



GENDER EQUALITY AND MACROECONOMICS (GEM)



TRAINING MANUAL

GEM TRAINING MANUAL

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Training Notes

Introduction

The gender equality and macroeconomics (GEM) training manual has been developed to build capacities of women's rights organisations (WROs) and activists on GEM issues and using CEDAW to advance women's human rights. The manual is targeted toward WROs and activists who already have basic knowledge of feminism, gender, women's human rights and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). The overall purpose of the GEM training

For more resources and training materials specific to CEDAW, please refer to IWRAW AP's CEDAW subdomain at <https://cedaw.iwraw-ap.org> and CEDAW-related resources at https://www.iwraw-ap.org/search-resources/?_sft_resource_theme=cedaw

manual is to encourage activists and researchers working on economic rights and justice to incorporate a gender analysis and feminist perspective in their work, and increase collaboration among these two groups.

This training manual was designed in a way so that training can be delivered both offline and online. Additional efforts and preparations are needed for this manual to be delivered online (see more in Sections below on "Tips for

delivering online training").

This training manual complements IWRAW AP's GEM Starter Kit which was developed to explore the connection between macroeconomic policy and women's human rights, with the goal to invite WROs and activists to incorporate macroeconomic analysis into their advocacy.

Feminist pedagogy in practice

What is feminist pedagogy?

Feminist pedagogy is a theory of teaching and learning that integrates feminist principles, theories and research. Feminist pedagogy developed out of the exercises of experience-sharing in women's community groups during the women's liberation movement in 1970s. It rejects traditional pedagogical approaches that perpetuate hegemonic power structures in learning and education. At its core, feminist pedagogy challenges the basis of all knowledge and the ways knowledge is produced. Ultimately it aims to transform oppressive and interlocking power relations in pursuit of a world characterised by increased social justice. Paulo Freire's notion of critical pedagogy (*Pedagogy of the Oppressed*, 1970, Myra Bergman Ramos. New York: Continuum) helped South American peasants realise the value of freedom and liberation in their lives through consciousness-raising and empowering education. He challenges the 'banking' concept of education where the teachers act as the depositors while the students are the depositories. However, feminists have critiqued Freire for being gender-blind and have built on his ideas to bring feminist thinking into the classroom/ learning space to encourage democratic participation, dialogue, dissent and thus dismantle the existing academic hegemony. The praxis of feminist pedagogy can be an effective methodology for delivering training workshops.

Some core principles of feminist pedagogy include:

- Transforming patriarchal structure and oppression through feminist activism
- Grounding in feminist theory/a feminist standpoint
- Valuing experiential knowledge and reflexivity
- Resisting hierarchy through destabilising the power dynamic between facilitator (teacher) and participants (students)
- Facilitating democratic participation through creating a safe space
- Decentralising learning and knowledge production
- Using an intersectional approach in building solidarity with other struggles
- Fostering women's agency/decision making

How to do feminist facilitation?

Based on the above core principles of feminist pedagogy, below are some ideas on what a feminist facilitator should and should not do.

What should feminist facilitators do?

- Make sure the participants are informed in advance about the purpose of the training.
- Prepare beforehand to develop an understanding of the needs/contexts of the participants and what information they may or may not have. Whenever possible, use localised examples so the content can resonate with the participants.
- Use participatory tools/techniques and learning methods to reflect different learning styles. Be aware of any special needs, such as for people with disabilities or speakers of other languages.
- Create a space that is conducive to learning. For example, the facilitator should stay at eye level with participants as much as possible to avoid creating hierarchies in the learning space.
- Acknowledge that no one is considered an expert in the room; knowledge/experience should be shared among participants and facilitators so everyone can learn from each other.
- Create a safe space for participants and ensure confidentiality is maintained for sensitive information shared during the meeting.
- Make sure that participants can equally participate; that no one is left out.
- Leave room for questions.
- Be ready to adapt training plans/content according to needs or feedback from the participants.
- Allow an adequate amount of breaks during the training.
- If participants are comfortable, assign them roles in assisting in the training delivery, such as for taking notes, keeping time, co-facilitating discussions etc.
- Acknowledge mistakes and correct course as necessary.

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What should feminist facilitators not do?

- Do not assume all feminisms in the room are the same.
- Do not interrupt participants, cut them off or complete their sentences. Refrain from putting words into someone's mouth.
- Do not assume that the facilitator knows more than the participants; understand that people come with a wide range of knowledge.
- Do not be oblivious to your own stereotypes and prejudices.
- Do not be egoistic or judgmental of others.
- Do not play favourites.
- Do not recite knowledge without engagement.
- Do not replicate harmful power dynamics or be discriminatory in any way.
- Do not yell at participants.
- Do not dominate the conversation.
- Do not be insensitive to the diversity of participants.
- Do not skip preparation in advance.

Checklist for training preparation

Before training:

- Training needs survey
- Mailing list of participants
- Introduction/engagement toolkit for participants
- Preparation meetings (organisers and facilitators)
- Training design outline

During training:

- Computer, mic, video, internet connection, software update
- Training content (e.g. slides/handouts etc.)
- Training tools (online/offline)
- Music playlist
- Breaks!

Feel free to use these playlists!

- WEDO's Building Feminist Futures Tunes
- Diyana Yahaya's My Feminist Playlist
- Trimita's Selected Revolution Songs

After training:

- Daily reflection template
- Debriefing meetings (organisers and facilitators)
- End-of-training evaluation survey

Participatory training methods

Below are some training methodologies which can be used throughout a training to encourage and ensure participation from the participants.

Training methods	Exercises
Individual exercise	<ul style="list-style-type: none">• Desk research• Case studies (examples)• Drawing (e.g. maps) <p>Each of these should be followed by presentations and discussions</p>
Group exercise	<ul style="list-style-type: none">• Desk research• Case studies (examples)• Drawing• Brainstorming• Roleplays/Forum theatre• Dance/songs/poems <p>Each of these should be followed by presentations and discussions</p>
Open discussions	<ul style="list-style-type: none">• Discussion questions for direction/Q&A• Note taking• Synthesis
Mini-presentations	Speech, slides, drawing, poster, handouts, videos etc.

Tips for delivering online trainings

Delivering online training can be challenging for facilitators for a range of reasons. From our experience, some anticipated challenges to delivering online trainings are due to the following:

- Different capacities of participants
- Different levels of access to physical space/technology/internet connection
- Online fatigue
- Different levels of commitment of participants
- Different time zones
- Different levels of comfort in communicating in English

Therefore, extra preparation is necessary for effective delivery of online training. Facilitators need to prepare extra audiovisual aids (such as presentation slides, posters, infographics and videos, etc.) to supplement the training content. We strongly recommend that each training session should not exceed three hours, with allocated break times throughout the session.

