

PART 3:

GENDER & ECONOMIC JUSTICE – A POPULAR EDUCATION CURRICULUM

BY INDIRA GARMENDIA & UFE'S POPULAR EDUCATION TEAM

INDIRA GARMENDIA IS A POPULAR EDUCATOR CURRENTLY BASED IN ST. PAUL MINNESOTA. THIS CURRICULUM WAS PREPARED USING MATERIALS BY UFE'S POPULAR EDUCATION TEAM, SYNTHESIZING DECADES OF EXPERIENCE AND KNOWLEDGE OF NUMEROUS FACILITATORS, TRAINERS, AND PARTICIPANTS.

Introduction

How to win a fair economy: make leaders multiply. United for a Fair Economy uses popular education to inspire the economic justice advocate in everyday people. We create curricula that are designed to help you turn learning into action and make movements grow.

Below you will find a workshop outline that you can use to motivate action for gender, race and economic justice. Use it with your community group, your union, your workplace, or place of worship.

To lead these activities, you don't have to be an expert, but a facilitator. So often our leadership and education strategies elevate the loudest voice or the most credentialed. This often favors voices of men, cisgender people, white people, and people with economic privilege. Those who do not carry these privileged identities are taught to

mimic cultures of power and dominance just to be heard at all. But there is a better way.

Our Popular Economics Education approach says that we are all teachers and learners. Instead of leaping into action based on a plan predetermined by a small group of leaders, it says that we are all leaders with something valuable to contribute. It proposes an inclusive process that works with people who are directly impacted to define the problem – to create solutions that are not only more inclusive, but, we believe, more effective.

We invite you to use this resource to inform your own strategies for economic justice: adapt it, add activities, take them out, make it relevant to your participants and their needs. Let us know how it goes!

To build a fair economy there is a lot of work ahead. Thanks for joining us on this journey.

1. Welcome and Introductions (10 minutes)

- a. Welcome and thank you for joining us. My name is _____ and my pronouns are _____.
- b. This workshop from United for a Fair Economy is about gender, race, and economic justice. Listen to this review of the agenda for our workshop.
 - i. Introductions
 - ii. Gender in the Economy
 - iii. The Gender Gap
 - iv. Care Work
 - v. Strategies for Economic (Gender) Justice
- c. What are your questions about this agenda?

FACILITATE ONLINE!

Take a moment to introduce some important features on Zoom.

- i. Gallery View: Drag your mouse over the screen where you see our faces. In the top-right corner it will say either “gallery view” or “speaker view.” Click it to see what happens. We ask that you use gallery view to simulate us being in a circle together.
- ii. Camera and Mute: Drag your mouse over the screen and look to the bottom of the Zoom window. There you will see a camera icon and a microphone icon. Go ahead and try clicking on both. When there is a red line through the microphone it means you are on mute. Same for the camera. Try to keep your camera on to maintain connection with the rest of the group.
- iii. Participant name: Now I want you to draw your mouse over the screen and click on the icon at the bottom that says “Participants.” You will see a window open up with a list of everyone in this workshop. Look for your own and enter your name & pronoun.
- iv. Chat Box: Near the bottom of your screen, you will also see a speech bubble. This is the chat box. Use this to offer additional comments or questions as the workshop proceeds.

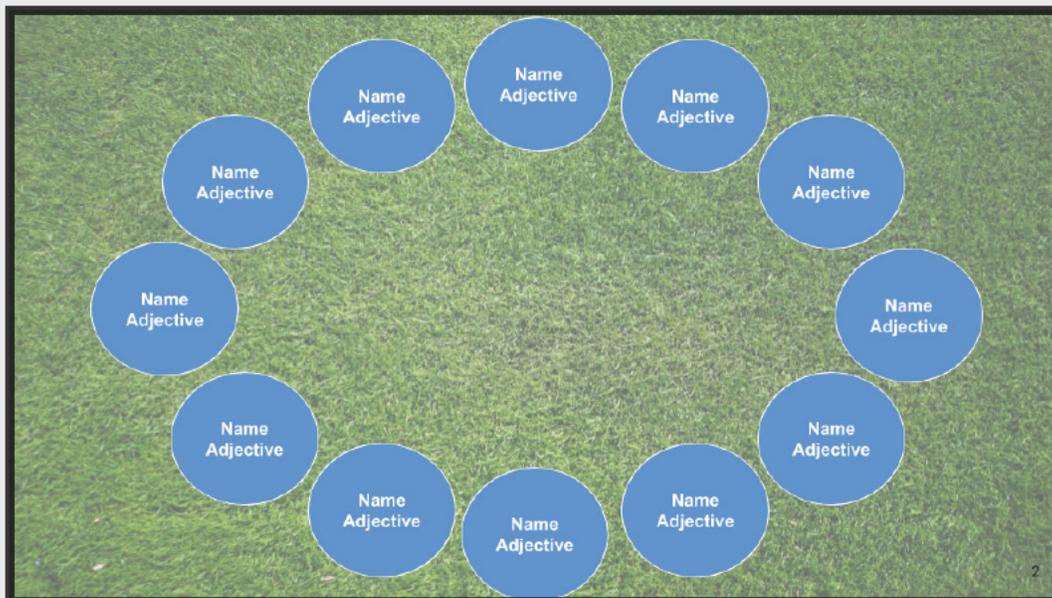
2. Opening Quote, Grounding & Introductions (15 min)

