers in plantations carry heavy spraying equipment, which may leak and expose them to the poison.
- Women's involvement in specific areas like floriculture and how these instances expose them to pesticides.

Women farmers, women workers and most pesticide sprayers rarely use personal protective equipment (PPE). Often, PPE is unavailable, not provided, unaffordable and unsuitable to the climate or the topography of the region, and workers find it difficult to use PPE for long periods.

Opportunities for strengthening women's capacity to address their exploitation:

1. **Knowledge and information:** Creating and making information available and accessible; recognising and mainstreaming women's knowledge; developing systematic monitoring on the impacts of pesticides on women's health.
2. **Participation:** Motivating women to be involved and speak out; breaking down barriers at all levels; creating inclusive policies (e.g. that women participate in every meeting); creating special or autonomous women's groups; letting women represent themselves (e.g. women organise meetings so they can express themselves fully and assert/defend their rights).
3. **Leadership development:** Facilitating women's leadership and skills training; letting women create outputs and continuously come up with information to be shared with other women.
4. **Building and strengthening women's organisations and movements:** Asserting their rights as women; and as farmers, pastoralists, fisherfolk, agricultural workers and indigenous women, among others.

Women's oppression also has to be addressed by a concerted effort at all levels, including the the following:

- Policy changes that aim to recognise women's contribution and affirmative actions that encourage their participation
- Providing women's capacity building, as well as policy support for women's access to resources
- At the community level, the need to provide support through education and support for women's groups and movements to address women's discrimination

- At the family level, through educating both men and women of women's rights, awareness-building and organising of campaigns that support women's rights
- The need to understand that the discrimination of women and violations of their rights are part of an ongoing awareness campaign. Also, the need to place gender issues within a broader context of the interrelations of other discrimination based on race, ethnicity, sexual preferences, caste, class, disabilities, among others.

ACTIVITY 2: BODY MAPPING

Duration: 1 hour



Objective

To examine the signs and symptoms of pesticides in the body, and to discuss the health impacts of pesticides

Materials

Flipchart paper, each paper the size of a person, masking tape, markers, dot stickers with colours orange, green and yellow

Instructions

1. Divide the participants into three groups. Distribute the materials to each group.
2. Ask each group to select a person in their group. Ask the chosen participant to lie down and have the remaining participants trace her body on the paper. Each group will be given 10 minutes to do the task. Inform them that they will be told what else to do once the groups are finished with the first set of instructions.
3. Ask the participants to sit in a circle and put the body map in the centre. Using orange, green and yellow dot stickers, ask the participants to put the stickers where pesticides affect the body.
4. The health workers or doctors in the group are to review the outputs and ask questions and initiate discussions. If they suffered these effects themselves:
 - ♦ Why do they think that this is caused by pesticides?
 - ♦ How and why they think these signs and symptoms occurred?

Processing: Group Discussion and Analysis

Explain that the exercise examines the impacts of pesticides on health, particularly on women. While it is clear how pesticides affect the child in the womb, it is also important to look at the woman who gets sick. For example,

women do not connect pesticides to early onset of menstrual cycle in girls and delayed menstrual cycles. In plantations where only male paramedics are available, women do not discuss their reproductive health problems. It is important for the community to discuss gender-related pesticide health issues in the context of their own culture.

Ask participants how they think these issues can be raised in the communities, and to share their experiences on how they get information on the health impacts. Ask how groups who are involved in the advocacy against pesticides monitor health impacts.

Ask participants to share their experiences on programmes and/or activities that they carried out before getting information on pesticide-related reproductive health problems. How can the information on the impact of pesticides on reproductive health be organised and shared with the community?

ACTIVITY 2: SHARING ON THE COMMUNITY PESTICIDE ACTION MONITORING (CPAM) PROCESS

Health workers, doctors or advocates share information about the impact of pesticides – both the acute and chronic effects of pesticides. The discussion will particularly focus on how women are being affected. The Community Pesticide Action Monitoring (CPAM) process will also be highlighted and how communities can maximise this.

Summary of the discussions on the importance of knowing about the impacts of pesticides should focus along the following points:

- a. Women should share their experiences with other women to break barriers, gain strength and reveal how pesticides are affecting them.
- b. There should be a systematic programme for monitoring pesticides.

Community Pesticide Action Monitoring (CPAM) is a Participatory Action Research process to document and create awareness of pesticide impacts on human health and the environment.

It involves community members who undertake research, and encourages organising and action. CPAM likewise involves the recording of the impacts of pesticides use on health and raising awareness on the hazards of pesticides use.

