



**STOP  
THE WAR  
ON  
WOMEN**

Women's Assembly Retreat  
2022

## **Notes about the program**

The program is held jointly by Tshisimani and the Education + Learning committee of the Women's Assembly. This is to empower the committee to work independently from Tshisimani in the future, relaying the lessons from the assemblies within communities far and wide.

Each day will be held by a committee – listed on the program. This means they will host the icebreakers and clearing and setting of the space in which the program is held.

## **Morning Songs**

During every tea break the women will be challenged to learn a new struggle songs led by Housing Assembly. The songs will be written up and the lyrics will be taught in a group.

## **Evaluation**

This will be led by Simone & Henriette on the first day and includes participants answering a number of questions which reflects broadly on the sessions held on the day. It will be held by the education & learning team for the rest of the weekend. Answers to the following questions should be written up and put together on our “reflection wall”. Held by the education & learning teams. Alex will be holding the final and overall assessment of the camp.

## **Evaluation Questions:**

- What was new about the way you learned today?
- What slogans emerge from this particular day – if you had to make a banner or poster what would it say?
- What is a key word you will carry with you from this program?

## Day 1

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### **About:**

This day begins with a reflection of the achievements of the women's assembly this far, introducing the tools introduced by Shaheeda Sadeck (IHOM) and Dr Sarah Henkeman in understanding violence in communities today. It also briefly reflects on the struggles of food security identified by the women's assembly as a key place of struggle. This day also takes a moment to engage the emerging context of race and class which has an impact on how women organise. We deal with the experiences of race and class people have engaged and begin to think about what is systemic in these experiences. For the context of participants we think specifically about spatial apartheid and planning and the divisions and value of labour and class contributing to inequality is important.

### **Aims & Objectives**

This session should:

- Reflect on and contextualise the women's assembly of 2022.
- Identify the experiences with race and class within the context of the participants
- Identify systemic contributors towards race and class such as spatial apartheid and wealth inequality.

### **Day activity sessions:**

List the activities for the day as follows:

This day comprises the following activities:

**Activity 1:** Recapping the Women's Assembly 2022

**Activity 2:** The Women's Assembly Gallery Walk

**Activity 3:** Understanding Race & Class biases in our Organising

## Day 2

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**About:**

This day will carry through the lessons on race and class struggle discussed on day 1 and introduce new ideas of gender and power. This will help us to identify how struggles intersect and introduce the idea of Intersectionality. Following this we will begin to discuss what a feminist movement is, what feminism is and how it can help us to escape triple oppressions of gender, race and class through feminist organising.

**Aims & Objectives:**

This session should teach us to:

- To understand intersectionality and the concept of “triple oppression” as a lens to understand the world around us.
- Help us understand the purpose and importance of feminist movements.
- Build our own unique understandings of feminism.

**Day activity sessions:**

List the activities for the day as follows:

This day comprises the following activities:

**Activity 1:** Involving Gender and Power

**Activity 2:** Intersectionality – identifying where the ideas connect

**Activity 3:** What is Feminism?

**Activity 4:** What do feminist organisations look like?

# Day 3

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## **Food Sovereignty from A Feminist Perspective**

This day will be dealing with food sovereignty from a feminist perspective and making the necessary connections between race, class, and feminism themes dealt with on days 1 and 2.

### **Objectives for this day:**

What is the overall aim of the day?

- At the end of this day participants should understand that race, class, and food sovereignty struggles are intersectional,
- Will be able to link the theory learned on days 1 and 2 to the practice in food sovereignty organisations,
- Be able to plan, and develop banners, posters, and media messaging on the topics and issues learned about.

### **Day activity sessions:**

List the activities for the day as follows:

This day comprises the following activities:

**Activity 1:** Housekeeping and Recap of Day 2

**Activity 2:** Presentation and discussion with Marcus Solomons from The Children's Right to Food Campaign

**Activity 3:** Presentation and discussion with La Via Campesina Comrades on Food Sovereignty from A Feminist Perspective

**Activity 4:** Group Work and Discussions on La Via Campesina Programme on Popular Feminism and Food Sovereignty Pathways in SA and around the world.