Online tools

Some examples of online tools that can facilitate online participatory methods are listed below:

Tool name	Notes	Website
Zoom	Useful video-conferencing platform with available features to enhance participant engagement, such as channels for simultaneous interpretation, a chat box, reaction emojis, and break-out rooms for smaller group activities. Zoom requires a lower bandwidth than other video-conferencing platforms. Concerns have been raised about its privacy and security, although some efforts have been made towards improvement, and it is one of the more accessible options for users with disabilities.	zoom.us

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Tool name	Notes	Website
Whereby	Useful video-conferencing platform with attractive design, chat box, reaction emojis, and options to integrate tools such as Google Drive, Miro, YouTube videos etc. Whereby is end-to-end encrypted and favoured by many digital security experts, and can be accessed in-browser with no need to install anything.	whereby.com
Google Drive	Useful for creating a shared repository of files. However, beware of uploading sensitive information to Google Drive due to safety and security concerns. Google Drive offers 15 GB of free storage. An alternative is DropBox, which offers 2GB of free storage.	drive.google.com
Google Slides	Useful for creating real-time collaborative presentation slides. Free with Google account.	slides.google.com
Google Drawing	An online drawing tool useful for real-time collaborative drawing. Free with Google account.	drawings.google.com
Google Jamboard	A digital interactive whiteboard for collaborative note taking. Free with Google account.	jamboard.google.com
Padlet	Useful for posting notes on a digital wall in real time. Users can upload, organise, and share content to virtual bulletin boards called 'padlets'. Padlet offers up to five walls/boards for free.	padlet.com
Slido	Useful for Q&A, polling and quiz features. The free version of the software offers limited features.	sli.do

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Tool name	Notes	Website
Mentimeter	A useful presentation tool that uses quizzes, polls and word clouds. The free version of the software offers limited features.	mentimeter.com
Miro	A collaborative digital whiteboard. The free version of Miro offers three editable boards and unlimited team members.	miro.com
Canva	Useful online graphic design platform for creating social media graphics, presentations, posters, documents and other visual content. The app includes templates for users to use and has a free version.	canva.com
Gather. Town	Web-conferencing software for creating virtual rooms that can visually replicate real-life 'rooms'. Participants can move around different rooms and interact with other participants based on their locations. Has an arcade-style video game feeling. Free to use.	gather.town

While the above examples of online tools can be useful for delivering online workshops/meetings, it is important to consider the digital security concerns while selecting a communication platform. From our experience of working remotely we learnt that some of the communities we engage with for our work have different levels of digital capacities - due to lack of resources/infrastructure/skills/experience. Most secure platforms are often not the most accessible; therefore may not be the best choice. Before selecting a communication platform we need to assess the purpose of the meeting, participants' capacity of using the tool and the level of privacy security needed for the meeting. For instance, a public discussion on the impact of the pandemic on education would have different security concerns than a sensitive internal meeting with human rights defenders whose personal security may be at risk.

Facilitators should inform the participants of the online tools that will be used for the training in advance, and where possible, setting up some of the online tools so that

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participants can try, test and use them in advance. If a meeting is being recorded, participants need to be informed beforehand about the purpose of recording.

To learn more about digital security, see the following online resources:

- Frontline Defenders' Guide to Secure Group Chat and Conferencing Tools: <https://www.frontlinedefenders.org/en/resource-publication/guide-secure-group-chat-and-conferencing-tools>
- The Digital Defenders Partnership - offers support to human rights defenders under digital threat, and works to strengthen local rapid response networks: <https://www.digitaldefenders.org/>
- FRIDA's webpage on digital care: <https://youngfeministfund.org/solidarity-storms/security/>

Establishing house rules for online training

Given the challenges of organising online training, facilitators and participants should give clear meeting instructions and establish online house rules (similar to what would be done in an offline training) that can ensure the smooth running and flow of the training. Below are some of the suggested meeting instructions and house rules.

ONLINE MEETING INSTRUCTIONS

- One person talking at a time.
- Mute your mic when not talking.
- Turn off video if you have an unstable internet connection.
- Write your questions or comments in the chat box.
 - Type a plus sign (+) to agree.
 - Type a minus sign (-) to disagree.
- If you'd like to speak, use the 'raise hand' reaction to notify the moderator and wait for your turn.
- Use the 'reactions' emojis to express yourself.

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HOUSE RULES FOR ONLINE MEETINGS

- Bring snacks and plenty of fluids to stay nourished and hydrated during the workshop.
- Turn on your camera, if you are comfortable with doing so, to engage with others in the space.
- Use the 'raise hand' feature (in Zoom, click on your name in the participants list and then click 'raise hand', or press the ALT and Y keys), or type a message in the chat box when you would like to speak.
- Close all other programs on your computer if you are struggling with low bandwidth.
- If your internet connection is unstable, feel free to turn your camera off so you do not experience interruptions.
- Make use of the chat and emoji features available to interact with what is being said.
- Reach out to the facilitators if you encounter any technical problems.

Thematic Training Modules

This training manual is organised in six thematic modules and targeted towards training facilitators who wish to deliver introductory training on GEM. Each module includes training objective(s) and a step-by-step process for delivering the training. Some modules also include notes for the training facilitator(s) as well as notes on the module topics which facilitators can use for creating training content such as presentation slides or handouts etc. The facilitators can decide how much time to allocate based on available time and resource requirements for the delivery of the training workshop.

For more information and resources on each thematic area, please refer to the relevant chapters of IWRAW AP's GEM Starter Kit.

Module 1: Introduction to Macroeconomics

Objective:

- Participants develop knowledge and understanding of basic macroeconomic instruments and policies.

Process:

Step 1: Facilitators ask the participants to write down or draw what comes to their minds when they hear the term 'economy'. In the offline mode, participants can write on pieces of paper. In the online mode, the facilitator may use an online tool such as Slido or Mentimeter to generate a word cloud.

Step 2: Facilitators ask 3-4 participants to explain some of the terms they have written. Facilitators prompt if any keywords/ideas are missing and briefly discuss the relationship between the economy and power.

Notes for facilitators: In terms of the economy, we talk about resources, goods and services,

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their production, distribution, and consumption. Emphasise that the economy is also about power; whether in the household, or at the national or global level. What resources are available, who controls their distribution, whose needs are met, and whose demands are prioritised - these are all political decisions about power. Policies around the economy are made at many different levels - micro and macro.

Step 3: Facilitators briefly discuss the key concepts of macroeconomy vs microeconomy and note participants' responses to build a board similar to the following one. It is useful to give real-life examples to demonstrate these concepts. For example, the facilitator can discuss how the price of a particular good such as rice or oil is affected by micro and macroeconomic factors. For instance, as per microeconomics theory, the equilibrium between the supply and demand of oil should determine its price. However, macroeconomic policy decisions can impose rules on the supply of oil (through increased production or maintaining a quota, for instance) in order to control its price.

Microeconomics	Macroeconomics
Individual markets	The economy as a whole
Concerned with individual labour markets and consumer behaviour	Concerned with national, territorial/regional and world economics
Major factors include: demand, supply, factor pricing, product pricing, production and consumption etc.	Major factors include: national income, expenditure, monetary policies, fiscal policies, employment etc.

Notes for facilitators: Macroeconomics is the branch of economics that concerns itself with the big picture. It helps us to see patterns and trends, and lets us make predictions on a national and/or global scale. Macroeconomics is more about the holistic picture of entire economies (whether international, regional, or national). It looks into 'aggregate' issues such as economic growth, inflation, interest rates and currency exchange rates, government borrowing, taxation, budgetary spending, gross domestic production, and overall employment.

So when we talk about the status of the economy in our country, or wonder if the overall unemployment rate will decrease any time soon, or if there will be tax increases because government spending is increasing day by day, it is macroeconomics and related data that lets

us make these predictions. It brings together the decisions made by diverse actors, and makes predictions about their overall effect on the country or the world.

Microeconomics is macroeconomics' counterpart, and looking at it can make it easier to understand macroeconomics. Unlike macroeconomics, microeconomics looks deeper into individual markets within entire economies. Microeconomics largely covers consumer behaviour, supply of and demand for goods, and labour in specific sectors. It concerns itself with decisions given by individual actors such as people, households, or companies. Some issues, such as employment, have both macroeconomic and microeconomic aspects to them.

Step 4: Facilitators ask the participants to share what they know about fiscal policies and discuss some of the key dimensions of fiscal policies.

NOTES ON FISCAL POLICIES

Government revenue: Where do governments get their money?

Revenue sources include taxation, fees from public services, royalties for national resources such as oil, public enterprises such as utilities etc.

Government expenditure: How do governments spend money?

Expenditure includes budget, employment and job creation, redistribution of resources, public services, public infrastructures etc.

Budget deficits: How do governments incur debt?