CPAM aims to empower communities to address their situation themselves and get actively involved in solving their problems. This approach drives the changes required to reduce the use of pesticides, adopt more ecological and sustainable agricultural practices, and pressure governments for the implementation of International Conventions on pesticides and better pesticides regulations.

PANAP's CPAM programme has evolved for over a decade. The aims of the CPAM programme are to:

1. Increase awareness among farmers and agricultural workers of the adverse impacts of pesticides on their health and the environment;
2. Facilitate the organising of communities and workers to take action to reduce risks due to pesticide use and to adopt ecological agricultural practices; and
3. Document the practices and impact of pesticide use at the local level.

More information can be seen at <https://panap.net/about-cpam/>

- c. The Community Pesticide Action Monitoring (CPAM) is a process for documentation on the impact of pesticides on human health and the environment.
- d. There is a need to organise and look at the impact of pesticides on women in terms of the different body systems — reproductive, immune, endocrine — in order to be informed and strengthen the struggle.

INPUT 2: POLITICS OF PESTICIDES USE

How Pesticides Got Widely Distributed

History shows a close relationship between military technology and the agrochemical industry. The Germans produced nitrates for explosives during World War I. Organophosphates were developed as a poison gas. DDT¹ was used for controlling lice and mosquitoes that were affecting soldiers in World War II. The herbicides 2-4D and 2,4,5-T that were used by the United States in Vietnam were developed to destroy crops and starve the Japanese in World War II. After the war, the poisons have been used and are still being used for agriculture, for example, as nitrogenous fertilisers or as pesticides.

During the colonial era, the Third World countries were made to provide cheap labour and raw materials while being a market for surplus goods from the colonisers. Agriculture and agricultural workers were exploited. If technologies were introduced to increase production, the colonisers made sure that the profits went back to them. The poor were kept poor.

The Green Revolution introduced technology packages to farmers that included seeds of high yielding varieties, fertilisers and pesticides. When pests began to develop resistance to the pesticides, farmers began to use increased dosages or even mixed several chemicals. This made the situation worse because it destroyed the balance of the ecosystem, natural predators were killed, and pests developed

1. Dichlorodiphenyltrichloroethane (DDT) is a colorless, tasteless, and almost odorless crystalline organochlorine known for its insecticidal properties and environmental impacts.



resistance to the chemicals. The introduction of monocultures and the use of high levels of nitrogenous fertilisers created an environment favourable to insect pest outbreaks and diseases. Farmers became poorer, having had to deal with increased production costs and low prices of outputs and lost their diverse farming systems.

Farmers shifted to pesticides for various reasons. The Green Revolution promised higher yields that would lead to profits and break them out of poverty. Subsidies were given, and farmers were convinced that pesticides are safe because scientists ensured their safety and governments enacted control regulations. Farmers were convinced that they needed pesticides to get higher yields. But, despite a ten-fold increase in amounts and toxicity of pesticides since their introduction in the 1940s, crop losses due to insects have more than doubled.

The reality is that pesticides cause pest resistance and resurgence and make farmers poorer because they need to buy more pesticides to control the pests. Pesticides are poisons and they impact humans, fish, birds, other animals and sometimes the target pests. Pesticides also contaminate the environment.

Through all these, women have been in an especially disadvantaged situation. Most of them are landless. If they do have access to own land, this is usually marginal and almost non-productive. Women also have limited access to credit and extension services. In developing countries, women make up 45% of the agricultural labour force, ranging from 20% in Latin America to up to 50% in parts of Africa and Asia.² In developing countries in Africa and Asia and the Pacific, women typically work 12-13 hours more than men per week.³ Less than 15% of landholders worldwide are women.⁴

2. UN. 2022. International Day of Rural Women, 15 October. <https://www.un.org/en/observances/rural-women-day>

3. FAO. December 2016. Women hold the key to building a world free from hunger and poverty. <https://www.fao.org/news/story/en/item/460267/icode/>

4. International Fund for Agricultural Development. March 2022. <https://www.ifad.org/en/web/latest/-/these-numbers-prove-that-rural-women-are-crucial-for-a-better-future>



Jiru Rada

Who Profits from Pesticides?

The pesticides industry profits, it is a lucrative business that must protect its interests. It is consolidated by four corporations or the Big 4 which controls the bulk of the pesticides and seed market:

1. Bayer (acquired Monsanto)
2. Badische Anilin und Soda Fabrik (BASF)
3. Syngenta (acquired ChemChina); and,
4. Corteva Agriscience

The global pesticide market doubled in the last 20 years, reaching nearly USD \$60 billion in 2018, with approximately 3.5 million tonnes of pesticides used in 2020⁵. Developing countries in the South are increasing their pesticides

use every year. As a result, 385 million farmers and workers are being poisoned by pesticides (unintentional acute pesticide poisoning) every year, resulting in around 11,000 fatalities⁶.

