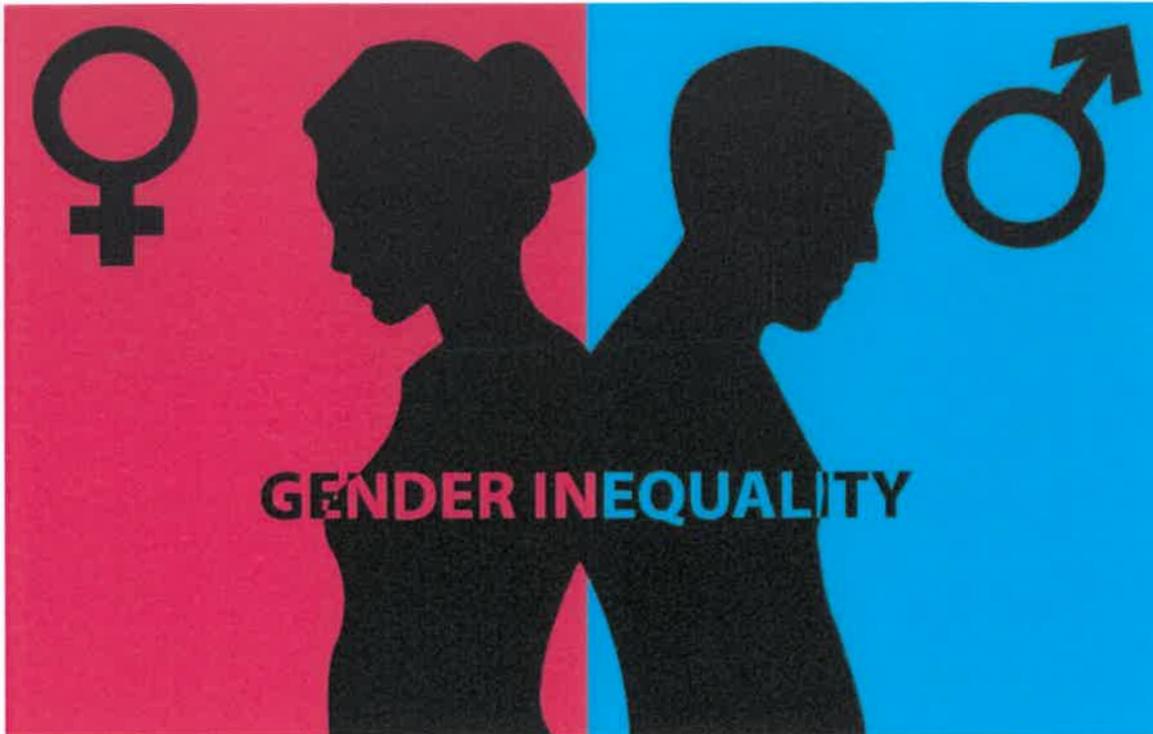


INTRODUCTION

Print



The first thing most parents are asked about their new baby is “Is it a boy or a girl?” We used to call this the baby’s sex, but these days the word gender is becoming much more common. Do these words mean the same thing or are they different?

In this series of lessons, we will take a look at the roles men and women typically take, stereotypes and expectations for men and women, matriarchal and patriarchal societies, gender discrimination, and the fight for equal rights. Unfortunately, we also have to discuss some extremes: gender-based violence, child marriages, female circumcision, and sex trafficking.

Differences between genders lead to societal inequality. The future of a boy is still much brighter than that of a girl in many places in the world. The Sustainable Development Goals, created by the United Nations and embraced by most of the countries in the world, can play an important role in reaching gender equality. The most important stepping stone to this goal is education.

Students: the assignments:

1. Sex or gender?
2. Expectations and stereotypes
3. Gender and LGBTQIA
4. Where men/women are in charge
5. The fight for equal rights for women
6. Women’s rights put on paper
7. Extremes: Gender-based violence
8. Extremes: Child marriages, female genital mutilation, and sex trafficking
9. Do the global goals lead to gender equality?

Final assignment: A fun campaign?!

Teachers

To get access to the teacher’s guide, we ask teachers to register and sign in first. Every lesson comes with a teacher’s guide with teaching tips, answers to the questions, and key objectives and attainment targets. The 11 teacher’s guides are collected also by us in an all-inclusive teacher’s guide.

We ask you to help us improve the lesson series ‘Climate change’. We have developed a self assessment evaluation tool (SAT) that we will gladly send you by email. We also have a self assesment tool for students available.

Ideally, the lesson series looks like this

- * Registration
- * SAT for teachers prior to the lesson series
- * SAT for students prior to the lesson series
- * Your or the students choice from the 11 assignments of the teaching and learning unit
- * SAT for students after the lesson series
- * Finishing the SAT for teachers
- * Students action

Send an email to h.deridder@fm.ru.nl for the SATs or phone with +31 24 3615902.

TEACHER'S GUIDE TEACHING AND LEARNING UNIT GENDER

[Print](#)

Beforehand

Here you will find four series of ready-to-use digital lessons about current topics, which are available for free. Every series is made up of about ten parts, each of which contain enough material for two lessons. As a teacher, you are free to use these series as a whole or just pick out individual topics.