When expenditure exceeds revenue, governments take loans from IFIs/banks, issue government bonds and incur debt.

Facilitators tell the participants to read the GEM Starter Kit for more information.

Step 5: Facilitators ask the participants to share what they know about monetary policies and discuss some of the key dimensions of monetary policies.

NOTES ON MONETARY POLICIES

Central banks: What do central banks do?

Central banks control the amount of money supply in the economy. The central bank can also regulate financial institutions. The central bank tries to control inflation and claims its function is gender neutral.

Inflation: What is inflation?

Inflation refers to increases of average prices, it has costs to people when their incomes are fixed and value of assets falls.

Exchange rate: Why do exchange rates matter?

Changes in the exchange rate can affect import and export.

Interest rates: Why do interest rates matter?

High interest rates contract demand, consumption and investment and can slow down the economy and make government borrowing less sustainable.

Facilitators tell the participants to read the GEM Starter Kit for more information.

Step 6: Quiz exercise (optional) - Facilitators ask the participants to identify which of these decisions/concepts are within the scope of macroeconomics and which are within the scope of microeconomics. Facilitators advise the participants not to worry if they get the answers wrong, as they can take it anonymously to test their own level of knowledge.

- A. Overall increase in prices within the economy.
- B. Employment support in the textile sector.
- C. Austerity measures (reduction in public spending).
- D. Allocation of 40% of the national budget on defence and military.
- E. Household consumption.
- F. Rise of real estate prices in a city.
- G. Difference between money coming into a country and money going out from that country.
- H. International trade agreements.

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- I. Decision to take on a mortgage.
- J. Rate of overall unemployment in a country.
- K. A country's decision to print more money to ease money flow in the economy.
- L. Interest rates of a national central bank.
- M. Decision of the agricultural sector to increase the price of a ton of potatoes.
- N. The ways one country's currency value changes in relation to another country's currency over the course of a year.

Answers:

Macroeconomics: A, C, D, G, H, J, K, L, N

Microeconomics: B, E, F, I, M

Module 2: Feminist Critique of Conventional Macroeconomic Policies

Objectives:

- Participants understand the gendered impact of conventional macroeconomic policies.
- Participants understand some of the feminist critique of conventional macroeconomics.

Process:

Part 1 - Introduction to Conventional Macroeconomic Theories

Step 1: Facilitators introduce the key conventional macroeconomic theories.

- Classical Economics (18th century)
- Marxism (19th century)
- Neoclassical Economics (early 1900s)
- Keynesian Theory of Economics (1936-1945)
- Monetarism (1970s)

Notes for facilitators: Facilitators acknowledge that due to the limitation of time, we would not be able to cover everything on the theories of macroeconomics such as theories on Marxism, market socialism, etc. We chose to touch base on a few selected theories due to their dominance in the mainstream economy and as a means to demonstrate the evolution of economic theories.

Step 2: Facilitators present and discuss the following theories of macroeconomics and their evolution over time.

NOTES ON CONVENTIONAL THEORIES OF MACROECONOMICS

Classical economics

- Emerged in the 18th-19th century
- Adam Smith's *The Treaties of the Nations* (published in 1776)
- The core of Smith's thesis was that humans' natural tendency towards self-interest (or in modern terms, looking out for yourself) results in prosperity. Smith argued that by giving everyone freedom to produce and exchange goods as they pleased (free trade) and opening the markets up to domestic and foreign competition, the 'invisible hands' of the market would come into picture and therefore would promote greater prosperity than with stringent government regulations.

Neoclassical economics

- Emerged around 1900s
- A broad theory that focuses on supply and demand as the driving forces behind the production, pricing, and consumption of goods and services, i.e. the value of any product/services is determined by the consumer's perception and not the cost of production.
- Macroeconomy is inherently stable, i.e. any divergences from potential GDP and full employment are temporary; and the government should take a laissez-faire, or hands-off, perspective and should not attempt to actively manage the macro economy.

Keynesian theory of economics

- Emerged in the 1930s and remained popular until the 1970s
- Led by John Maynard Keynes
- The core of Keynes's theory is that aggregate demand — measured as the sum of spending by households, businesses, and the government — is the most important driving force in an economy. Government intervention is needed and necessary in order to ensure this demand.

Part 2 - Feminist Critique of Conventional Macroeconomics

Step 1: Facilitators present and discuss the key features of neoliberalism and the historical development of the GDP using the notes below.

NOTES ON NEOLIBERALISM

Neoliberalism is a socioeconomic and political project that places the market at the centre of all human interactions, all in the pursuit of economic growth. Neoliberalism argues that people's wellbeing can best be achieved by liberating them from the 'constraints' of state intervention and relying on the 'free market', while protecting their right to private property.

Its key features include:

- the pursuit of economic growth through the increase of gross domestic product (GDP)
- prioritisation of market-based solutions for all human needs
- reduction in the role of the state
- privatisation of public services
- deregulation of businesses
- suppression of workers' rights and wages, as well as cuts in jobs
- reduction in taxes that disproportionately favour corporations and the rich
- a focus on lowering inflation
- promotion of free trade
- promotion of foreign investment
- a focus on the individual over the collective

See Annexe 1 for a glossary of macroeconomic concepts/jargon.

FEMNET. 2020.
The Audacity to Disrupt: An Introduction to Feminist Macro-level Economics.
<https://gadnetwork.org/gadn-resources/the-audacity-to-disrupt-femnets-african-feminist-macroeconomics-academy-resource-pack>

NOTES ON THE HISTORICAL DEVELOPMENT OF THE GDP

Historically, there have been two internationally accepted national accounting frameworks: the Material Product System (MPS) and the System of National Accounts (SNA).

The MPS originated in the USSR in the 1920s. Until the 1990s, the Soviet Union and Eastern Bloc countries, Cuba, and China employed the Material Product System.

The SNA and its core measure, gross domestic product (GDP), were developed by proponents of neoliberalism in the late 1940s after the Great Depression and World War II. GDP measures the total monetary value of all goods and services produced within a country.

What GDP measures

- Output: The total value of the goods and services produced by all sectors of the economy - agriculture, manufacturing, energy, construction, the service sector and government
- Expenditure: The value of goods and services bought by households and by government, investment in machinery and buildings - this also includes the value of exports, minus imports
- Income: The value of the income generated, mostly in terms of profits and wages.

Did you know?

Gross Domestic Product (GDP), one of the world's most influential economic indicators, did not become truly global until it was implemented by China. China officially adopted GDP as an indicator of economic performance in 1993 when the country abandoned its Marxist-inspired national accounting system and joined the internationally harmonised System of National Accounts. As such, it was the last major country to begin producing GDP figures according to international standards.

Timeline of development of the SNA

- William Petty (1676) proposed assessment of income and wealth at the personal and national levels using components such as land, ships, housing and other real estate, recommending that taxes be paid in other ways than gold and silver.
- Adam Smith (1776) introduced the idea that the wealth of a nation is based not only on activities in agriculture and mining, but that domestic production should also include manufacturing activities.
- Alfred Marshall (1890) developed the conceptual and terminological framework of economics, defining supply and demand, marginal utility, costs of production, market value or price.
- Simon Kuznets (1934) in the United States developed a uniform set of National Accounts, considered the prototype of what was to be transformed afterwards into a system of standards at international level.
- John Maynard Keynes (1936) developed a macroeconomic vision based on the primacy of demand and an active role of the state in moderating the economic cycle's fluctuations (boom and bust).
- UN Statistical Commission (1953): System of National Accounts - SNA drafted followed by revisions in 1960, 1964, 1968, 1993, 2008. Working group for reviewing the SNA includes expert members from the UN, IMF, World Bank, European Union (Eurostat) and OECD.