About 44% of farmers and farmworkers worldwide are poisoned each year, with this figure rising to 51% in Southeast Asia and 65% in South Asia⁷. These figures do not include the chronic effects of pesticides such as cancers, immune system malfunction, birth defects, damage to the brains of small children and infertility. Around 108 million children are engaged in agricultural work globally and are exposed when they regularly work in the fields during or following the spraying when pesticides levels are high⁸.

In October 2017, farmers in Maharashtra, India growing BT cotton (that is supposed to be resistant to bollworm) found that the

5. Boedeker W, Watts M, Clausing P, Marquez E. 2020. The global distribution of acute unintentional pesticide poisoning: estimations based on a systematic review. *BMC Public Health* 20:1875. <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-020-09939-0>

6. Ibid.

7. Ibid.

8. United Nations Children's Fund (UNICEF). 2021. Healthy Environments For Healthy Children: Global Programme Framework. <https://www.unicef.org/media/91216/file/Healthy-Environments-for-Healthy-Children-Global-Programme-Framework-2021.pdf>

resistance was ineffective. This forced them to spray the available highly toxic pesticides to save their production. As a result, more than 23 farmers and agricultural workers died⁹ and about 800 more were hospitalised due to acute pesticide poisoning. Worse, the onus is put on the farmers and workers who use these products, even though they use them without any training and information on the products' hazards and without any personal protective equipment.

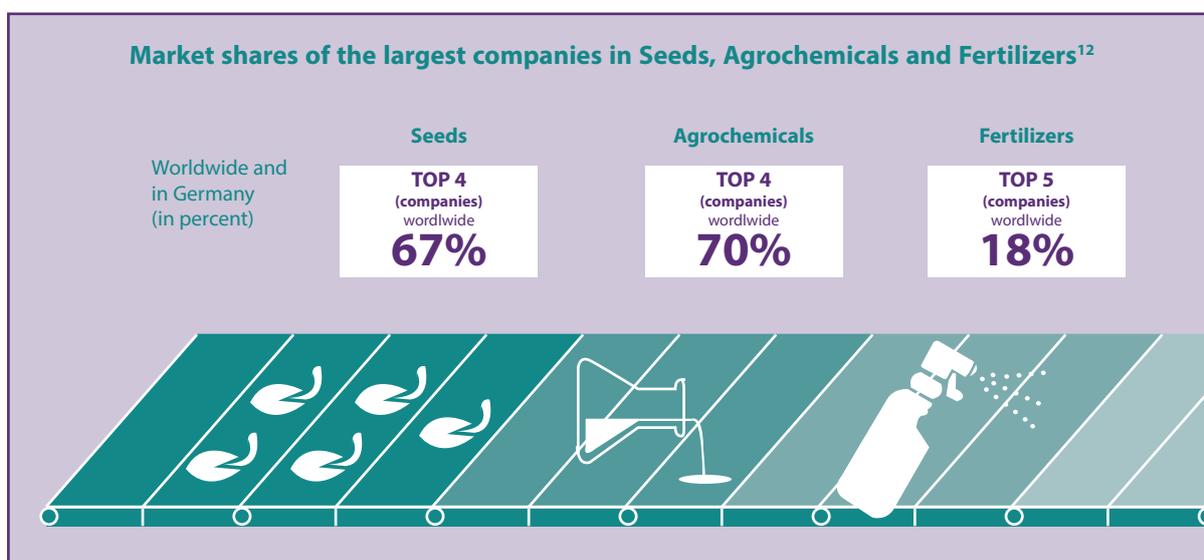
Four mega-corporations, Syngenta, Bayer, Corteva and BASF, now control as much as 60% of global seed sales and 70% of global pesticide sales.¹⁰ These same giant corporations aggressively promote genetically-engineered crops. Dependence on these toxic inputs for global food production is highly unsustainable, homogenised, and unsafe. Meanwhile, the loss of biodiversity and local knowledge contributes greatly to the loss of farmers' livelihoods and the grave damage to ecosystems. This locks

farmers and agricultural workers in a cycle of poverty and debt.