**Activity 5:** Protest Preparation - Banner and Poster Making, Press Release, etc.

**Activity 6:** Evaluation

# Day 4

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## **Articulating The Intersectionality of Violence and Hunger**

This day will be a culmination of what has been learned in the Women's Assembly since the beginning of 2022.

### **Objectives for this day:**

What is the overall aim of the day?

- The first part of the day the women will put their learning on violence, race, class, and food security into action by having a picket,
- Will be able to link the theory to practice in articulating themselves.
- Will be able to organise and present a women's day programme.

### **Day activity sessions:**

List the activities for the day as follows:

This day comprises the following activities:

**Activity 1:** Picket

**Activity 2:** Recap of Day 3

**Activity 3:** Picket Debriefing

**Activity 4:** Camp Evaluation

**Activity 5:** Women's Day Programme Preparation

**Activity 6:** Lunch and Programme

**Activity 7:** Programme Ends and Departure

## Activity 1: Recap the Women's Assembly of 2022

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**Aims:**      **To help us to:**

- To consolidate the work the women's assembly has done in 2022
- To remember and reflect on the tools of analysis build this year: macro, micro and meso lenses; visible and invisible violence.
- To catch the lessons on violence and food insecurity we developed this year to build on that foundation moving forward.
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**Task 1: Gallery Walk**

In groups: (15 mins)

Arrange the Women's Assembly meetings pictures you received on a timeline, and:

- Describe what you have learned on that particular day in the pictures and if you could use what you have learned in your
  - a) Life or Home
  - b) Organisation
  - c) Community
- Discuss and describe if, how this theme assisted you in building advocating for change;
- Discuss how this work assisted you in building networks and or demonstrating active solidarity amongst women and or organisations.

**Task 2: Group Report Back and Plenary discussion (40mins)**

## **Activity 2: Having a Conversation about race, class, and community**

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### **Task 1: Siphokazi Jonas**

Listen and Watch the performance by Siphokazi Jonas.  
Answer the following questions with the person next to you:

#### **Questions:**

1. Why did the poet/performer choose this setting to tell this story?
2. What did we learn about her family?
3. Will she (or her daughter) ever get to sit in that chair?
4. What does the sentence “the right kind of poor” mean?

### **Task 2: Stereotypes about race and class**

In groups engage different scenarios and personalities. Talk about the stereotypes that are common about these figures.

1. Your group will receive pictures of different people from Cape Town. Based on your assumptions answer the questions on the next page:

### **Task 3: Discussion**

The education and learning team (Feziwe & Vanessa) will hold a discussion about why it is important to overcome our stereotypes and biases in order to build better organisations. Answer the following question:

#### **Questions:**

1. How does biases and prejudices how does it prevent us from building stronger organisations?
2. What should we do to fight these biases and prejudices in our communities and organisations?

**Questions about the case studies:**

**Siphokazi, Janet, Sara, and Cecile** are all parents. When one of their children went to high school, how easy or difficult was it for them to get decent schooling for their child? Why was this?

**Think about the food options for Frans & Marina, Tasneem, Phumla, and Johan & Linn:** Where do these people food from? What are the main foods they buy to feed their families?

What are the kinds of visible and invisible violence(s) that **Salome & Sara, Amina, Sandiswa, & Noma** are faced with? Why do you think there might be a difference? Where are the similarities?

What are some of the attitudes or prejudices that the following pairs have about each other, for example:

- Tasneem & Siphokazi
- Linn & Marina
- Salome & Noma
- Sandiswa & Phumla
- Janet & Johann

*Work in pairs in your group to think about two of these characters and then come together to discuss. **How does what you have learnt about the attitudes and prejudices between different communities' link to your own experiences?***

## Activity 3: How Race, Class, Gender, connect in our lives and influence the distribution of Power

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### Aims: To help us to:

- To help us understand what gender, race and class inequality is.
- To help us understand how these various inequalities connect in our lives
- To help us understand how the connections of these inequalities affects distribution of power in our lives

### Task 1: Warm up/Introductions

*This exercise is done to warm up the participants and to get a sense of their understanding of the intersecting issues/inequalities*

1. Break into 3 groups
2. Each group, will buzz for 10 minutes on their understanding of:
  - what is racial inequality?
  - What is gender inequality?
  - What is class inequality?
3. After 10min, each group will create a poster, or a living statue, or poem or any creative presentation, to present to plenary on how they understand these issues from their own experiences.
4. Each group will get 6mins to present their creative out put to plenary.