Neoliberal argument for the GDP

Neoliberalism argues that people's wellbeing can best be achieved by liberating them from the 'constraints' of state intervention and relying on the 'free market', while protecting their right to private property. A key feature of neoliberalism is the pursuit of economic growth (%) through the increase of GDP. GDP growth is viewed as a marker of progress, and critical decisions are made about how to allocate resources in order to ensure this increase. International organisations such as the United Nations Statistics Division, the International Monetary Fund (IMF), and the World Bank spearhead the global implementation of the SNA.

Step 2: Facilitators break the participants into groups and ask them to discuss the limitations of using GDP as a measure of progress in relation to gender equality and women's human rights. Each group takes notes and presents their discussion.

Step 3: Facilitators synthesise the group discussions based on observations from the presentations, and briefly present and discuss the following notes on feminist critique of GDP.

NOTES ON FEMINIST CRITIQUE OF GDP

GDP fails to take into consideration non-monetary contributions into the economy, such as unpaid care work – largely performed by women – and undervalues production within the informal economy. Beginning in the 1970s, second-wave feminists critiqued the invisibility of women’s work in national income estimates.

Feminists also critiqued the concept of GDP for measuring progress in relation to economic growth rather than wellbeing or sustainability. By the 1990s, many feminist critics – most notably New Zealand-born political economist Marilyn Waring – sought to move beyond GDP as a measure of welfare. These feminists instead called for greater reliance on measures such as the Human Development Index and time-use surveys.

Feminist advocacy led to the revision of the UNSNA in 1993 and 2009 to include provision for optional satellite accounts to measure unpaid household production and environmental impacts. Reducing the burden of unpaid work on women is a priority agenda in the UN Sustainable Development Goal 5: Achieve gender equality and empower all women and girls.

Did you know?

Through data collected from 53 countries, ILO’s report estimates that unpaid care work would amount to 9% of the global GDP, worth 11 trillion USD annually. Furthermore, “when measured by an hourly minimum wage, unpaid care and domestic work is valued at around 40 percent of GDP” (ILO 2018).

Waring, Marilyn. 1988. *If Women Counted: A New Feminist Economics*. San Francisco: Harper & Row; Waring. 2003. “Counting for Something! Recognising Women’s Contribution to the Global Economy through Alternative Accounting Systems.” *Gender and Development* 11(1):35–43.

Addati, Laura, Umberto Cattaneo, Valeria Esquivel, and Valarino Valarino. 2018. *Care Work and Care Jobs for the Future of Decent Work*. Geneva: International Labour Office. https://www.ilo.org/asia/media-centre/news/WCMS_633284/lang--en/index.htm

Notes for facilitators: Economists and politicians claim to make decisions with mathematical formulations, numbers, and claims to ‘scientific’ economic expertise. But they often overlook who gains or loses power due to economic decisions, who carries the burden imposed by them, what part of society will be empowered through them, and what part will be disenfranchised. The answers are almost always to the detriment of the most marginalised parts of society, including women and girls. Our democratic participation to ask these questions is important in influencing economic policy making. Thus, a strong form of resistance and activism includes understanding economic concepts, their connections to and effects on our lives, and challenging and transforming them to help achieve gender equality.

Module 3: How is Macroeconomics Relevant to Women's Human Rights?

Objective:

- Participants relate lived experiences of women’s human rights violations due to macroeconomic policies.

Process:

Step 1: Facilitators ask each of the participants to undertake online desk research and co-populate the information for their country of origin/residence on the following:

- Size of economy:
 - What is the GDP of your country?
 - What is the GDP growth rate (%)?
- Public expenditure:
 - What is the total budget?
 - How much does your government spend on health, social security, education, and the military as a % of GDP?
- Tax & tariffs policies:
 - What are the rates for
 - Service tax/Value Added Tax?
 - Income tax?
 - Corporate tax?
 - Tariffs?
 - Are there any policies for tax breaks? Who or what are they for?

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- Debt servicing:
 - How much debt does your country have?
 - What % of the GDP is used for debt servicing?

Participants can group together if there is more than one participant from a country.

Step 2: The findings are discussed together.

Step 3: Facilitators show the participants the data for value of the top 10 biggest companies of the world, and ask them to compare the size of these companies with the economies of the countries and share their observations.

Step 4: Facilitators show the participants the wealth of the top 10 richest persons of the world and ask them to compare the wealth of these individuals with the economies of the countries and share their observations.

Step 5: Facilitators break the participants into small groups of 4-5 people and ask them to discuss how macroeconomic policy/decisions affect women's human rights such as

- access to water, health, education, decent work, land and natural resources,
- women's burden of unpaid care and domestic work,
- violence against women,
- women in decision making etc.

Step 6: Each group takes notes of the discussions and shares with the larger group.

Step 7: Facilitators synthesise the group discussions.

Module 4: How Macroeconomic Policies are Made

Objectives:

- Participants are able to identify some of the key actors, entities, institutions and countries that exercise power and decision making over macroeconomic policies.
- Participants understand how key actors, institutions and countries exercise power and decision making through global macroeconomic policies, and how these policies translate into local and national level policies and decision making.
- Participants learn the history of how macroeconomic policies were made, evolved and carried out, along with the history of how feminist, social movements and civil society have been countering unjust macroeconomic policies.

Parts of this training module were developed based on ideas generated during APWLD's Feminist Participatory Action Research (FPAR) training for its [Women Interrogating Trade & Corporate Hegemony \(WITCH\)](#) programme in 2019. The authors of this GEM training manual were co-designers and co-facilitators at APWLD's FPAR training workshops.

Process:

Notes for facilitators: This module is designed in four interlinked and interrelated parts. The first part begins with the 'Who'; the second and third parts continue with the 'Who, How and What', and the fourth part zooms in on examples of advocacy and lobbying in which these 'Who, How and What' can be held to account. Ideally all four parts should be carried out in order to achieve the objective of the module; however, in absence of sufficient time, Part 1 and Part 2 are compulsory and must be delivered together, while Part 3 and Part 4 are both optional. Should Part 3 and Part 4 be omitted, the facilitators will need to synthesise the entire module at the end of Part 2 by bringing in some of the key analysis and issues that Part 3 and Part 4 were intended to raise. Facilitators should advise the participants to read the GEM Starter Kit for more information.

Part 1 - Identifying and locating the actors

Step 1: Facilitators and participants co-populate the key actors, entities, institutions and countries together on a geographic map. Participants are asked to consider key actors (i.e. individuals, entities, institutions and countries) that exercise a lot of power and decision making on macroeconomic policies, their ideology and implementation. These can range from specific intergovernmental bodies/entities, corporations, specific countries or groups of countries, and

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powerful individuals. If some of the identified key actors are physically located in more than one location, participants are asked to locate them where the participants perceive to be their centre of power.

Step 2: After the facilitators and participants have finished populating the map, the facilitators invite the participants to view it. Facilitators can also use this time to organise the actors that have been added on the map by synthesising any duplications, or clarifying some of the locations of the actors.

Notes for facilitators: Key actors can include institutions (UN, IFIs, corporations and specific states) or even individuals. Facilitators should hear from participants who they perceive to be the powers that make and design macroeconomic policies while also ensuring that key actors such as WTO, IMF, WB, ADB, G7, G20, select large multinational corporations etc. are drawn out in this process. Facilitators should assure participants that it is okay if they are unsure where to locate them geographically (or if the actor is located in multiple locations); they can choose the location where they think the most power or decision making lies. Facilitators should also highlight that there is no right or wrong in terms of actors that the participants see as powerful or where the centre of power is, as participants' perceptions of these powers and decision making may differ based on where we come from, our context and our lived realities; for example, a person from a developed country in Western Europe might not view the World Bank to be as powerful as a person from a least developed country in the Global South might.

Step 3: After the facilitators and participants have taken a moment to look at the map, facilitators facilitate an open discussion with all the participants.