We ask you to help us improve the lesson series. We have developed a self assessment evaluation tool (SAT) that we will gladly send you by email. We also have a self assessment tool for students available.

Send an email to h.deridder@fm.ru.nl for the SATs or phone with +31 24 3615902.

Lesson series

The lesson series 'Gender' is in line with the UN's Sustainable Development Goals..

The lesson series introduce the students to the following concepts:

- * (Biological) sex
- * Gender
- * Intersex
- * Gender roles
- * Gender identity
- * Gender expression
- * Wage gap
- * Gender equality
- * Gender inequality
- * Gender bias
- * Gender inequality
- * Stereotype
- * Gender specific
- * Gender neutral
- * Gendered jobs
- * International Day of the Girl Child
- * Straight and not straight
- * LGBT
- * LGBTQIA
- * LGBT+
- * Transgender
- * Transgender people
- * Trans woman
- * Trans man
- * Queer
- * International Day Against Homophobia, Transphobia and Biphobia
- * Coming out
- * Coming Out Day
- * (Gay) Pride
- * Purple Friday
- * Egalitarian society
- * Patriarchy
- * Matriarchy
- * Legally incompetent
- * Women's suffrage
- * Active voting rights
- * Passive voting rights
- * Suffragettes
- * Representative function
- * Gender gap
- * Participation
- * Economic participation
- * Political participation
- * Declaration of the Rights of Man and of the Citizen
- * Declaration of the Rights of Woman and the Female Citizen
- * Universal Declaration of Human Rights
- * Convention on the Elimination of All Forms of Discrimination Against Women
- * Resolution 1325
- * National Action Plan 1325
- * International Women's Day
- * Gender-based violence
- * "Corrective rape"
- * Acid attack
- * Femicide
- * Infanticide
- * International Day for the Elimination of Violence Against Women
- * Femen
- * Child marriage
- * Child bride
- * Female genital mutilation
- * Human trafficking
- * Sex trafficking
- * The 2030 Agenda
- * Sustainable Development Goals
- * Global Goals
- * Gender equality
- * Empowerment

We would also like to refer you to the [Glossary](#) with [didactic backgrounds](#) of the project 'Get Up And Goals!'.

The didactic goals of the TLUs are:

a) Ability to grasp the interconnection between local, national and global levels

TLUs should address global issues from a planetary perspective and connect the latter to the local dimensions. The learning objectives should not be eurocentric or nationalistic in tone. This can be called also "capacity to grasp the transcalarity of the themes, "ie the study of phenomena, through the use of different geographical scales and related analyses that proceed from local to national, continental, global and vice versa and tend to highlight the interconnections that, although arising from a single phenomenon, linking different spaces. (Understanding local immigration in transcalar terms, for example, means having to connect local events to continental and / or global scale, vice versa the great global phenomena such as climate change have continental, national, local effects, each attributable to the overall phenomenon and each one at the same time with its own specificity).

b) Skills to grasp present realities in relation to the present

Even when dealing with a theme related to the historical past, the TLUs will highlight the connection between the past and present realities.

c) Capacity to grasp interdisciplinarity of the themes

It is not always easy to grasp interdisciplinarity in school systems that are organized through division into disciplines (or "subjects"),. Nevertheless is important that students are aware of each theme as a whole. This whole is divided into different subject to facilitate the analysis, but must also be reconnected to a final synthesis grasping all the interdependences.

d) The ability to Think Critically and capacity for self-reflection

TLUs encourage learners to examine resources, images and messages from various critical positions, including paradoxical ones and strive to extend student's critique to self-reflection on our thoughts, feelings and responses to a certain resource or issue at hand. (Connected with the critical thinking):

e) Capacity of decentralization- (or capacity to take into consideration a plurality of points of view)

It means to take an integrated, complex look, knowing that there are so many ways to relate to the existing and that your approach is only one of the many possible visions. In this way it becomes possible to simultaneously evoke the different positions and situations in play.

Example: to study climate change from the point of view of people from the South.

Purpose: deepen the look to account for multiple situations so as to empathize with each other to overcome sterile dichotomies and promote a sharing of meanings.

f) Capacity of reflection on the role of individuals and groups in building peaceful, fair and sustainable futures

While personal commitment to engage with global issues is the first necessary step, TLUs also aim to explore possibilities on how individuals and groups can combine their strength to better influence capability of change and to discuss the role of institutions and their positions of power.

Example: pose a problematic situation in which knowledge is put into play to resolve critical issues such as when new laws need to be designed to overcome gender inequality or to grant citizenship rights to immigrants.

Purpose: to promote a knowledge of responsibility for which those who know can not but act to overcome inequalities or situations of violation of human rights.

Answers to student assignments

Sex or gender?

Step 1

- 1) There are four people in the room, but only one of them is a man. The fireman is the only man. The name (John) and the pronoun (he) of the suspect show that the police are looking for a man and the plumber, truck driver, and mechanic could all be women.
- 2) The website <https://www.vernoeming.nl/uniseksnamen> lists 308 (Dutch) unisex names.
- 3) -
- 4) -
- 5) Besides Facebook, other social media websites also ask for your gender. Identity documents also list an F or an M, although Nederlandse Spoorwegen (the main Dutch railway company) recently stopped doing that.