### Task 2: Reading Activity

1. Each group will get a news article that speaks to how different women experienced Covid 19 level 5 lock down.
2. The 3 groups will then come together, to create a radio show, with 1 radio host and 3 interviewees, and two callers.
3. They will host a radio show called, **The impact of Level 5 lock down on Cape Town's women.**
4. In this show they will speak about how the connections between the struggles of gender, race and class got highlighted by the impact of COVID 19 level 5 lockdown using information from the provided articles and their own experience.

## Articles (Catalogue):

1. Covid-19 mitigation measures have neglected informal traders, say women's organisations
2. Child hunger: Growing scourge amid COVID-19 pandemic
3. Covid-19 could 'derail' gender-equality progress in SA's labour market

### MAVERICK CITIZEN

# Covid-19 mitigation measures have neglected informal traders, say women's organisations



*Most informal traders are women. Many have lost their jobs and those who continue to work report working fewer hours and/or earning less than they did before the crisis. (Photo: Gallo Images / Ashley Vlotman)*

By Zukiswa Pikoli

‘During Covid, the government never assisted us with anything... we are suffering in the streets. Mothers are suffering because their kids are forced to drop out of school. We are in serious debt’ — informal trader, Miriam Sibiya.

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Women in Informal Employment: Globalising and Organising (Wiego) and UN Women have put together an initiative called Coping in Crisis: Informal Workers' Lives and Livelihoods during Covid-19. It aims to show the gendered impact the pandemic has had on women, particularly those in the informal trading sector.

The organisations spoke to several informal workers and traders who detailed how difficult Covid-19 had made their lives — from being harassed by metro police and having their goods confiscated, to worrying about how to feed their families and how to get their children to school.

[Wiego's policy brief](#) says the plight and needs of women informal traders can be summed up as follows:

- Most informal traders are women. Many have lost their jobs and those who continue to work report working fewer hours and/or earning less than they did before the crisis.
- To avert chronic hardship, increases to existing grants need to be urgently reinstated, the Covid-19 Social Relief of Distress Grant must be continued and unemployment relief rapidly extended to domestic workers and other informal wage workers.
- To help restart work and inject much-needed income into low-income households and communities, small business support must be extended to the informally self-employed.
- The provision of publicly funded childcare services must be expanded to better enable women's economic recovery.
- In vaccination rollout, informal workers who are at risk need to be included.

In a [video titled \*Street Traders on the Move\*](#), Miriam Sibiya's voice is strained as she recounts the hardships she has had to endure during lockdown. Sibiya is a member of the Johannesburg Informal Traders Platform and runs a food stall in central Johannesburg.

“During Covid, the government never assisted us with anything... we are suffering in the streets. Mothers are suffering because their kids are forced to drop out of school. We are in serious debt right now,” said Sibiya in the video.

[Selina Ndlovu](#), 42, is a domestic worker in Cape Town. A year ago, she found herself locked down with her former employer, for whom she worked three days a week. She said that in return for very basic accommodation, the employer expected her to babysit and clean up after their children.

Her hours of work were not set and she was told that her off-time would be when the baby was asleep. Selina said she was so exhausted by the unpaid

extra work that she considered living under a tree as an alternative arrangement.

“I’d feel like I’m in a prison. I couldn’t go on to the street, not into a shop...”

[Chevonne Jacobs](#) is a “home worker”, which means she is home-based and subcontracted to make products such as garments which are then sold domestically or internationally.

Jacobs said that during the initial Level 5 lockdown, she spent eight weeks at home with no orders coming in: “From being very busy, we went to having nothing. Everything went quiet.”