Some useful trigger questions to kickstart the open discussions:

1. What are some initial observations that the participants have when viewing the map?
2. Where are most of the key actors located?
3. What are some of the most common types of actors that the participants see on the map?
Are they government, institutions, individuals, etc.?
1. What are some actors that participants feel are missing from the map?

Facilitators explain to participants that in the next part of the module, we will be diving deeper into some of the key actors in much greater detail.

Notes for facilitators: Facilitators should be aiming to draw from the participants' inputs the fact that a lot of these actors would be found clustered in Global North/developed/rich countries.

Part 2 - Unpacking the Actors and How the Macroeconomic Rules Are Made

Step 1: Facilitators recap from the previous module the key features of neoliberal economics. Facilitators ensure that participants understand some of the terminology that will be used in this part of the module's discussion, such as privatisation, deregulation, free trade agreement, foreign investment, debt, etc.

Step 2: To ensure the participants' understanding and memory of these terminologies, facilitators can do a quick recap of neoliberal economics discussed in module 2.

Step 3: Going back to the map created in Part 1, facilitators zero in on one specific actor at a time, inviting participants to explain briefly to others who/what these actors are, and ask the participants how each of these actors make/create macroeconomic policies that can affect women's lives and human rights. If participants are unable to explain, facilitators can explain each of these actors in detail. Facilitators also explain and illustrate the linkages from the global macroeconomic policies that these actors made all the way to how these policies translate into national and local-level policies and decision making.

Notes for facilitators: When explaining each of the actors, facilitators should invite participants to share their own community/country's experiences when these global macroeconomic policies become implemented in the country and the implication this has on women's and human rights in their community/country. In the interest of time, facilitators may pre-identify some of the key actors which should be explained in detail in this part of the module, based on the participants' needs or background or the overall advocacy goal of the training.

A list of key actors is outlined in Annexe 2 which the facilitators can use to explain how they make and create the macroeconomic policies that affect our everyday lives, illustrating the connection between macro and micro. Facilitators explain how these actors reinforce the tenets of neoliberalism through their global macroeconomic power and decision making that often have a detrimental impact on women and other marginalised groups as they are translated into regional, national and local policies.

NOTES ON HOW NEOLIBERAL INSTITUTIONS AFFECT HUMAN RIGHTS

The International Monetary Fund (IMF) and the World Bank, also known as Bretton Woods Institutions, were established right after WWII at the Bretton Woods conference in Bretton Woods, Washington, US in 1945. It is important to note that most of the countries in the Global South at the time were still under Western colonisation; therefore, only a handful of countries (who were mostly colonising states at the time) were actually present and represented in Bretton Woods.

International Monetary Fund (IMF)

The IMF is an international financial institution (IFI) that provides loans to countries when they are heavily in debt. It aims to foster global monetary cooperation and stability between countries of the world.

- In return for the loans, recipient governments must agree to conditionalities that include many of the key tenets of neoliberalism such as the privatisation of public services, cutting public sector jobs and pay, reducing social safety nets, and limiting labour rights. These conditions are commonly known as Structural Adjustment Programmes (SAPs) and have had severe detrimental effects on the lives of the women of the Global South since the 1980s.
- These conditionalities push for austerity measures/fiscal consolidation which involves policies to reduce public spending or higher taxes and/or restrictions on new borrowing to try and reduce government budget deficits – during a period of weak economic growth.
- IMF's Article IV reports provide country-specific macro-level economic advice. These reports and technical assistance are highly influential in shaping national policy decisions.

In 1999 the IMF replaced its Enhanced Structural Adjustment Facility (ESAF) with Poverty Reduction and Growth Facility (PRGF) as the new preconditions for loan and debt relief. Civil society has critiqued the PRGFs for having the same effect as the preceding disastrous structural adjustment policies. See report by World Development Movement: https://www.globaljustice.org.uk/wp-content/uploads/2015/02/states_of_unrest_amended_2000_version.pdf

The World Bank

The World Bank Group is an international financial institution (IFI) that constitutes five international organisations that lend money and provide grants to developing countries for specific ‘development’ projects. It has two stated goals: to end extreme poverty and to promote shared prosperity.

ICSID	IBRD	IDA	IFC	MIGA
International Centre for Settlement of Investment Disputes	International Bank for Reconstruction and Development	International Development Association	International Financial Corporation	Multilateral Investment Guarantee Agency
MISSION:	MISSION:	MISSION:	MISSION:	MISSION:
Provides facilities for conciliation and arbitration of international investment disputes	Lends funds to governments of middle- and low-income countries	Provides interest-free loans and grants to governments of countries with the lowest incomes	Provides loans, equity and technical assistance to stimulate private-sector investment in developing countries	Guarantees for investors in developing countries against non-commercial risk

- The WB supports conditionalities/SAPs along with IMF. WB-funded infrastructure ‘development’ projects have caused displacement of marginalised populations from their land/resources.
- The WB influences macroeconomic decision making related to foreign investment, often “through its project and policy financing, accompanied by its policy advice, research, various country rankings and technical assistance.”

See <https://www.brettonwoodsproject.org/wp-content/uploads/2021/09/Learning-Lessons-from-the-Covid-19-pandemic.pdf>

- The World Bank's Doing Business Report (DBR) ranks countries according to how favourable their business environment is. It awards positive ranking for corporate tax cuts and limited/deregulation of labour laws. It was discontinued in 2021 due to ethical concerns.
- The International Centre for Settlement of Investment Disputes (ICSID) provides facilities and services to support the resolution of international investment disputes. Investor State Dispute Settlement (ISDS) is a trade rule that restricts governments from implementing a wide range of policies in the public interest, if transnational corporations argue that these measures might restrict their profits. Under ISDS, transnational corporations can file legal cases against states in private and secret international courts. This can have massive cost implications for developing countries.

Group of Seven (G7)

Formerly known as Group of 8, it became 7 after the removal of Russia. It consists of the elected leaders of Canada, France, Germany, Italy, Japan, the United Kingdom and the United States – the seven largest 'advanced economies' in the world, collectively representing over half of global net wealth. It meets in a different country each year to discuss key international issues such as jobs, climate change, health and women's empowerment, largely from the perspective of enhancing global economic growth.

- The G7, because of its wealth along with other wealthy countries in the Global North, controls a vastly disproportionate share of voting power in the World Bank and the IMF. Voting power is apportioned according to which countries contribute the most financially ('one dollar, one vote' system). Due to this undemocratic system, the Global South has limited power to change World Bank and IMF policy, even though it represents approximately 85 percent of the world's population.

World Trade Organization (WTO)

An intergovernmental organisation concerned with the regulation of international trade between nations, the WTO has 164 member countries. It is a place to negotiate trade agreements, and to settle trade arguments between countries. WTO trade agreements form the basis of all other trade agreements which are negotiated, including those that are now negotiated outside of the WTO (such as other plurilateral, regional and bilateral trade agreements).

- The WTO consists of several core agreements, including the General Agreement on Tariffs and Trade (GATT 1947), General Agreement on Trade in Services (GATS 1995), Agreement on Agriculture (AoA 1995), Agreement

on Trade-Related Aspects of Intellectual Property Rights (TRIPS Agreement 1995), etc.

- The TRIPS Agreement set the standards for intellectual property protection in the world. These **Intellectual Property (IP)** provisions in WTO and in other Free Trade Agreements (FTAs) ensure protection for the creation or invention of artistic works and goods such as medicines that have high sunk cost in the form of investment in research and development (R&D). Critics argue that the TRIPS agreement provides unnecessarily strong protection of intellectual property rights which serves to prevent the ill in developing nations from having access to affordable essential medications.
- Free trade is one of the cornerstones of neoliberalism. **Free Trade Agreements (FTAs)** force governments of developing countries to open their economies, remove tariffs, and relax their national regulations to give a free hand to foreign companies and investors. This results in reduction of government revenue, and states lose sovereignty to shape essential services or make domestic regulations and policies in the interest of the public.