Step 2

- 6 – 11) Based on personal opinions.

Step 3

12) The wage gap is caused by a combination of these four factors:

- Stereotypical gender roles: men mainly do paid work and women do unpaid work at home. That creates the image that work done by men is worth more.
- Lack of transparency on wage differences: people do not feel comfortable sharing how much money they make.
- Horizontal segregation: some sectors have a lot more male employees and others have a lot more women. When more men start doing a certain job, wages get higher.
- Vertical segregation (the glass ceiling): men are more often in management positions.

13) –

14) –

Step 4

–

Expectations and stereotypes

Data used in this series of lessons was taken from:

- * [UN Women](#)
- * [OESO](#)
- * [Eurostat](#)
- * The Dutch [Central Statistical Office \(CBS\)](#) (in Dutch)

Step 1

- 1) Based on pupils' opinions

Step 2

- 2) The doll and the baby bottle are blue, which is a colour traditionally associated with boys.
- 3) It might help to include boys in advertisements for these toys or to make them blue.

Step 3

- 4) Men with higher incomes can more easily “buy off” their share of the housekeeping by replacing it with buying household appliances or hiring a housekeeper compared to men with lower incomes.

Step 4

- 5) The answer can be found in the (former) TV programme Willem Wever: (https://willemwever.kro-ncrv.nl/vraag_antwoord/de-maatschappij/waarom-zijn-er-voor-sommige-beroepen-bijna-alleen-mannen) [In Dutch]

For over two thousand years (and maybe even longer), people assumed that men and women were born different. People were divided by whether they could have babies or not. Men had to be strong and women had to be caring. This led to men and women having different tasks and jobs in daily life. A man was not allowed to interfere with the raising of his children or the housekeeping in his home. A woman was supposed to be in the kitchen or behind a stroller. This created a difference in the kinds of jobs men and women did.

This divide could be seen most clearly on farms, where men and women worked together to run the farm. The man worked the land and the woman was responsible for the surrounding tasks: taking care of the small animals and the vegetable garden. The division became even stronger when factories started appearing after 1850. Men started working in these factories and women stayed home to take care of the children and the house. If the family was poor, women might make some extra money at home. Still, the ideal situation was: Men make money and women raise the children and keep a happy home.

All of this started changing by the late 1960s. There was another labour shortage. Companies started hiring married women. Since then, it has become normal for married women to keep a job and male-dominated jobs became accessible to women. Later on, the opposite trend started too, and more men started doing jobs typically associated with women (like nursing).

6)

Typical jobs for	Women	Men
Accountant		♂
Car mechanic		♂
Primary school teacher	♀	
Construction worker		♂
Kindergarten teacher	♀	
Dietician	♀	
Company secretary	♀	
Electrician		♂
Welder		♂
Plumber		♂
Social worker	♀	
Pilot		♂
(House) painter		♂
Flight attendant	♀	
Plasterer		♂
Dentist's assistant	♀	
Carpenter		♂
Nurse	♀	
Heating engineer		♂
Truck driver		♂
[your example]		

7) Having a job was still seen as inappropriate for women, but they were needed in the war effort. The poster and slogan were made to change public perception of working women, so they would start working jobs left behind by soldiers.

8) Women are still paid less in India. In other words, it is much cheaper for contractors to hire women.

Step 5

Gender and LGBTQIA

Step 1

1) Are you a man or a woman? What sports team are you on and which bathroom do you use? Pupils can probably think of more examples themselves.

2) Q is a category from the LGBTQIA acronym and queer people usually call themselves that because they do not want to put themselves in a very specific category. Remember the picture for this chapter: Do you think outside the box?

Step 2

3) Example: "All persons in the Netherlands shall be treated equally in equal circumstances. Discrimination on the grounds of religion, belief, political opinion, race, sex, **gender, romantic or sexual orientation**, or on any other grounds whatsoever shall not be permitted.

Step 3

4) They already knew Jess as a good mayor who took care of their problems. Your ability to do your work does not change based on gender. Besides that, New Hope is a small community of 500 people where everyone knows everyone.

5) Profiling means judging someone on their physical appearance. The word is usually used in a negative context involving the police. Someone is not seen as an individual, but judged based on stereotypes and prejudices.

6) This campaign shows young LGBT+ people that they can find well-paying jobs and it helps EY to find the best people for their organisation, regardless of gender or sexuality.

Step 4

7) Coming out is an expression that is used when an LGBT+ person first chooses to openly share their gender or romantic/sexual orientation with other people. This is a lengthy process. Many people tell a close friend first, before they tell their family.

Step 5

Where men/women are in charge

Step 1

1) After the women of Lesbos supposedly killed all their husbands, they continued living together. This gave rise to the idea that women did not need men in their relationships, which is where the word lesbian came from.

Step 2

2) Rights of the Child: You are legally a child until you are 18. Masai girls get married, circumcised, and taken from school at the age of 15. Human Rights: Masai women and younger men do not have a say in big life decisions, like who they marry.