In an ETC report, "the historic division between (a) agrochemical formulators and fertilizer manufacturers, (b) grain traders and plant breeders, and (c) grocery retailers and tractor manufacturers no longer applies."¹¹

While stockbrokers and anti-trust monitors have been watching the mergers and acquisitions of Bayer and Monsanto (now Bayer), Dow, DuPont and Corteva, as well as of ChemChina and Sinochem's acquisition of Syngenta, the convergence of powerful new digital technologies – computer data and DNA – means that more profound changes and even greater monopolies are on their way.

According to ETC, the consolidation of pesticide and seeds markets and the ongoing mergers undermine the sovereignty of our food supply and jeopardise our efforts to build climate

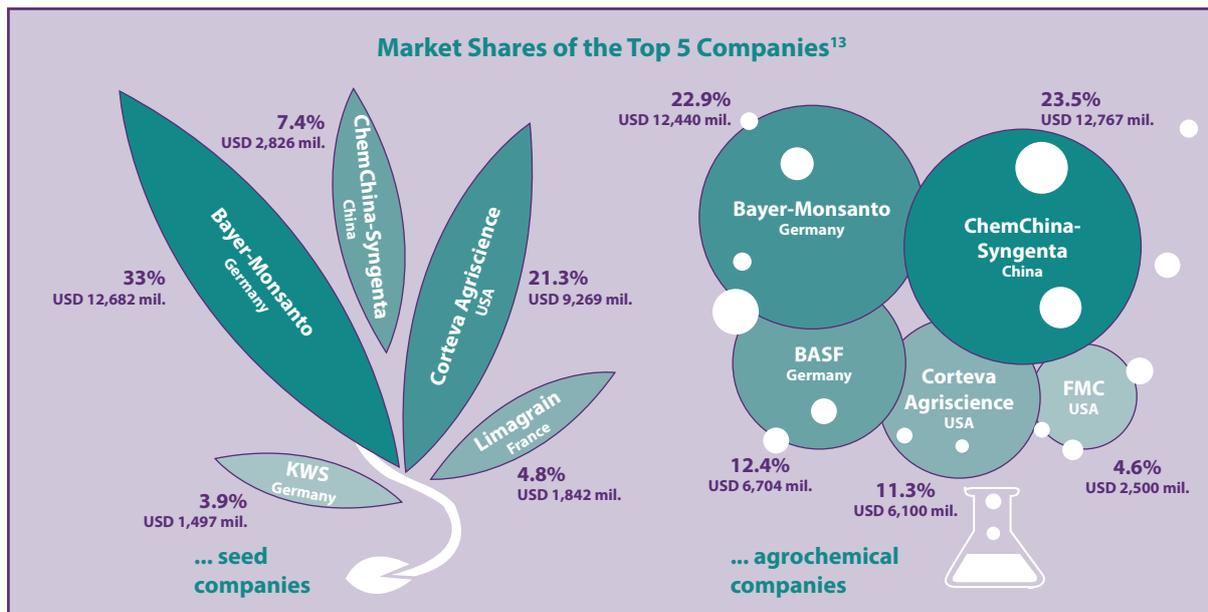


9. PAN India, 2017. Untold Realities of Pesticide Poisonings in Yavatmal district in Maharashtra. PAN India Releases Assessment Report on Yavatmal Poisonings and Deaths. <https://pan-india.org/untold-realities-of-pesticide-poisonings-in-yavatmal-district-in-maharashtra/>

10. ETC Group. November 2019. Plate Tech-tonics: Mapping Corporate Power in Big Food. https://www.etcgroup.org/files/files/etc_platetechnics_a4_nov2019_web.pdf

11. Mooney, Pat. October 2018. Blocking the Chain: Industrial food chain concentration, Big Data platforms, and food sovereignty solutions. ETC Group. <https://www.etcgroup.org/content/blocking-chain>

12. Ibid.



resilience. These also endanger innovation and puts control in the hands of a few.

As pesticides are big businesses, the agrochemical industry wants and has the means to keep pest control at status quo. The industry does not hesitate to use political muscle when its interests are at stake. The revolving door strategy assigns high-level government officials to work with the industry.

Governments allow these pesticides to pollute the environment, their farmers and communities. Even as governments ban pesticides, there is a gap in enforcing these bans and pressure to repeal these bans from big farmers/plantations, pesticides producers, and often also from countries where these corporations are based. For example, in 2019, Thailand announced the ban on three pesticides, but there was pressure from US corporations and farmers' lobby groups to persuade Thailand to repeal the ban and they succeeded.¹⁴ Unfortunately, pesticides sales are big businesses with huge profits, and vested interests keep them in the markets despite their dangers. Similarly, Malaysia and

Note to facilitator:

After the input, the facilitator can further discuss the topic using these guide questions:

- Who distributes or sells pesticides in your community?
- Who sells commercial seeds in your area?
- How have the products of the pesticides industry been promoted in your community – i.e. do they give out free products, hold special events, make other promises in exchange for using the products?
- Who collaborates with the pesticides industry in your community?
- Are the consolidation and mergers of the pesticide and seed industry a problem?