“It wasn’t just my family, it was all of us... sitting in shock with nothing to do. I thought, I have to do something, so I went through old cupboards and found some bags of material and then I called the ladies.

“I said, ‘come and take what you need and make skirts, pyjamas, masks’. Then at least they had something to sell — even if very cheaply — or to give their children to wear. It lifted their spirits a bit,” Jacobs said.

She said neither she nor anyone she knows received the government’s Covid-19 relief grant or food parcels, for which they applied.

Before the pandemic, self-employed artist and jewellery designer, [Ernestine Mohlolobi](#), was doing well selling her products before her business was ruined by what she says were counterfeit jewellers stealing her designs. She turned to waste reclaiming, where she says the hours are long — but she was able to make a living until lockdown was imposed in March 2020.

Many waste reclaimers went hungry during the initial lockdown as they were not recognised as an essential service and were unable to work. If they did, they faced police harassment. Mohlolobi managed to survive because the African Reclaimers Organisation (ARO) started a funding campaign for reclaimers.

ARO also engaged with the government and the South African Waste Pickers Association and were then able to benefit from the Solidarity Fund’s food packages and use the money from the funding campaign to assist reclaimers.

Speaking about the power of solidarity through organising, Mohlolobi said “there were people who were doubtful; who never believed much in the organisation. But now they are having difficulties... they remember that there is somebody who can help. They see they are not just alone.”

[Nokwanda](#) runs a trading stall in Durban's CBD selling cigarettes, lighters, matches and sweets. She earns R550 a week working from 7.30am to 5.30pm, six days a week.

A Malawian immigrant, Nokwanda tries to send R800 a month back home to help support her three children. However, that became impossible during the hard lockdown.

Her employer denied her request for a loan and she had to rely on the kindness of neighbours who shared their food with her when they could. She also got donations from a nearby mosque.

Nokwanda said she was unable to benefit from government relief funding as she did not have a work permit. She resumed working at the stall in August 2020, but now has the added burden of having to pay back debts and restart her savings, which she had to spend on living expenses.

There are other stories about the disproportionate impact Covid-19 has had on informal traders in South Africa and other parts of the world, which can be read [here](#).

Wiego argues that, given the important role informal workers play in the economy, the government needs to ensure they are better protected during times of crisis. This includes making sure they are included in the initial phases of the vaccine roll-out since they are particularly vulnerable from constantly coming into contact with people. **DM/MC**

# Child hunger: Growing scourge amid COVID-19 pandemic

Aug 31, 2021  
by Lilita Gcwabe



Written by [Lilita Gcwabe](#)

The COVID-19 pandemic has severely exacerbated child hunger and malnutrition, with millions of South African households reportedly running out of money to buy food during the hard lockdown last year.

While child hunger and malnutrition have long plagued South African society, the problem has worsened during the past year, with data showing that throughout the hard lockdown last year, child and household hunger increased, with almost half of households running out of money for food.

The [National Income Dynamics Study – Coronavirus Rapid Mobile Survey \(NIDS-CRAM\)](#) stated that during April/May 2021, respondents in about 2.3 million households reported child hunger in the week before they were interviewed. Of those 2.3 million households, around 620 000 reported that a

child had experienced hunger almost every day or every day the week before they were interviewed in April/May 2021.

Wanga Zembe-Mkabile, a specialist scientist at the [South African Medical Research Council](#) (SAMRC), said the situation reflects a society that has failed to cater for able-bodied, working age (18-59) adults who are unemployed.

“It shows a food system that grows more than enough food to sustain the entire population of this country, but which fails to reach the poor. It reflects persistently high levels of inequality, which have only worsened with COVID-19,” she explained.

“It reflects the ways our economy continues to exclude the poor, especially women. Women’s employment is even lower in 2021 than it was at pre-pandemic levels, according to the NIDS-CRAM Wave 5.”

Zembe-Mkabile runs studies focused on social determinants of health, in the context of maternal and child health, particularly as it relates to the role and impact of social protection/social grants on child health and wellbeing outcomes.