3) Respect for elders. Waiting to take big decisions until after you have looked at it from all sides.

Step 3

4) Concepts that are probably normal to you and strange to the Mosuo: cheating, a family life with parents and children living in the same

house.

Step 4

- 5) Examples: The Garo live in rural areas; not all the boys go to school; women choose their partners; women get 'ravished'; married couples do not move into a new home together, but live with the woman's parents; men take care of the children while women work.
6) The Masai, Mosuo, and Garo are minorities, indigenous, and living in agrarian societies.

The fight for equal rights for women

The data used in these lessons were based on reports from [Atria](#), [Rosa](#) and [Global Gender Gap Report](#).

Step 1

- 1) Women were not allowed to drive a car.
2) Being legally incompetent means you are not qualified to take legal actions. For married women before 1957, this meant that they needed their husbands' permission for things like opening a bank account, but also making decisions about how to raise the children. People who are still legally incompetent now are minors and people under guardianship.
3) Based on pupils' opinions.

Step 2

- 4) Similarities: both fought for women's suffrage (founding organisations, organising demonstrations and exhibitions, singing songs, publishing newspapers and pamphlets).
Differences: the English Suffragettes did not hesitate to use violence, unlike their Dutch counterparts.
5) Women's suffrage will create a different perspective on political matters than a political situation fully controlled by men.

Step 3

- 6) For the Upper House elections in 2017, Atria presented a list of emancipation-related topics: the wage gap, day care centres, informal care, pregnancy discrimination, parental leave, violence against women and girls, stereotyping, representation, and gender registration.
7) In favour: Having a female Secretary General might make it easier to put topics on the agenda that relate to gender and equality.
Against: A female Secretary General might be seen as nagging or self-serving while the rest of the organisation continues being resistant to discussing these topics.

Step 4

- 8) Unicef explains it like this on their website:
Education is the key to the development of a child and of a society. A child that is well-educated has more opportunities for their future.
* 63 million children are not going to primary school
* Only 50% of children with a handicap are going to school
* 75 million children in conflict areas are at risk of having to quit school
* 250 million children are not learning to read or write
The facts above show that many children are still not going to school, even though education is extremely important for the development of children and societies. For example, every year of education adds 10% to a person's income. And the odds of conflict double when inequality in education doubles.
9) Educated girls know more about healthcare and know what to do when their child gets sick or they have issues with their pregnancy.

Step 5

Some examples: A quota for women, giving preference to women when picking political leaders like mayors, making it mandatory to have an equal number of men and women to choose from when voting.

Women's rights put on paper

Step 1

The text of the Declaration of the Rights of Woman and the Female Citizen was based on a Dutch translation titled 'Verklaring van de rechten van de vrouw en de burgeres / Olympe de Gouges', with an introduction and commentary by Hannelore Schröder, published by Kok in Kampen, 1989, ISBN: 9024276225.

- 1) Article 4: Women are limited in their rights and freedom by men.
Article 11: Free exchange of thoughts and opinions means women can point out who fathered their children without it being shameful.

Step 2

- 2) A declaration is not binding, while a convention is. Roosevelt was worried that a convention would make countries take a stand against the declaration or even against human rights entirely. There were no votes against the declaration, but Roosevelt still wrote in her memoirs that she was disappointed that ten countries did not vote.
3) Apart from women, some groups that often require extra protection are children, people with disabilities, and indigenous peoples.

Step 3

- 4) A declaration is not binding, while a convention is. The rights of women are important enough to be put in a convention. 163 countries have signed it. The fact that it is a convention, gives it more power.
5) Caring for children and sick relatives is still mainly a job done by women; women spend a lot more time taking care of others than men. If work and care was divided more equally among the genders, women would be able to get and keep their jobs much more easily than they do now.
6) In favour: SGP has the right to freedom of religion and they believe that women's participation in politics goes against their natural calling.
Against: A convention is more important than national laws. The Netherlands have signed and rectified this convention. The convention does not allow discrimination against women for any reason.

Step 4

7) A gender advisor looks at everything from the perspective of gender. They can make sure women are not overlooked when it comes to military missions related to peace building or violence against women in conflict situations.

Step 5

-

Extremes: Gender-based violence

Step 1

1) In the Netherlands, water just comes from the tap. This is not always the case in lower-income countries. In these countries, women and girls are responsible for fetching water. Climate change often means they have to walk further to reach the water, which increases the chance they run into trouble on the way.

Source: <https://www.goalglobal.org/stories/post/climate-change-and-gender-based-violence-whats-the-link>

Step 2

2) The assumption that it is Mary's fault that she is not pregnant (while her husband could also be infertile). The assumption that domestic violence does not get in the way of their love. And the assumption that she is unfaithful to her husband.

3) This word suggests that your sexual or romantic orientation is something that can and should be 'fixed'. A more fitting word could be homophobic rape.

4) Britain could make it more difficult for people to buy acid (which they can just get in stores right now; only selling to minors is illegal). They could campaign against this type of violence using acid. Stronger punishments might help as well.

Step 3

5) La Casa Del Encuentro focuses on the children of the victims of femicide and not on the victims of femicide themselves. They are not aimed at preventing femicide.