13. Ibid.

14. Bloomberg. 27 November 2019. Thailand Decides Against Pesticides Ban After U.S. Pressure.

<https://www.bloomberg.com/news/articles/2019-11-27/thailand-yields-on-pesticides-ban-after-lobbying-u-s-pressure>

Sri Lanka have also been under pressure when they banned pesticides in the past.

Irresponsible advertising continues to promote products that claim they are for cleaner crops and more profits. Research institutions and universities are provided grants so that research findings are skewed in favour of the industry, or lobby groups are paid to ensure that they get the support of policymakers.

In addition, online shopping or e-commerce platforms are becoming an expanding avenue for the sale of pesticides.

Institutions concerned with agri-business hire consultants and develop policies that support pesticides. Ideally, governments should be minimising pesticide use, but they are slow to enact and implement laws against pesticides. For a long time, concerned agencies and individuals have been voicing out their strong objections and dissent against the situation but agrochemical businesses and their allies are still making profits.

SUMMARY

We shared the situation of how pesticides came into our communities, how they were used and

their impacts. We discussed how pesticides use and its impacts affect women similarly and differently from men. The session on the Politics of Pesticides provided information about who gains and who loses, and the strategies of corporations to gain profits.

Additional Readings and References

ETC Group. 2019. Blocking the Chain. <https://www.etcgroup.org/content/blocking-chain>

PANAP. 2018. Of Rights and Poisons: Accountability of the Agrochemical Industry <https://panap.net/resource/of-rights-and-poisons-accountability-of-the-agrochemical-industry/>

PANAP. 2016. Handbook for Community Based Pesticide Action Monitoring, Corporate Accountability and International Advocacy: Children's Exposure to Pesticides. <https://files.panap.net/resources/CPAM-Questionnaire-6-Children-Exposure-to-Pesticide.pdf>

Paul, H. and Steinbrecher. R. 2003. Hungry Corporations: Transnational Biotech Companies Colonise the Food Chain. Zed Books.





Leonard G. Reyes

MODULE 4: WOMEN'S STRUGGLES AND STRATEGIES

Introduction

Objectives, Scope, Learning Points, Duration

Activity 1: Video Show

Input 1: The need to feed the food producers

Activity 2: Sharing of struggles and experiences

Activity 3: Community visit

Activity 4: Envisioning the future

Input 2: Strategies and alternatives

Summary

INTRODUCTION

This module gives participants an opportunity to share the struggles of their particular locality, their forms of resistance, their strategies and their available alternatives. Concrete suggestions are forwarded to identify and clarify the perspective of the participants on what they want to achieve.

This module also tackles movement-building in various localities and countries as its content is based on the experiences and reflections of participants about the movement in their respective countries. It also underscores the need for building solidarity at the local, national, and international levels.

It is also in this module where field visits are integrated to show the participants an actual example of an ongoing local struggle and share campaign strategies and best practices.

OBJECTIVES

At the end of this module, the participants should be able to:

- Relate the connection of the concepts presented in this module to Modules 1 and 2; and
- Envision a better future by identifying strategies to meet the current challenges.

SCOPE

- The call for women's organising and for new ways of agriculture and food production that does not deplete resources
- Mapping out of various strategies for action



- Examples of success stories in trying to attain alternative ways to the current systems (i.e., food security, food sovereignty and agroecology)

LEARNING POINTS

- Organising and strengthening of women's movements to act together to solve such problems
- Alternative measures are possible to ensure food security and food sovereignty

DURATION: 1 DAY

ACTIVITY 1: VIDEO SHOW

Duration: 45 minutes

Objective

To let the participants view a workable and possible strategy to inspire them to assert their rights and fight for change.

Materials

Any video material that highlights women's struggles and how the women took action to address their issues.

Processing

- 1) Ask the participants: What do you think of the film? Can you relate to it?
- 2) Let them discuss what approaches they have used in their current struggles. Relate it with the issues they have previously discussed. Questions could include the following:
 - a. Who is in power? Who has economic & political control?

- b. What were the form/s of struggles used?
- c. What current practices and solutions or alternatives did you think were most effective?

INPUT 1: THE NEED TO FEED THE FOOD PRODUCERS

Duration: 1 hour

We are the producers of food. And yet, we starve.

