

# FEMINIST EDUCATION CAN'T

As we began working on the **feminist education** exercise, we were aware that a definition of such a term does not exist, and that education as we know it is definitely not feminist. We wanted to develop feminist education practices in our collective action processes. We knew that it is not only about what we teach (ourselves), but also how we do it. We were also aware that feminist education reaches both back to the past and forward to the future, that our actions in the present have an impact on designing a better feminist future. The exercises we propose play out in those three temporal orders

# FEMINIST EDUCATION

## II. A FEMINIST MAP OF INSPIRATION

We've built this exercise on the basis of our own past experiences. It was created as a result of a conversation during which we discussed problems, affects and emotions connected with education, attitudes we adopted ourselves and together we looked for solutions to specific problems we faced. Thanks to this, we broke the regime of individual responsibility assumed in the educational relation.

Provide one case study for group discussion, such as:

In class, I discuss Rafał Urbacki's play *Mt 9:7* - strongly attacking the Church for ableism and homophobia. One of the students begins to enter into a sharp polemic with Urbacki, defending the Catholic Church. The discussion goes beyond the interpretation of the art work. How to direct the conversation so as not to offend the student's religious feelings, not to interrupt, but not to turn the class into a series of religious declarations by individual participants?

We then briefly discuss the case, offering different scenarios for responding to the problem presented.

We split into pairs. Each person thinks of a situation from his/her/they life correlating with the subject of the exercise that he/she/they found problematic and writes it down in a few sentences (according to the example above) and then passes it to the person he/she/they is paired with. Time: **7 minutes**.

After receiving the case study, we have **5 minutes** to think about it.

In pairs, we talk about the received descriptions of situations, trying to propose possible solutions. Time: **10 minutes**.

We come back to the group, one by one, present the case studies we've received and talk about the solutions worked out in pairs. Next, we discuss each case together. If someone doesn't agree to present their story to the group, we name the general problem it addresses and share the solutions developed in the group. Time: **40 minutes**.