Step 4

6) They draw a lot of (media) attention, but they also make people uncomfortable.

7) Public nudity is against the law in almost every country in the world. The protests are fierce and create resistance, probably because they also make people feel embarrassed and uncomfortable; many people feel these protests go against their norms and values – against what is proper. On top of that, male police officers are often the ones who have to try to stop these women's protests.

Step 5

-

Extremes: Child marriages, female genital mutilation, and sex trafficking

Step 1

1) Cause: Parents who have not been educated are more likely to keep their daughters at home and are less likely to know that child marriage does not solve poverty.

Solution: Children who have been to school know their rights, which makes it easier for them to explain to their parents that child marriage is not the right thing to do.

2) The video shows: Child brides often get pregnant at a very young age, before their bodies are ready for it. They often get a fistula and their babies have a higher chance of dying during or shortly after birth.

3) –

Step 2

4) Girls who were not circumcised can stay in school.

Children who are not circumcised are less likely to end up in a child marriage.

Also, women's opinions are being heard, which was not the case before.

And women's lives and health are recognised as being important.

Step 3

5) Poverty, unemployment, oppression, (threats of) violence, shame

6) She does not know the rules in the Netherlands. Who can you ask for help? She also had to get over her fear for her own life and the lives of her children.

Step 4

-

Do the global goals lead to gender equality?

The main source used for this lesson is "[Turning promises: into action](#) - Gender equality in the 2030 Agenda for Sustainable Development – Summary" from UN Women.

Step 1

1) Development can only be successful and sustainable if everyone has the same rights and opportunities. Women have different needs than men and think of different possibilities than men. Like the introduction to this lesson said: Development can only be sustainable if it benefits everyone; the rights of women can only be realised if they are an equal part of our efforts to protect the planet and make sure that everyone can live with dignity and respect.

Step 2

2) According to the World Food Summit in 1996, "Food security exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life". If you have food security, you are not hungry or underfed.

3) Cooking and housekeeping is much more often done by women than men. Women spend more time indoors and that means they have a higher chance of breathing in toxic fumes.

Step 3

4) You only know when and where to put extra effort into reaching gender equality if you know where people are not already spending (enough) money on it. Measuring leads to knowing leads to action.

Step 4

5) Spreading risks. If a corn harvest fails or disappoints, you still have other produce (beans, pineapples) to fall back on.

Key objectives and attainment targets

Key objectives: 36, 38, 43

Attainment targets:

Social sciences Havo

Subdomain C3: Social and political conflicts and cooperation

10.2 Causes of social and political conflicts

Divided groups can create friction and conflicts (especially if not all groups are treated equally), but history has taught us that these differences often smooth out and the friction lessens. When people think inequality is unfair, this can lead to conflict. Examples of this are:

* Gender

Gender refers to culturally established differences between men and women, rather than biological differences (sex). Unequal treatment of men and women has led to a struggle for emancipation. Social inequality between genders has decreased, but not fully disappeared.

Social sciences VWO

Subdomain B1: Socialisation

4.1. The process of socialisation and acculturation

Nature vs. Nurture

- Masculine vs. feminine

Social differences between genders are not the same in every country. Societies are considered masculine when gender roles are strictly divided and feminine when they are not.

6.4 Describing the points of view of important ideological positions

6.4.5 Feminism

Many variations exist, but these are the general ideas:

- Equality and equal treatment for men and women
- Criticism of unjustified gender differences in society

History Havo and VWO

Time period 8 has the following characteristics:

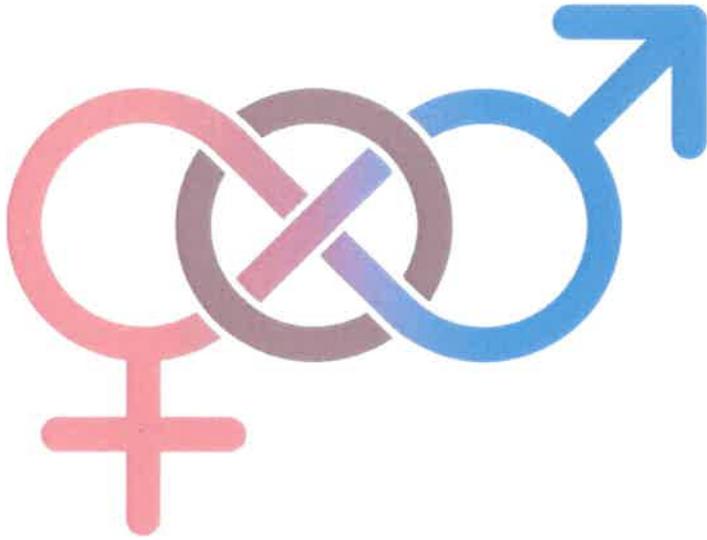
35. Continuing democratisation, with increasing numbers of men and women participating in the political process.

36. The rise of socio-political movements: (...) and feminism.

SEX OR GENDER?