Transnational corporations (TNCs)

Largescale for-profit companies that operate in more than one country.

Examples: Nestle, Unilever, McDonalds, Apple etc.

There is growing influence of TNCs on economic decision making in international fora.

- Agenda 2030 rebranded TNCs as ‘partners’ in the development process without addressing the conflict of interest their profit motive creates, or of the decades of harm that they have done to local communities.
- As ‘partners’, they have gained seats at the table in UN spaces alongside far less powerful civil society organisations, and they have quickly come to dominate. Examples: World Health Organization’s Framework of Engagement of Non-State Actors (FENSA), Addis Ababa Action Agenda (AAAA) in 2015.
- The World Bank’s **Maximizing Finance for Development (MFD)** approach promotes private financing, for which governments are expected to provide incentives to foreign investors. **Public-private partnerships (PPPs)** are a blended finance model whereby public money effectively subsidises foreign investors, justified by a belief that they can deliver efficient and high-quality public services or investments. PPPs often increase costs for governments, reduce the quality of services with cost-cutting measures,

and lead to further weakening of labour rights in order to increase profits for investors. PPPs are increasingly being used for public services or social infrastructure including health, education and care provision.

- Trade rules such as Investor State Dispute Settlement (ISDS) grant power to corporations to hold developing countries ransom, as poor countries cannot afford to pay for the expensive arbitration process.

NOTES ON DEBT CRISIS/DEBT SERVICING

From the late 1970s, debt problems plunged countries throughout Latin America, Asia, and Africa into decades of financial recession and social regression. This was only partly, and temporarily, resolved through civil society campaigners' victories in getting the IMF and World Bank to institute debt relief programmes, starting with the Heavily Indebted Poor Countries (HIPC) initiative in the late 1990s and culminating in the Multilateral Debt Relief Initiative (MDRI) in 2005.

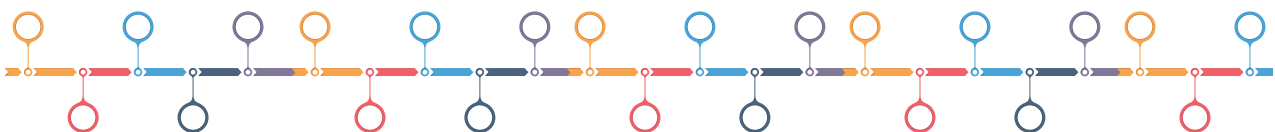
The first global developing country debt crisis was generally attributed to a confluence of factors in the mid-1970s. These include:

- the end of the established currency exchange regime in 1973 and the consequent floating of currency rates;
- the booming appetite for spending on the part of Latin American countries, as well as among African and other recently independent countries;
- oil price crises; and
- moves by the US Federal Reserve to fight inflation with high interest rates, peaking at 21.5% in 1981.

Part 3 - Timeline of Neoliberalism and Resistance

Step 1: Facilitators explain to the participants that now that we have a bit of an idea about the main actors and players or the main powers that dictate our global economic order, we will want to construct a timeline of neoliberalism and resistance together.

Step 2: Facilitators prepare a timeline in advance. This timeline can begin as far back as the facilitators feel is relevant for this discussion, and end at the current year.



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Step 3: Facilitators ask each participant to find out answers to the following questions (either individually or collectively) and share them on the timeline:

- When were some of the powerful macroeconomic institutions such as the BWIs, WTO, G7, G20 formed?
- When did your country develop/enter into a relationship with the IMF/WB/WTO/IFIs?
- When did your country start privatisation of public services (health, water, electricity, education, etc.)?

Step 4: Facilitators ask each participant to find out answers to the following questions and share them on the timeline:

- Were there any moments of strong resistance against the neoliberal policies as they were being implemented in your community/country? These can be instances of mobilisation against privatisation/austerity or corporations, lobbying against neoliberal policies, campaigns against powerful macroeconomic institutions, etc.
- When did feminist/social movements or even progressive states begin to come up with alternatives that challenge the current economic model, or have significant moments or wins? e.g. gender budgeting; just, green economy; purple economy; 1999 Battle of Seattle, etc.

Notes for facilitators: In the event that there is more than one person from the same country/community, the facilitators can encourage participants to work together in finding answers to these questions. Facilitators should encourage participants to fill in the timeline with moments that are relevant to their community/country, while the facilitators can focus on filling the timeline with global and regional moments as relevant (i.e. when market/Adam Smith/Keynesian economics emerged; when GDP first emerged or was introduced; when the BWI/GATT was formed; when the Chicago School emerged and began implementing neoliberalism in Latin America; the Green Revolution; the Battle for Seattle; the protest against WTO in Hong Kong; the emergence of the NAM; when developing countries began demanding for a New Economic Order to counter the dominance of the Global North, Buen Vivir, etc.). In the interests of time, Step 2 and Step 3 can be combined.

Step 5: After facilitators and participants have finished filling the timelines of neoliberalism and resistance, facilitators give participants some time to take a look at both. Facilitators then take the participants through the timeline together, beginning with the timeline of neoliberalism, unpacking the moments seen on it, and inviting participants to share, especially moments that they have added and that were significant to the participant's community/country.

Step 6: After facilitators and participants have finished going through the timeline of neoliberalism, facilitators take the participants through the timeline of resistance, unpacking moments where feminists, social movements, civil society and even progressive states have challenged, resisted or provided alternatives to neoliberalism. Facilitators also invite participants to share moments from their own community/country.

- [Step 7:](#) Facilitators ask participants to reflect on what they see on both timelines. Facilitators should encourage participants to reflect on how our global economic order has also evolved over time, and point out that neoliberalism did not emerge and evolve unchallenged and without resistances. Neoliberalism and its actors were always met by resistance and alternatives from movements, activists, CSOs and even some states. Facilitator inform participants that some of these resistances and alternatives will be looked into more closely in the next part.

Part 4 - Examples of how these actors have been held to account

[Step 1:](#) On a shared board/online tool, facilitators explain that we will now share some examples of how the powerful actors which participants have identified and discussed in Parts 1, 2 and 3 of the session have specifically been held to account using various human rights treaties and mechanisms.

[Step 2:](#) To encourage sharing by participants, facilitators can start by sharing 2-3 examples of how human rights instruments, treaties and mechanisms have been used to advance the extraterritorial obligations of states (ETOs) on gender and macroeconomics issues, and to challenge the powerful macroeconomic actors and their policies.

[Step 3:](#) Facilitators then invite participants to write down other examples that they know of. The participants need not necessarily have been involved in the examples being shared; they are free to share examples that they have read or come across, or that resulted from the work of other organisations or civil societies.

[Step 4:](#) After all the participants have shared their examples on the board/online tool, facilitators can invite them to discuss some of the examples.

[Step 5:](#) Facilitators synthesise the entire module by pointing out how we have collectively mapped out some of the relevant actors and players who determined and shaped our economic system through the global economic order. Participants have looked at how these players and actors create the macroeconomic policies and exercise power and decision making over them, and how these policies and decisions translate into impacts on women's lives which are political, rather than scientific/mathematical/neutral decisions/policies as proponents of neoliberalism or economists would often insist.

Participants have also mapped out a timeline of neoliberalism and identified that neoliberalism did not emerge unchallenged over the years/decades/centuries, and hopefully have felt inspired to continue these work by hearing about the challenges, resistance and alternatives that have emerged over time.