This condition is not new and it is getting worse. Most of the impoverished people – especially women and children - are found in developing countries. Why are food producers hungry even though they produce food for the world? What are the causes?

The United Nations Food and Agriculture Organization estimates that "as many as 828 million people were affected by hunger in 2021. The gender gap in food insecurity continued to rise in 2021 - 31.9 percent of women in the world were moderately or severely food insecure, compared to 27.6 percent of men."¹

Some questions to be raised:

- Why have we lost our local methods of agriculture and our local seeds?
- Why are our water supplies depleted?
- Why do we and our children suffer from health problems, including sterility, birth defects, cancer, nervous disorders?
- How is our biodiversity being affected, including wildlife and aquatic resources?
- Why is our soil no longer fertile?

1. FAO. 2022. The State of Food Security and Nutrition in the World (SOFI). <https://www.fao.org/newsroom/detail/un-report-global-hunger-SOFI-2022-FAO/en>

- Why are we facing serious social costs, including widespread hunger, poverty, joblessness, diseases, and deaths?

Synthesise the response from the participants.

ACTIVITY 2: SHARING OF STRUGGLES AND EXPERIENCES

Duration: 2 hours

Objective

To learn from each other's experiences and realise that even difficult issues can be resolved, especially with a united effort

Needed

Resource speakers who could share their success stories in campaigning. (The resource person/s can be selected among the participants.)

This activity can use the panel-format methodology where the resource speakers sit in front and the facilitator (and audience) can ask questions.

Processing

1. Discuss the context and emphasise the strategies that helped the campaign to succeed.
2. Underscore the need for arousing, organising and mobilising as important ingredients for a successful campaign.

ACTIVITY 3: COMMUNITY VISIT

Duration: Half-day

Objective

To see first-hand an actual, current struggle of a group of people, and learn from their experiences.

Needed

An area/location with an ongoing struggle, which is willing to host the participants as "exposures" or visitors. The security/safety of everybody concerned should be considered.

Processing

1. With the host organisation:
 - a. What is the history of your struggle? What are the issues you are confronted with?
 - b. What are your strategies to accomplish your goals?
 - c. What have you accomplished? What are your learnings?
2. With the participants (recap after the community visit):
 - a. What do you think of the community visit?
 - b. What have you learned from their sharing?
 - c. Emphasise the strategies that helped the campaign to succeed.
 - d. Underscore the need for arousing, organising and mobilising as important ingredients for a successful campaign.

ACTIVITY 4: ENVISIONING THE FUTURE

Duration: 3 hours

Objective

To get views from the participants on how they plan and strategise to face the challenges at present, and how to confront and overcome them for a better future

Materials

Craft paper, colored pens, crayons, coloured papers, scissors and tape or glue

Processing

1. Split the participants into workshop groups.
2. Let the groups discuss how they see their communities at present and how they want to see their communities in the future.
3. Let them draw illustrations that:
 - a. Portray their communities currently; and
 - b. Portray their vision for their communities 10 years from now.
4. Processing of the workshop:
 - a. Clarify that visioning should be realistic, otherwise it is not a vision but just a dream.
 - b. In visioning, deliberation and analysis of what can be done are important. The vision should be doable.
 - c. It is important to note that central to realising the vision is our formidable roles as women in making a change. Hence it is important to enhance our leadership capabilities.

INPUT 2: STRATEGIES AND ALTERNATIVES

Duration: 1 hour

Objective

To present strategies and alternatives for women.

Needed

Resource persons preferably from participants who could share their success stories in agroecology

Processing

The session is a free-flowing sharing of experiences and insights. The facilitator should be able to synthesise the discussion.

SUMMARY

1. We have inalienable human rights – right to life, right to good health, right to education, right to employment, right to happiness, among others. Though these rights are internationally- and nationally-recognised rights, it is not a guarantee that these will be upheld. We should continuously work to assert our rights. Our rights are only as good as our willingness and strength to struggle for them.
2. It is important to assert women's rights. We need to break barriers. We need to assert and be recognised as part of the economic, political and cultural life of society.
3. We should not fragment things. We should view things holistically since all things are interconnected. We are part of society and we should link up and work together with others who are making efforts to achieve a more just society.
4. The key link to making societal and global change is: ORGANISATION, AWARENESS-RAISING and COLLECTIVE ACTION.
 - a. Let us organise ourselves and our communities.
 - b. Let us educate ourselves and raise our awareness.
 - c. Let us do collective action to have power and strength in achieving genuine change in our societies.
5. Other effective strategies and alternatives include the following or a good combination of the following:

- a. Legal: This involves parliamentary action and other activities related to laws, policies, and national and international instruments.
 - b. Meta-legal: This involves all other actions, including rallies and similar mass actions, strikes or pickets.
 - c. Socio-economic alternatives: This includes collective farming, organising women trade unions, doing fair trade, and practising agroecological methods, among others.
 - d. Movement-building at the local, national and international levels to unite on similar issues/concerns/struggles and have similar vision, aims and objectives.
 - e. National and international solidarity: This involves linking up with other groups, within and outside the country.
6. As we speak, many more women like us are breaking new grounds, making strategies and alternatives that we have not tried before. We should be open to sharing and learning new and better experiences with them.