[Print](#)

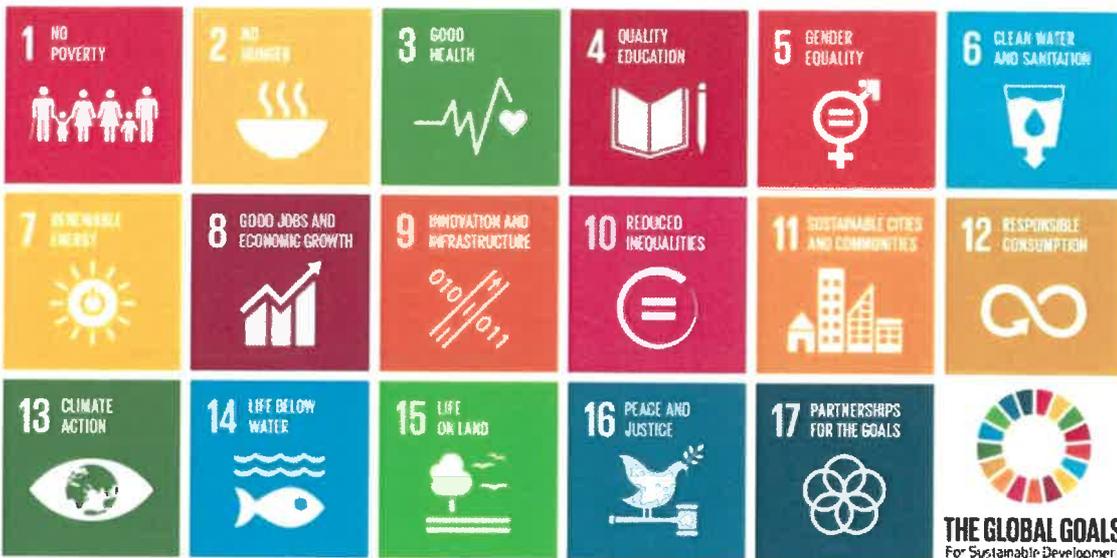
Sex and gender. These words are often used to mean the same thing, but there is a difference between them. How do these words relate to each other? In this lesson, you will learn more about these concepts and how they are different.



After that, we will take a closer look at gender (in)equality and aspects of society where this inequality is clearest. This lesson will feature one example: the wage gap between men and women. (More examples of inequality can be found in the lesson called “The fight for equal rights for women”.) The wage gap is partly there because people do not like to talk about how much money they make. With this lesson, we want to ask you to think as well as talk about gender (in)equality at school.

LEARNING OBJECTIVES

[Print](#)



This project is connected to the Sustainable Development Goals, also called the Global Goals, particularly goal 5.

By the end of this lesson, you will:

- Know what sex and gender are
- Be able to explain the difference between sex and gender
- Know what is meant by gender (in)equality
- Be able to give examples of gender inequality

By the end of this assignment, you will know the meaning of the following terms:

- * (Biological) sex
- * Gender
- * Intersex
- * Gender roles
- * Gender identity
- * Gender expression
- * Wage gap
- * Gender equality
- * Gender inequality
- * Gender bias

Final product

The final product for this lesson is to design a poster, website, or social media page for a **European or International Day of Equal Treatment**. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is the point of your campaign clear and relatable?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

You will work by yourself for this lesson. The final assignment will be done in pairs or groups of 3.

Time

This lesson will take two hours.



STEP 1: WHAT IS (BIOLOGICAL) SEX?

[Print](#)

Question

1) Solve the riddle below.

The police responds to an anonymous tip. They raid a house to arrest a suspect in a murder case. When they enter the house, they only know two things:

1. *The suspect's name is John.*
2. *He is in this house.*

Inside, the police find four people playing poker:

- * A plumber
- * A truck driver
- * A car mechanic
- * A fireman

Without any doubt or communication, the police officers arrest the fireman. How did they know they had the right person?



These days, you can tell the biological sex of a baby before they are even born. When someone wants to know the sex of their baby, they can get an ultrasound to see if the baby is a boy or a girl. The parents often want to know this, so they know whether the baby's room and clothes should be pink or blue. And of course they also want to know whether to pick a girl's name or a boy's name, like Emma or John, or Charlie or Rory. You could even name your baby after Taylor Swift (a female singer) or Taylor Lautner (a male actor).

Question

2) What other names do you know that can be used for a child of any gender?

Watch the video below. It is a fragment from an episode of "Geslacht!", a Dutch programme about sex and gender, presented by Rianne van Dorst:

GESLACHT! FRAGMENT



Translation of the title: *What makes a man a man?*

Please note: the film is in Dutch; [click here](#) for a transcription in English.

When people talk about sex or *gender*, they usually talk about the differences between men and women. There are biological differences that determine a person's sex, like chromosomes, hormones, and genitals.

Women have XX chromosomes and men have XY chromosomes.

Hormones are chemicals that regulate all kinds of functions of your body. Your body makes these chemicals itself. Men and women usually have different sex hormones. Oestrogen, the sex hormone most common in women, regulates the growth of female genitals and takes care of fertility and procreation. Testosterone, the sex hormone most common in men, creates more body hair, more muscle mass, makes kids' voices break, and grows male genitals and deals with fertility.