She noted that women will have a more difficult time recovering from the devastation caused by the pandemic than men.



## Going to sleep hungry

"It's not just happening in our informal settlement; it's happening in informal settlements everywhere. People are hungry, parents go to sleep hungry and children go to sleep hungry. Parents have to sacrifice food and not eat, so that their children can eat," said Mpho Mmasechaba (27).

Mmasechaba has a Diploma in Public Relations, but sells "kotas" – a popular township street food – to earn a living while she looks for a job. She said volunteering at a soup kitchen and helping her mother is important because people in her community need food.

"I see many young boys and girls of school-going age walking in the street every day. I once asked one of the boys why he was not at school and he said his mom would only be able to buy him lunch for school the following week. Parents cannot afford to feed their children and are unable to take send them to school with a meal," said Mmasechaba.

According to [Statistics SA](#), more than half a million households with children aged five years or younger experienced hunger in 2017. Northern Cape and KwaZulu-Natal had the highest proportion of households that experienced hunger.

Mmasechaba's mother, Sanny Mashigo (48), started her soup kitchen during hard lockdown last year, when she stopped working but still had stock left over.

"I started cooking for more than 300 people – men, women and small children. Eventually, some returned to work and I was feeding about 200 people. I make them bread and tea at 8h30 and at 13h00 I served lunch," said Mashigo.

### 'Too broke to pay attention'

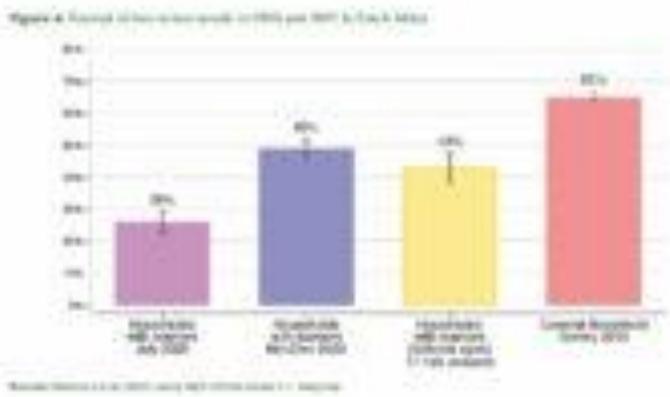
"I continued to cook for people until my savings ran out, before asking for donations from community members and people from my church, who were willing to donate food. But we currently still have no sponsors or funds from anywhere else that are helping us. We hope that people will continue to help us feed our community until we get permanent financial support."

Mashigo's application to register her soup kitchen with the Department of Social Development has been delayed by the lockdown. Following the department's approval in May, Mashigo won't be able to collect her certificate until the country goes to lockdown level 2.

The reality of being "too broke to pay attention" is lived out by many children in South Africa. Coming from a poor home, where a daily meal is not guaranteed, means that many children go to school hungry and cannot fully participate in the classroom.

## 3. School meals

Less than half of respondents (43%) reported their child received a school meal in the last 7 days in Feb-March 2021 (while schools were open). (NB 58% of parents support going back to school every day (W3))



*The National Income Dynamics Study – Coronavirus Rapid Mobile Survey (NIDS-CRAM) reveals that the level of child hunger in February/March 2021 (14%) is nearly double pre-pandemic levels.  
(Photo: Twitter – Nic Spaul)*

Hunger affects a child's concentration and focus in the classroom, which is why the **National School Nutrition Program (NSNP)** was established. Some nine million learners receive meals on a daily basis through the initiative which enables their opportunities to succeed at school, said Lori Lake, a communication and education specialist at the Children's Institute. "However, when schools closed, this program was shut down and civil society had to step in and take legal action. What's really interesting is that the court ruled that the right to education and the right to nutrition are a fundamentally intertwined, a hungry child cannot learn."

## **Food security and nutrition**

The Children's Institute has worked with a number of partners to draft a series of advocacy briefs looking at the impact of COVID-19 on children, children's access to healthcare services and how these were disrupted. The institute also looked at the impact of lockdown on food security and nutrition, the impacts on violence, injury and mental health, and also the ways in which COVID-19 disrupted children's access to essential services, such as early childhood development programs and schools.