- a. *Objective: To welcome and introduce this workshop and participants.*
- b. We invite you to plant your feet on the ground as you are able. Empty your laps. Close your eyes or soften your gaze. We invite you to take three breaths, feeling your stomach expand as you breathe in; feel it compress as you exhale.
- c. Listen to this quote from Jay-Marie Hill in UFE’s State of the Dream Report.
 - i. “From day one, we are rewarded for conforming to assigned gender roles... For many, these come with norms we identify with just fine. For others, harsh punishment awaits for stepping outside the lines or pushing the limits of these narrow expectations... We must all fight for the freedom to live as we wish, and the discipline to hold others accountable to respecting our choices.”
– Jay-Marie Hill, a Black, Trans, Gender Non-Conforming/Non-Binary Organizer & Artist
- d. I am here to facilitate dialogue so that we can learn from one another. To begin to create a space where all of us are teachers and learners, I want to invite each of you to share your name, pronoun, and an adjective to describe yourself that starts with the same letter as your name. For example, my name is Indira and I am intelligent. After that, pass it to someone else.

FACILITATE ONLINE!

We are going to ask you to introduce yourself.

- i. As people share fill in people's name and adjective on slide 2 of your slide pack found at www.faireconomy.org/dream20slides



- ii. On the Google Slide click “share” and then click “get shareable link.” Copy and paste the link into the chat.
- iii. Once everyone has shared, instruct participants to open the link and shrink their Zoom window so they can see both the Google Slides and other participants at the same time.
- iv. Instruct participants to look at our circle in the lawn on slide 2.

3. Our Experience of Gender in the Economy (25 min)

- a. In a moment, we will divide into pairs and take turns sharing a response to the following question. You will each have 3 minutes to share and we will notify you when it's time to switch.
 - i. Share a time when your gender impacted your economic well-being, either positively or negatively.
- b. We will hear back from 2-3 volunteers.
- c. We invite you to summarize in 3-5 words what you shared with your partner and record on a sticky note and put on chart paper in front.
- d. A volunteer will read them out loud. What patterns do you hear?

FACILITATE ONLINE!

We recommend using Zoom because it has a breakout function. This feature must be turned on in the settings menu prior to your workshop. You can find detailed instructions here: <https://support.zoom.us/hc/en-us/articles/206476313-Managing-breakout-rooms>

- i. We are going to use the breakout room function to divide into pairs. You all will be prompted to join your breakout room. We will message you once it is time to switch and you will be

- notified with a countdown window before you return to our large group.
- ii. Once you return, we will hear from a few volunteers and then we will ask you to enter slide 3 in our Google Slides. Double-click on one of the virtual sticky notes and write a summary of what you shared.

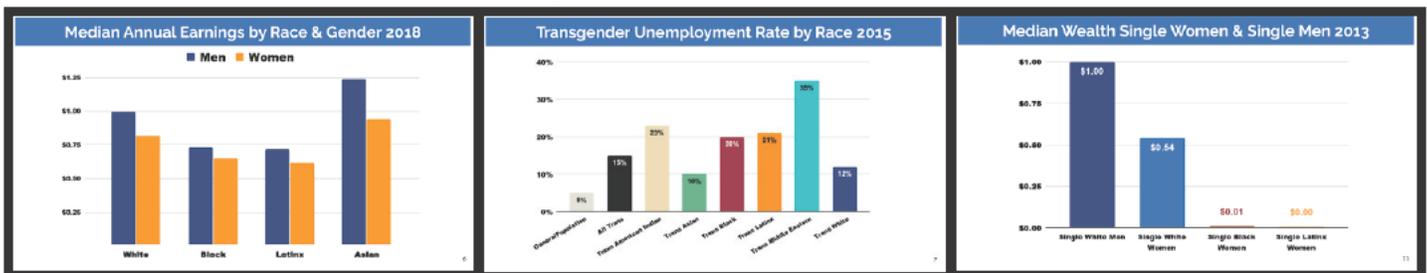


- iii. May we have a volunteer read our virtual sticky notes aloud? What patterns do you hear?