Some examples of how different human rights instruments, treaties and mechanisms have been used to challenge the actors:

- **World Trade Organization (WTO):** During Sweden's 2021 CEDAW review, a CEDAW Committee member stated that Sweden's implicit opposition to the TRIPS Waiver through its membership in the EU might constitute a violation of the Convention, highlighting that many developing countries were unable to afford enough vaccines to protect their population against COVID-19, which had a disproportionate effect on women and girls, and that the TRIPS waiver would have increased the availability of vaccines in countries unable to afford them.
- **IMF:** During Pakistan's 2020 CEDAW review, a CEDAW Committee member asked the government of Pakistan whether it had assessed the impact of IMF austerity measures and regressive taxation on women's human rights in Pakistan.
- **Corporate impunity:** Since 2014, civil societies, human rights experts and certain progressive states have been negotiating and advocating at the UN Human Rights Council a set of binding obligations and enforcement mechanisms to ensure access to justice for affected individuals and communities and putting an end to corporate impunity binding treaty for transnational corporations and other business enterprises with respect to human rights. The Feminists4BindingTreaty work to integrate a gender perspective into the legally binding instrument on the activities of transnational corporations and other business enterprises and to ensure that a gender approach and women's voices, rights, experiences and visions are visible and prioritised throughout the negotiation process.
- **Investor State Dispute Settlement (ISDS):** In 2015, the UN Independent Expert on the promotion of a democratic and equitable international order wrote a report to the UN General Assembly calling for the abolition of Investor-State dispute settlement arbitrations due to its adverse impact on human rights.

Module 5: Feminist Response to the Unjust Macroeconomic Policies

Objectives:

- Participants learn and are aware of some of the existing responses, proposals and alternatives to the current economic system.

Notes for facilitators: In the interest of time, this module only lists a selected few proposals, alternatives and responses - specifically those found on the GEM Toolkit. The facilitator and organisers can elect to use the same list when implementing this module, or come up with a different list altogether depending on needs, objectives, goals, etc of the training. The facilitators/organisers can also elect to go into more detail of any of the proposals, alternatives and responses found in this module or elsewhere by deciding in advance or by asking the participants to vote for the alternatives/proposals they would like to learn more about.

Process:

Step 1: Facilitators remind participants of how feminists and other social movement activists are constantly organising, advocating, mobilising and coming up with alternatives to our current system - economic, social, political and others. Feminist economics, for example, has long challenged and questioned traditional economics and has been coming up with various kinds of alternatives and proposals intended to advance these challenges or to wholly transform the economic system that we currently live in. Facilitators acknowledge that the list being shared next is not exhaustive. There are many more responses, alternatives and proposals out there, some of which the participants might know of. The module will cover in detail only select responses, alternatives and proposals, in the interests of time.

Step 2: Facilitators take participants on a quick 'tour' of some of the existing feminists/peoples' alternatives and responses out there.

A (non-exhaustive) list of some existing feminists/peoples' responses are:

- Development justice
- Gender budgeting
- Tax justice
- Campaign of Campaigns
- Feminist Decolonial Green New Deal
- A purple economy
- A just, green, feminist COVID-19 response and recovery

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Step 3: Facilitators focus on some of the responses and alternatives in greater detail.

Notes for facilitators: In the event that this module takes place offline, facilitators can conduct an actual tour, by setting up a station for each of the alternatives/responses that will be discussed in detail, in different parts or corners of the training venue. Each of the stations may have a specific resource person, video, posters, and/or materials relevant to the alternatives/responses. In the event that this module takes place online, facilitators can take participants from one slide to another, quickly introducing each of the responses and alternatives before going into select ones in detail. Facilitators can also opt to role-play as tour guide or pilot/air steward taking the participants on a tour.

Optional - Deep dive into purple economy and a just, green, feminist COVID-19 response and recovery

Step 1: Facilitator briefly presents the purple economy framework and its four pillars.



Step 2: Facilitator briefly presents the just, green, feminist COVID-19 response and recovery.

Step 3: Facilitators break participants into groups to map out examples of states or social movements that are advancing a just, green feminist economic agenda. Each group is asked to write down the examples they discuss.

Step 4: Each group is invited to share the examples that they had discussed with the rest of the room.

Step 5: Facilitators synthesise the groups' reporting.

Module 6: Tools for Working towards Feminist Alternatives

Objectives:

- Participants are introduced to some of the existing tools that have been used to challenge unjust macroeconomic policies or to advance feminist macroeconomic solutions.
- Participants increase knowledge and understanding of gender budgeting and how to carry out gender budgeting to advance feminist macroeconomics solutions.
- Participants increase their knowledge and understanding of how to use CEDAW as a space, an opportunity, and an accountability mechanism to challenge unjust macroeconomic policies and to advance feminist macroeconomic solutions.

Notes for facilitators: Facilitators should mention that both gender budgeting and CEDAW are examples of some of the tools which can be used towards advancing feminist alternatives and challenges. Facilitators should tell the participants to read the GEM Starter Kit for more examples and information of other tools and alternatives.

Gender budgeting

Process:

Step 1: Facilitator explains what gender budgeting is, how it came about, and some of its key frameworks.

Step 2: Facilitator explains that we are now going to do our own gender budgeting by looking at our own country's budget. Participants are given time to first find out their country's existing budget (if this was not previously done in an earlier part of the training. See Module 3 of this manual). Participants are then asked to consider how they would change or design this budget differently if they were doing it from a gender-budgeting perspective, and to write this down on poster paper or online tools.

Step 3: Once all the participants have completed the above step, the facilitator asks participants to display all their gender-budgeting work/exercises and to take a moment to look at other participants' gender budgeting.

Step 4: Facilitator invites some participants to share what they have done with the gender budgeting.

Step 5: Facilitator explains to participants that the same process can be undertaken in even more micro-detail, for example by looking at the budget breakdown within a particular ministry or a particular sector.

Notes for facilitators: If there is more than one participant from a particular community/country, some can be grouped together to work on this exercise. This exercise can also be simulated at every level of government budgeting, e.g. instead of looking at the national-level government budget, participants can look at the budget of a specific government department, ministry, locality, village or city council. Facilitators and participants can consider which budget to look at based on their interests and relevance to their activism, advocacy and work.

CEDAW

Note for facilitators: As this training is aimed towards women's rights organisations and activists that already have existing capacities around feminism, women's human rights and CEDAW, it is presumed that all participants have some basic knowledge around these areas, even if they have not actually engaged with the CEDAW Committee or CEDAW review process in the past. Therefore, this manual does not cover all the details of a full CEDAW training and is meant to help with making specific connections to GEM. As such, Module 3 of this manual aims to remind participants of what CEDAW is and its core framework and elements, before going deeper into how CEDAW can be utilised to advance women's human rights in the macroeconomics domain in this Module. For more information on CEDAW, facilitators can refer to [IWRAW AP's CEDAW subdomain, resources](#), and [shadow report guidelines](#). Facilitators are also welcomed to get in touch with IWRAW AP for more comprehensive information on CEDAW training at iwraw-ap@iwraw-ap.org.

Part 1: CEDAW & Macroeconomics

Step 1: Through an open discussion, facilitators ask the participants to share about the political values of CEDAW to them, their work, their advocacy and activism.

Some useful trigger questions can help kickstart the conversation:

- What are some of the gaps that CEDAW fills where other international human rights treaties and conventions fall short?
- What can CEDAW do for women which other treaties cannot?
- What can we do with the Convention or how can we utilise it better to advance women's human rights?
- Do we really need CEDAW, or just the concept of equality?

Step 2: Facilitators remind the participants of the discussions around CEDAW's framework in Module 3. Facilitators also present briefly the framework and extraterritorial obligations (ETOs) and the importance of intersectionality and rights of marginalised women.

Step 3: Facilitators then share with the participants some examples of the CEDAW Committee's Concluding Observations around macroeconomic policies and ETOs. In the interest of time, facilitators can select a few diverse examples of most relevance or interest to the participants. Facilitators can also choose examples of countries where some/all of the participants are from.