"Covid-19 widened and deepened the impact that poverty has on children's lives. People had to make very difficult choices around what to buy. If there's less money to spend on food, there's a tendency to buy more starch, and to do away with the protein and the micronutrients that are needed for optimum health and growth and development," said Lake.

"The effect of rising unemployment and food prices, even after the easing of lockdown restrictions, was felt severely by poor households. People had to make dietary choices based on what they could afford."

Zembe-Mkabile said that child stunting is an indicator of chronic poverty and remains high, with stunting prevalence at 27.4% pre-COVID-19 in 2016. This was higher than the 25% average for a developing country. Young children are especially vulnerable to becoming stunted.

"Child hunger can contribute to stunting, and stunting has a deleterious impact on child development and the entire life course of a child, with stunted children having higher odds of poor growth, poor cognitive development, poor

educational outcomes and low economic productivity later on in life. They are also likely to suffer greater health problems associated with poor nutrition such as obesity and associated diseases of lifestyle such as diabetes,” she said.

Zembe-Mkabile also noted that children who have experienced persistent hunger are at higher risk of developing depressive symptoms later in life.

## **Fewer clinic visits**

Data from the Western Cape shows that there were 23% fewer primary healthcare visits for children under five in 2020 compared to 2019. With fewer children attending clinics, there was less opportunity to do growth monitoring to identify children who were at risk of malnutrition. Fewer children also had access to vitamin A supplementation and deworming, as well as treatment for severe and acute malnutrition.

One of the issue that the Children’s Institute’s advocacy briefs highlight are for routine healthcare services and nutrition services to be restored. They also call for the healthcare system to put proactive measures in place to identify and support children who may be at risk of malnutrition.

“If we think about the services that reach out to support very young children, health is the lead department for the first 1 000 days. So we need to be thinking about restoring growth monitoring through clinics, but also thinking about using community health workers to really reach out in innovative ways to reach children and families where they live, especially given people’s fears of COVID-19 infection,” said Lake. – *Health-e News*

# COVID-19 could ‘derail’ gender-equality progress in SA’s labour market

17 NOVEMBER 2020 | STORY NIÉMAH DAVIDS. PHOTO [ADOBE STOCK](#). VOICE NELISWA

SOSIBO. **Read time** 6 min.



Because of the jobs women occupy, they are at greater risk of losing their source of income as a result of the COVID-19 pandemic.

**Decades of work and hard-won gains into achieving gender equality in the labour market in South Africa could be derailed by the effects of the COVID-19 pandemic.**

This is according to a research paper by the Southern African Labour and Development Research Unit (SALDRU) at the University of Cape Town (UCT). Lead author Dr Jacqueline Mosomi said that the paper, [“Unpacking the potential implications of COVID-19 for gender inequality in the SA labour market”](#), studied the industries adversely affected by the pandemic – and in turn, what this means for gender equality in the labour market.

Since the onset of democracy, Dr Mosomi said, women have made significant progress in the labour market. Research indicates that the gender wage gap improved from 40% in 1994 to 16% in 2014. But as a result of the COVID-19 pandemic and the nationwide lockdown, these gains hang in the balance.

“Because of the nature of the occupations women are in, they are at a higher risk of losing their source of income.”

“Because of the nature of the occupations women are in, they are at a higher risk of losing their source of income. They are also more likely to be exposed to the virus when compared [with] men,” Mosomi said.

### **Affected industries**

According to Mosomi, in the past, global financial crises have unintentionally reduced gender inequality in the labour market – only because they have impacted male-dominated industries more than industries dominated by women. However, the health risks associated with the COVID-19 pandemic set it apart from past economic downturns.

She noted that the pandemic and lockdown have directly affected some of the largest employment industries for women in the country. Four key sectors which employ mainly women have been hardest hit. These include the services sector, which employs approximately 31% of all employed women; followed by the trade, finance and domestic worker sectors, which employ 22%, 15% and 14% of women respectively.