Additional Resources

PANAP. Women in Agroecology: Stories from the Field. 2019. <https://panap.net/2019/02/women-in-agroecology-stories-from-the-field/>

PANAP. The Right to Resist Land Grabs. 2017. <https://panap.net/2017/03/the-right-to-resist-land-grabs/>

PANAP. Agroecology in Action: The Women of Kampong Speu, Cambodia, 2017. <https://panap.net/2017/03/agroecology-in-action-the-women-of-kampong-speu-cambodia/>

PANAP. Our Stories, One Journey. 2015. <https://panap.net/2015/10/our-stories-one-journey/>





Jiru Rada

MODULE 5: UNDERSTANDING WOMEN'S LEADERSHIP

Introduction

Objectives, Scope, Learning Points

Activity 1: Quality Tree

Input: Qualities of A Good Leader

Activity 2: Longest Line

Activity 3: Making a House

Activity 4: Crossing the River

Input and Summary: Women's situation and leadership

INTRODUCTION

This module instructs on collective leadership and the qualities of a good leader. It outlines the process of empowerment, and links it with the issues of patriarchy, discrimination, and social divisions. It also instructs that women's potential and capacity are more than quantity, but about remoulding views about women, without stereotypes and discrimination. It stresses the importance of collective power among women and of forging alliances with other people's and civil society organisations.

OBJECTIVES

At the end of this module, the participants should be able to:

- Learn the qualities needed to be a good leader; and
- Acquire skills to advocate a certain cause.

SCOPE

- Women's leadership and empowerment
- Collective leadership and teamwork

LEARNING POINTS

- Good and progressive leaders are developed and are shaped with the right attitude.
- Being a leader is a commitment and a responsibility rather than a privilege.
- Progressive leaders inspire change. Genuine change is not given on a silver platter, it is achieved through struggle and ensuring women's rights.
- A leader could not do anything without the rest of the members who are inspired by her guidance and fervour.
- Service to the people is the motto of a progressive leader.

DURATION: 1 DAY

ACTIVITY 1: QUALITY TREE

Duration: 40 minutes

Objective

To point out the strength of each participant; and to identify these as good qualities that serve as foundation in becoming good leaders.

Materials

Illustration of a big tree, meta-cards and markers, tape or pins

Process

1. Put up a poster of a tree.
2. Give two meta-cards to every participant. Each one should write their two good qualities, and pin the pieces up on the tree.
3. The facilitator summarises the qualities, stating the strength of the group to move forward.
 - a. Remind the participants that to reach a goal, the root or foundation must be strong just like a sturdy tree. The qualities serve as the root or foundation of the tree.
 - b. Stress on the need to build on the good qualities to become good leaders.

INPUT 1: QUALITIES OF A GOOD LEADER

Duration: 10 minutes

All women have the potential to be a good leader.

Good leaders are created from people's struggles. From the ranks of the people who fight for their rights and struggle to reach their collective aspirations, good men and women leaders are made. These men and women leaders are one with the people – they know where and how to lead the people, and they are brave and

committed because of the collective strength of the people.

Good leaders are committed to the cause. They are selfless. They think of the collective good and not of their own interest. They are willing to make personal sacrifices, are the first ones to volunteer for a difficult or new task, and are brave in the face of danger, intimidation or failure. They are honest and humble. They are willing to face criticisms and accept suggestions, for the good of the whole organisation.

Good leaders listen to the people, always consult with the people, and do not make decisions without the organisation or the people's approval. Good leaders know that effective leadership is collective leadership, and not tyranny of one or a few.

Good leaders live simply and humbly, and provide a good role model to the community.

ACTIVITY 2: LONGEST LINE

Duration: 1 hour

Objective

- To emphasise that commitment to a cause must entail making a decision on what one is willing to give or sacrifice for it.

At the end of the exercise, the participants will be able to enumerate the talents and resources she has and is willing to share or contribute to the group

Materials

- Anything and everything that is on the person of the participant before the game starts.