BREAK (15 min)

4. Faces of the Gender Gap (20 min)

- a. What comes to mind when you hear the term “Income”?
 - i. When economists talk about income, they are referring to your paycheck, government benefit check or dividend check. It may also include payments from a retirement account or a rental property.
 - ii. Wealth is defined as what you own minus what you owe. It’s the total value of what you have in the bank, what you own in property like a house or investments like stocks, minus student debt or what you owe on your mortgage.
- b. What are your questions about the difference between income and wealth?
- c. Take a moment to look at the graphs.



- d. How have you seen these patterns in your own experience?

FACILITATE ONLINE!

Having an open discussion with the whole group can be difficult online. Prolonged silence can lead people to get distracted by their surroundings or other corners of the Internet. Here are some strategies that you can try:

- i. Name particular people and invite them to respond.
- ii. You can go in alphabetical order or go around the digital circle you created during your introductions. We recommend this only for small groups as large groups can take much more time.
- iii. After posing the question, take a certain number of volunteers. For example, “How have you seen this in your own experience?” Could I have three volunteers to share a reflection? Proceed in that order.

5. Care Work (20 min)

- a. View this video on Youtube: “An Interview for the Most Difficult Job in the World.”
 - i. <<https://www.youtube.com/watch?v=aqbr2HbhPuw>>
- b. Afterwards we will ask you,
 - i. What did you hear?
 - ii. How did it make you feel?
 - iii. Who benefits from this work performed largely by women?
 - iv. According to Oxfam report Time to Care, the monetary value of unpaid work globally for women ages 15 and over would be \$10.8 trillion annually, three times the size of the world’s tech industry.
 - v. Meanwhile the top 1% has twice as much wealth as 6.9 billion people.
 - vi. The one percent benefits by unpaid labor that is responsible for giving birth to and caring for the world’s workforce and doing so either without pay, or, in the case of domestic workers, very little pay.

6. Strategies for a Fair Economy (30 min)

- a. We are going to divide into four groups and each will discuss a different strategy to address gender, race, and economic inequality. In your groups, your task is to read the quote from United for a Fair Economy’s 2020 State of the Dream report and answer the following questions. Let’s count off 1-4. Group 1 will discuss Strategy #1 (on slide 9), and so on.
 - i. How might this strategy help address some of the inequalities we’ve explored?
- b. Strategy #1 – Fair Taxes (slide 9)**
 - i. “Creating a fairer, more progressive tax code would do a lot to help not only end the gender pay gap and racial wealth divide, but also to support a more equitable economy and society by uplifting women, communities of color, and other groups who have been historically disadvantaged by unfair tax policy.”
- c. Strategy #2 – Transform Philanthropy (slide 10)**
 - i. “In order for us to transform philanthropy, it’s critical that the folks who are the most marginalized have the power to decide where dollars go. We recognize that low-income folks are philanthropists too. That gives us the basis for what we can do and makes it possible for us to do the grant-making in the ways that best meet the needs of movement building.”
- d. Strategy #3 – Organizing (slide 11)**
 - i. “Because poverty and racism are systemic problems that need systemic solutions. We

are that solution. Us—low wage workers of all races—coming together as a union. That is the solution. And by Union, I mean anytime that workers come together, find our collective voice and use it to fight for all of us. This is what I have come to understand in the year since I joined NC Raise Up/Fight for \$15 and a Union. When we build power as workers, that power can extend to all areas of our lives. We can demand better schools and healthcare for our kids. We can push for huge changes in how police treat us in our neighborhoods and how the prison system is destroying our communities.”

e. Strategy #4 – Healing Justice (slide 12)

- i. “If we are going to be culturally organizing and using popular education, then we must acknowledge that healing has to be a priority in order for a decolonized, interconnected, interdependent, intergenerational movement to truly blossom. Transforming our individual and collective trauma into a deep capacity to heal our communities, strengthens our cultural (r)evolution for liberation. The fight for holistic liberation and transformation requires healing at its forefront. Especially for those in the margins.”

FACILITATE ONLINE!

Use the small group function as outlined in Activity 3: Our Experience of Gender and the Economy.

- i. Ask each group to fill in their answers on the corresponding slides 9-12.
- ii. After people are done in small groups ask participants to review the notes from other group’s discussions.

- f. Let’s take a moment to hear a sample of what each group shared.
- g. What actions might we take to support one or more of these strategies?

7. Closing (10 min)

- a. We will go in a circle, we invite each person to say one word about what they are carrying with them from this workshop.