“One concern is that the COVID-19 pandemic may undermine access to income for women – and black women, in particular – more so than for men. This is because female employment is clustered in the services sector, adversely affected by the health and safety protocols implemented to reduce infection,” she said.

This could be a major setback for gender equality in the labour market, she added.

### **Unpacking the findings**

Mosomi said that because Level 5 of the nationwide lockdown required a complete shutdown of services, with the exception of essential workers, more women experienced loss of income, compared with men.

The research indicated that 66.48% of employed women were not classified as essential services staff, compared with 59.05% of employed men. And because of the nature of their jobs, these women could not work from home, resulting in a loss of income.

“[Many of] the essential services categories – like mining, construction, plant machine operators and protective services – are male-dominated industries.”

“This is largely because [many of] the essential services categories – like mining, construction, plant machine operators and protective services – are male-dominated industries,” she said.

On the other hand, the study revealed that other occupations dominated by women are reported to leave women 16% more at risk of contracting infectious diseases, such as COVID-19. Roughly 23% of the jobs occupied by women are directly exposed to infectious disease, compared with 7% of the jobs occupied by men.

The data demonstrates that aside from making up most of the domestic workers and primary school teachers in the country, women also make up 78% of personal care workers, 92% of home-based care workers, 57% of doctors, 87% of nurses, 76% of medical assistants and 47% of pharmacists.

“The implications here for women who continued to work throughout the hard lockdown because they were classified as essential services staff, [is that] they were – and still are – more exposed to the virus,” Mosomi said.

### **Job losses**

Previous research by the National Income Dynamics Study – Coronavirus Rapid Mobile Survey (NIDS-CRAM) indicated that a whopping 67% of the jobs lost during lockdown Level 5 were occupied by women. According to Statistics South Africa, in the first two quarters of 2020 the services sector shed 515 000 jobs, followed by the trade sector (373 000), the domestic worker sector (311 000), the finance sector (283 000), the construction sector (278 000) and the manufacturing sector (250 000).

“Of great concern is that even with the easing of lockdown restrictions under Level 3 of lockdown, employment numbers didn’t improve significantly.”

“These sectors are dominated by women. Of great concern is that even with the easing of lockdown restrictions under Level 3 of lockdown, employment numbers didn’t improve significantly,” Mosomi added.

“With this as a reality, a major concern for us is that the progress that has been made towards reducing gender inequality in the labour market over the last 20 years will be held back. We need to work very hard to turn the tanker around.”

*Researchers have committed to keeping a close eye on this area, and will track any progress or regress made.*

## Activity 5: What is 'Our' Feminism

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**Aims:**           **To help us to:**

- To understand what feminism is.
- To define feminism in our own way that is helpful for us and our movements.
- To understand how feminism can improve our organizations.

### **Task 1: Popular Definitions of Feminism**

In groups engage popular statements about feminism placed on the wall around you.

1. Choose the statements you feel most aligned with and write them down.
2. As a group decide on key words which define feminism from all the statements you've read and engaged.

### **Task 2: Building OUR own feminist pot**

5. Together, draw a pot with three legs – each leg must represent a value of feminism which you would like to keep and take forward as a group.
6. Present your pots to everyone – together we will decide on the most common words which makes up the Women's Assembly understanding of feminism as an organizing principle.

## Activity 6: Feminist Organization

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**Aims:**      **To help us to:**

- To demonstrate different kinds of feminist organizations.
- To discuss what makes an organization feminist.
- To decide what we should keep and leave behind about feminist organizing.

**Task 1: Feminism and class struggle**

This activity will deepen feminism and working-class struggles. This activity seeks to define what a working-class feminist looks like.

In groups read from page 107-117. Read slowly highlighting key words. Explain and discuss what you are reading.

**Resource:** ***bell hooks: feminism and class power (page 107 – 117)***

[http://carbonfarm.us/amap/hooks\\_class.pdf](http://carbonfarm.us/amap/hooks_class.pdf)

After reading this answer:

Has your meaning of feminism has changed?