Step 4: Facilitators then invite participants to share how the Concluding Observations discussed have been translated into national and local policy and decision making.

Step 5: Facilitators share advocacy tips with the participants on CEDAW and macroeconomic policies.

ADVOCACY TIPS ON CEDAW AND MACROECONOMIC POLICY

On strengths and gaps of CEDAW Committee on macroeconomic policy

- Receptive to demands from the ground - however, you get what you give - until there is a strong articulation in internal working methods of the Committee
- Aware of macroeconomic policy issues as a locus for change - getting better at using/growing the scope of CEDAW
- Focus is different for Global South/Global North states
- Issues are complex - the CEDAW review is carried out by experts who may not be 'experts' on macroeconomics
- Is our information timely?

How NGOs can contribute to deepening CEDAW's approach to macroeconomic policy

- Keep up the flow of information - shadow reports, thematic briefings, country-specific engagements
- Sharpen our collective lens
 - Which macroeconomic policies are the most impactful/harmful? Which present opportunities for change?
 - Problem analysis and impact assessment and data - states do not do this
 - Positive obligations/negative obligations

Part 2: Applying CEDAW to our macroeconomic issues

Process:

Step 1: Facilitators explain to participants that in this part we will do an exercise based on the participants' own issues, contexts and work.

Step 2: Facilitators ask participants to identify one key macroeconomic issue which is relevant and important to them or which they are currently working on. This can be any macroeconomic issue, i.e. a new trade agreement, a tax law, a local/state/national-level budget allocation, labour law, legislation around access to land/water, privatisation of public services, women's unpaid care work, etc. Facilitators emphasise that while there might be many issues that the participants are working on or would like to focus on, for the purpose of this exercise, we encourage participants to focus on a single issue.

Step 3: Once the participants have identified their macroeconomic issue, facilitators ask them to reflect on their chosen issues using the following guiding questions:

- What is the disproportionate or differential impact of the policy on women and girls?
- Does it relate to a specific Article under CEDAW? (E.g., health, education, work and livelihoods, etc)
- What is the key advocacy demand?
- How can the demand be translated into a CEDAW obligation?
 - does a law or policy need to be changed?
 - does a corporate or other actor need to be regulated?
 - do we need an impact assessment?
 - can any measures be taken to address historical inequalities (e.g., temporary special measures that alleviate inequality)?



Step 4: Facilitators invite some participants to share the issue that they choose and their reflection on the issue based on the guiding question.

Step 5: Facilitators close the module by synthesising the opportunities for the use of CEDAW to advance gender equality and women's human rights and macroeconomic issues. Facilitators also acknowledge that CEDAW is not the only tool and opportunity available to women's rights organisations and activists, but is one of the many tools available for us to utilise.

Annexe 1: Glossary of Macroeconomic Jargon

1. Structural Adjustment Programmes (SAPs):

In the early 1990s, the World Bank and IMF's application of neoliberalism was first put into practice through Structural Adjustment Programmes (SAPs) in many parts of the world. This led to deep cuts to public spending that have had long-lasting and devastating impacts on the lives of millions of people across the Global South.

2. Austerity/fiscal consolidation:

Austerity measures/fiscal consolidation involves policies to reduce public spending or higher taxes and/or restrictions on new borrowing to try and reduce government budget deficits during a period of weak economic growth.

3. Free Trade Agreements (FTAs):

Free trade is one of the cornerstones of neoliberalism. FTAs coerce governments of developing countries to open their economies and relax their national regulations to give a free hand to foreign companies and investors. This results in reduction of government revenue, and states lose sovereignty to shape essential services in the interest of the public.

4. Public-private partnerships (PPPs):

A blended finance model where public money effectively subsidises foreign investors, justified by a belief that they can deliver efficient and high-quality investments. PPPs often increase costs for governments, reduce the quality of services with cost-cutting measures, and lead to further weakening of labour rights in order to increase profits for investors. PPPs are increasingly being used for public services or social infrastructure including health, education and care provision.



5. IP rules:

Intellectual Property (IP) provisions in free trade agreements (FTAs) ensure protection for the creation or invention of artistic works and goods such as medicines that have high sunk cost in the form of investment in research and development (R&D).

6. TRIPS:

The Agreement on Trade-Related Aspects of Intellectual Property Rights (or the TRIPS Agreement) set the standards for intellectual property protection in the world. It came into force on 1 January 1995 and is binding on all members of the World Trade Organization (WTO).

7. Investor State Dispute Settlement (ISDS):

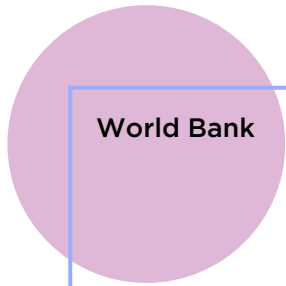
ISDS is a trade rule that restricts governments to implement a wide range of policies in the public interest, if transnational corporations argue that these measures might restrict their profits. Under ISDS, transnational corporations can file legal cases against states in private and secret international courts. This can have massive cost implications for developing countries.

8. Progressive taxation:

The way tax systems are designed and implemented has a direct impact on who they benefit and who they unfairly burden. The term 'progressive taxation' is used to describe tax systems that redistribute from the rich to those with less resources. Taxes are divided between those that are direct and indirect. Direct taxes such as income tax are charged on the income or property of individuals and businesses and are paid directly to the government. Corporate income tax (CIT) has the potential to raise a considerable amount of revenue.

Indirect taxes are paid on certain types of economic transactions, such as the sale of goods and services (e.g. food, medicine, clothes etc.), which are then passed onto the government as revenue. Examples include value-added tax (VAT) and goods and services tax (GST). This cost is borne by the consumer at the point of purchase or use.

Annexe 2: Actors/Proponents of Neoliberalism



<p>World Bank</p>	<p>The World Bank Group is an international financial institution (IFI) that constitutes five international organisations that lend money and provide grants to developing countries for specific ‘development’ projects. It has two stated goals: to end extreme poverty and to promote shared prosperity.</p>
<p>International Monetary Fund (IMF)</p>	<p>An international financial institution (IFI) that provides loans to countries when they are heavily in debt, the IMF aims to foster global monetary cooperation and stability between countries of the world.</p>
<p>World Trade Organization (WTO)</p>	<p>An intergovernmental organisation concerned with the regulation of international trade between nations, the WTO has 164 member countries. It is a place to negotiate trade agreements and to settle trade arguments between countries.</p>
<p>European Union (EU)</p>	<p>The European Union is a political and economic union of 27 member states that are located primarily in Europe. EU policies aim to ensure the free movement of people, goods, services and capital within the internal market; enact legislation in justice and home affairs; and maintain common policies on trade, agriculture, fisheries and regional development.</p>
<p>Group of Seven (G7)</p>	<p>Formerly known as the Group of Eight, this became seven after the removal of Russia. It consists of the elected leaders of Canada, France, Germany, Italy, Japan, the United Kingdom and the United States – the seven largest ‘advanced economies’ in the world, collectively representing over half of global net wealth. It meets in a different country each year to discuss key international issues such as jobs, climate change, health and women’s empowerment, largely from the perspective of enhancing global economic growth.</p>

GEM TRAINING MANUAL

Group of Twenty (G20)	An informal international forum for governments and central bank governors from 19 of the world's richest countries/biggest economies and the European Union. Together, they represent two thirds of the world's population, with representation from Global South countries including India, Mexico, Argentina and South Africa. Established in 1999, partly in response to criticisms about the representativeness of the G7; however, it is still elitist and undemocratic. Meets once or twice a year, and acts as the main economic council for members. Focuses on issues encompassing climate, trade, health, and women's empowerment, but largely driven by an economic growth imperative.
Transnational corporations (TNCs)	Largescale for-profit companies that operate in more than one country. Examples: Unilever, McDonalds and Apple.