Visible differences between men and women are their reproductive organs. Women usually have a vagina and breast, while men usually have a penis. Some of these reproductive organs are also not visible from the outside, like ovaries and spermatic cords.

There are also people who are born as a girl who still have XY chromosomes and people who are born as a boy who still have XX chromosomes. People can also be born with reproductive organs for both sexes. People who have biological factors from both sides are intersex.

In biology, taxonomy is the science of grouping living things together based on shared characteristics. In taxonomy, sex is the second most important characteristic after species. In society, biological sex is no longer that important. Websites like Facebook let you choose from many different gender options. In October of 2018, the Dutch intersex person Leonne Zeegers was the first person in the Netherlands to get an X on their passport instead of an F or M.

Questions

3) What do you think makes a person a man or a woman?

- 4) Do you think it important to pay attention to whether someone is a man or a woman?
- 5) Can you think of more places where you have to say whether you are a man or a woman??



STEP 2: WHAT IS GENDER?

[Print](#)

Watch the video below, in which Ryanne explains what gender is:

GESLACHT! FRAGMENT



Translation of the title: What is gender?

Please note: the film is in Dutch; [click here](#) for a transcription in English.

Gender refers to the characteristics, qualities, talents, and expectations that we assign to men or women. Gender used to just be an extension of your biological sex. People would just check if you were a boy or a girl at birth. Girls would get bows in her hair, pink clothes, and dolls for toys. Boys would get blue clothes and toy cars.

Apart from these visible differences, there are also different expectations of the kind of personality and talents that men and women have. These are called gender roles. Examples of these gender roles are: real men don't cry, women are caring and men are not, only men like sports, and women love shopping. But are these expectations still realistic?

Gender is about behaviour and identity. You could have been raised as a boy but not feel like a boy, or seen as a girl without being a girl. In these cases, a person's sex does not match their gender. Gender identity is about a person's inner feelings.

The way you present yourself to the outside world through clothing, make-up, scents, languages, and all other kinds of things is called your gender expression.

Questions

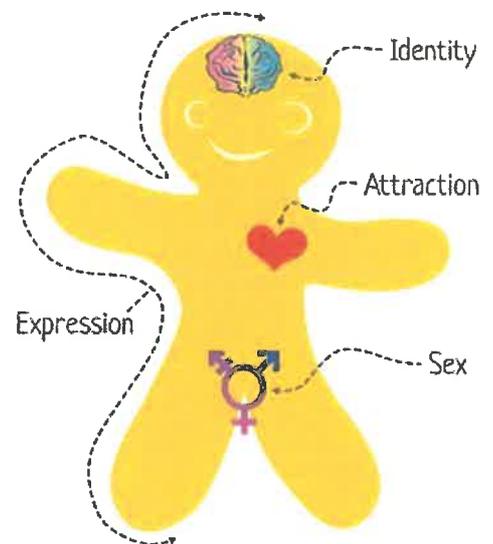
- 6) Are men and women still different? How do you feel about this?
- 7) Explain your answer to question 6. If you think men and women are still very different, explain why. If you think differences have become less, explain how you can tell.
- 8) Which gender differences would you like to disappear?

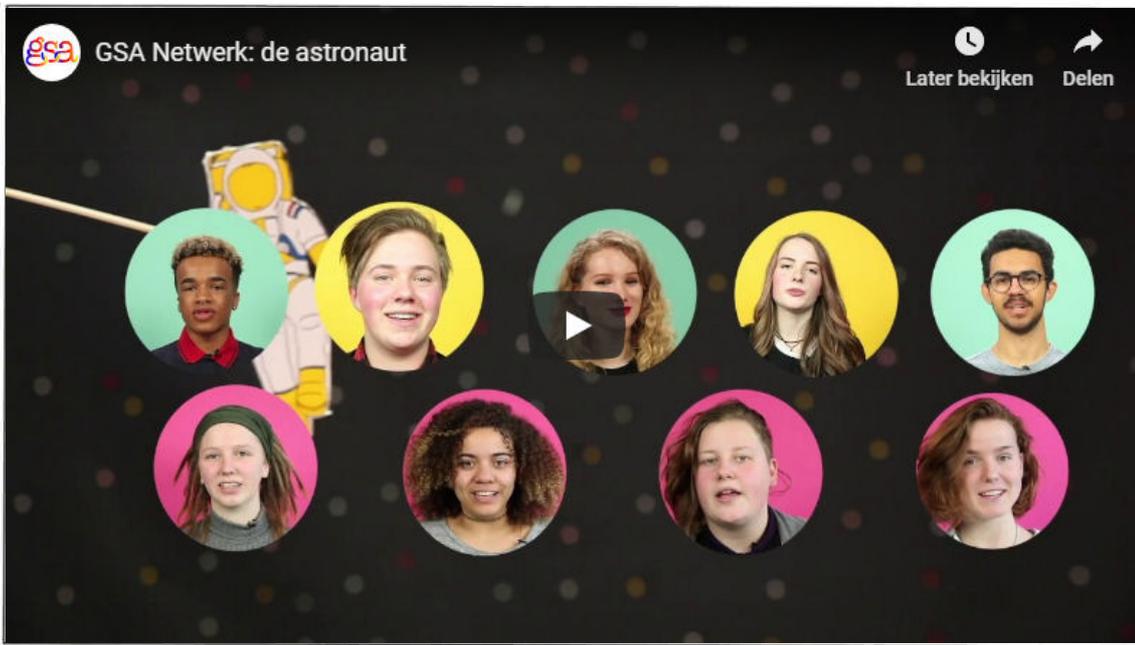
What is the difference?