What are new terms you want to add to the pot or remove from the pot that you have completed in the previous activity?

**Task 2: Contemporary feminist movements**

This activity will look into South African contemporary Feminist movements. Watch the videos demonstrating the case studies below – each group will reflect on one movement. Create a poster or collage reflecting on the work of this movement.

**Case studies:**

1. Women Action Group (Zimbabwe):

[https://www.youtube.com/watch?v=lhwcz\\_XXCn8](https://www.youtube.com/watch?v=lhwcz_XXCn8)

2. #TotalShutdown:

<https://www.youtube.com/watch?v=eDgqIZjzCDw>

3. Women on Farms:

<https://www.youtube.com/watch?v=ShaY2wJ-8tU&t=11s>

4. RU Reference lists (A bit long: cut):

<https://www.youtube.com/watch?v=YZqQdMhitgY&t=97s>

5. Los my Poes AF

<https://twitter.com/brooker28/status/1169588780094894080>

**Task 3: Creatively present on the feminist movement.**

This can be done through a colour chart where you present what the movement is about. Answer the following questions:

What are the campaigns of the movement?

What makes the movement feminist?

What is the most interesting thing about the chosen feminist movement?

Any critiques on the movement?

## Activity 7: Children's Right to Food Campaign

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**Aims:**      **To help us to:**

- Learn about the Children's Right to Food Campaign and its key demands and campaigns.
- To learn how the campaign can form part of our organisations.

### **Task 1: Presentation**

Listen to the presentation by Marcus Solomon's about the Children's Right to Food Campaign. Take notes and prepare to ask questions.

## **Activity 8: Presentation and discussion with La Via Campesina Comrades on Food Sovereignty From A Feminist Perspective**

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**Aims: To help us to:**

- At the end of this day participants should understand race, class, and food sovereignty struggles are intersectional,
- Will be able to link the theory learned on days 1 and 2 to the practice in food sovereignty organizations,
- Be able to plan, and develop banners, posters, and media messaging on the topics and issues learned about.

### **Task 1: History/Background**

Charmaine, Theresa, and Jolene from La Via Campesina will share the background of the organizations: Food Security Campaign, Surplus People's Project, La Via Campesina with a slide show and video presentation.

2. Write down any questions you want to ask or have about the organization and the campaign.

### **Task 2: Group work and poem.**

### **Task 3: Peasant Feminism**

Through a slide show, group work and songs the women will present the idea of *peasant feminism*.

## **Activity 9: Campaigns, banner-making & press statements**

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### **Aims: To help us to:**

- To consolidate and make strategic choices from our list of demands relating to women, violence, food justice, cost of living and power
- To collectively choose three or four demands to frame our protest on Monday
- To be clear on what our core message/messages are
- To develop a press statement that captures our campaign message and demands
- Briefly introduce skills for banner and poster-making
- To initiate the process of developing effective campaign materials for Monday's protest – banners and posters

### **Task 1: Overview of what we are facing – reflect and consolidate demands**

1. Open a reflective plenary session on the key themes that have come from the camp. Map these on a visible sheet on screen. Arrive at core issues raised in the camp
2. Make strategic choices in terms of what single ISSUE to focus on for the protest
3. Expand and explore the single issue and how it impacts us in various aspects of our lives – hear from participants in the room and reflecting on what was shared over the camp
4. Develop three or four demands from the chosen issue
5. Think through a hashtag (core message)

***Task 1 should take 45min***

### **Task 2: Group work in banner-making and press statement**

1. Introduction to task: splitting into two groups focusing on the press statement and banner/poster making

#### **Group One: Press Statement**

- How to write press statements using supplied materials
- Using our demands, hashtag and campaign message to develop our press statement for Monday
- Share press statement with the rest of participants and share with movements for endorsement via email for approval with adjustments for next day

**Group Two: Preparation for making-a-scene (working through banner-making booklet)**

- Introduction to spectacle and what works creatively to communicate political messages
- Tips & tricks to creative effective banners, posters & props
- Practically creating the banners, posters & props

***Task 2 should take 1hr 45min but participants are expected to work into the evening***