Instructions

1. Before the start of the game, instruct the participants to drop everything they are



doing and do not let participants bring anything with them.

2. Ask the participants to go to a wide area (indoor or outdoor). Split them into two or three groups.
3. Instruct each group to form the longest line using only the things that they have on their person. They will be given two (2) minutes to discuss and plan. At a given signal, they will start forming the longest line.
4. After 5 minutes, the group with the longest line wins the game.

Processing

1. Full commitment of everyone is needed to accomplish any goal.
2. This commitment entails giving of one's time, talent and even resources. However, not everyone is willing to give the same

amount of time, talent and resources to accomplishing the group's goal.

3. The leader must be good at convincing the members to give whatever they have and this requires her knowledge on the existing talent and resources of each group member.
4. The leader must likewise be creative and resourceful for her to know how to maximise the resources and the skills that are in the group.

ACTIVITY 3: MAKING A HOUSE

Duration: 45 minutes

Objective

To impress the value of thinking as one and working as one

Materials

Old newspapers, tape, scissors



Instructions

1. Split the participants into 3-5 groups.
2. Give each group the materials needed: old newspapers, tape and scissors.
3. Give the instructions:
 - a. Each group will make a house out of old newspapers.
 - b. They should make it the prettiest and sturdiest house.
 - c. There is only 1 rule: They ARE NOT ALLOWED TO SPEAK while making the house, they can use hand signals only.
4. At a given signal, the groups will start making the house. After 30 minutes, they will be asked to stop.

Processing

1. When an organisation or group which is composed of many members, thinks and acts as ONE being, that is an excellent organisation and has effective leadership.
2. Unity of purpose and action will be developed in a group as it collectively works and struggles for its common dreams and aspirations, for many years.
3. The ideal working condition may not always be present, for example speaking up or communication may be restricted, , thus, a group or organisation should learn to be flexible, be creative and adapt to the situation. The good thing is that sometimes, good leaders and strong members are created during difficult times.

ACTIVITY 4: CROSSING THE RIVER

Duration: 30 minutes

Objective

To impress the importance of organising and working together for the accomplishment of goals.

Instructions

1. Let all the participants stay on one side of the room. Tell them to imagine that in the middle of the room runs a river and their task is to cross that river to reach the other side. They can use ANY means of crossing but there are 2 rules:
 - ◆ No one can repeat what has been done by somebody else (no repetition);
 - ◆ No one should be left behind
2. They will be given 10 minutes to think it out. When they are ready, they will be given a signal to start crossing the river.

Processing

1. Often the best way to accomplish a goal is to do things together. Many of the participants would not have been able to cross the river if they did not do it together. For instance, everyone should have crossed using a raft or boat since there are only limited ways of crossing a river.
2. It takes a lot of creativity to make a goal come true.

INPUT AND SUMMARY: WOMEN'S SITUATION AND LEADERSHIP IN SOCIETY

Understanding the situation and context is an important factor in becoming a leader. We have observed from the present leadership in our communities that having a woman in the government does not necessarily mean having a definite representative for our cause. It is important to analyse who is/are in power. A woman leader has to know the different issues that concern society in general and women in particular, such as economic divisions, political power divisions, male domination over women, among others. That is why we have to know what we are saying, we have to believe in it, and we have to act on it.

As women activists and productive members of society, we have to look at the economic and political relations or the social divisions.

Patriarchy or male domination exists in the power relations between men and women, where the man is seen as superior. It is a system that has been institutionalised through economic, political and cultural institutions. Religion is widely used in restricting women to be submissive to males, to be submissive to superiors or people in authority.

As women, we view a society that is just, equal and non-discriminatory. Our issues are not personal matters but societal matters. Therefore, we should involve ourselves in society, in the economic, political and cultural spheres, if we want change.

We should learn how to raise awareness of women's issues and social issues. We should be brave to go outside the confines of our homes and communities to seek out women and men willing to listen and learn about our cause.

We should also realise the power of organising. It is similar to one hand beating; the sound is inaudible compared to many hands clapping that vibrate loudly like music. The "enemy" could not ignore us if we are many and united. The strength of the collective results in a powerful voice.

We should learn to do collective action, as women and as citizens of society. Our struggles and dreams will not be realised if we fail to come together as women and as oppressed peoples.

As leaders of change, we should remember that women's struggles cannot be separated from the struggle for democracy, nor can it be separated from the struggle for human rights, rights of workers and indigenous peoples and for justice for all. Women's issues are a concern of our societies. Women's rights are human rights!





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