In short, sex is what you're born with and gender is what you're taught.

When you are born, someone else looks at you and decides to call you a boy or a girl. That is your sex. Your gender develops through the way you are raised and through outside influences like culture and society. It is possible that your sex and your gender are not the same. Do you feel masculine or feminine? Perhaps you feel like neither or a bit of both?

Watch the video below:





Translation of the title: GSA Network: the astronaut

Please note: the film is in Dutch; [click here](#) for a transcription in English.

Questions:

9) What is your sex?

10) What is your gender identity?

11) How do you express your gender?



STEP 3: WHAT IS GENDER (IN)EQUALITY?

[Print](#)

Every person is treated in a certain way by other people. Sometimes you are treated the same as someone else, like if you and your sibling both get dessert after dinner. Sometimes you are treated differently, like when your older sibling can stay up later than you. These similarities and differences also exist for gender.

Gender equality means that people of all sexes, genders, and sexual orientations are treated equally. But there is also gender inequality, also called gender bias. This means that people are treated differently just because of their sex, gender, or sexual orientation.

Unfortunately, *gender inequality* is still very common. A clear example is the difference in how much money men and women make. On average, women in the EU earn 16% less money than men. In jobs where the majority of employees are women, wages are lower than in jobs where the majority are men. Women also often earn less doing the same job as a man.

Now watch this video:



*Translation of the title: Do boys and girls have the same number of opportunities in the Netherlands?
Please note: the film is in Dutch; [click here](#) for a transcription in English.*

This unequal pay between men and women is called the *wage gap*. On November 20th, 2017, the EU presented a plan to make the wage gap smaller, with the eventual goal of reaching equal pay. This is why the EU created the *European Day of Equal Pay*.

People are treated differently based on their gender from the day they are born. Many parents let their daughters' hair grow out and keep their sons' hair short. When a boy wants long hair, his parents often do not approve. Girls can cry, but boys who cry are often told to man up and stop being childish. Sports are also different for boys and girls. Football is for boys and gymnastics is for girls, right?

Questions

12) What do you think are some reasons the wage gap exists?

13) Do you think there are sports for boys and sports for girls? If so, which ones?

14) Are you being raised in a way that is specific to your gender and taught to behave in ways that are typical for a girl or a boy? If yes, can you name some examples?



STEP 4: EUROPEAN DAY FOR EQUAL TREATMENT

[Print](#)

Now it is your turn to raise awareness for gender equality at your school. You will organise an International or European Day for Equal Treatment. Design a poster, create a website, or make a social media page. For inspiration, you can take a look at the posters for the European Equal Pay Day shown below.



START SOONER FOR AN EQUAL PAY LATER
OR CLOSE THE PAY GAP ON [EQUALPAYDAY.EU](https://www.equalpayday.eu)

Because of the pay gap, women have to start working 10 years sooner to earn as much as men in their lifetime.

equal·payday

Good luck!



EXPECTATIONS AND STEREOTYPES

[Print](#)

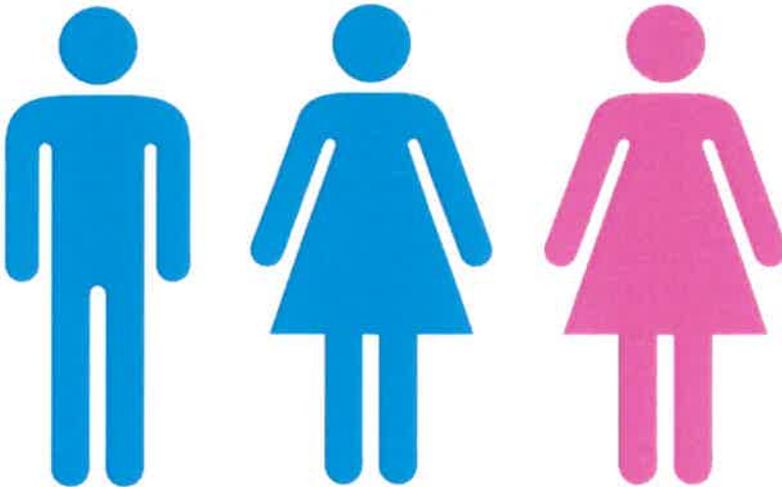
M/F

Every time you have to fill in your personal information on a form or a website, and indicate whether you are a man or a woman, nine times out of ten the question will be “male or female?” Male being mentioned first may be only a small detail, but it is part of a larger system: the man is the default.



Gender equality is also part of our language. Neutral forms of a job title can be used for a group of mixed gender, but there are special markers for gendered versions of some of these titles. When a job title is neutral, like a doctor, the person is often assumed to be male, even though women are surgeons too. Actors can be any gender, but when talking about a woman, they are also called actresses.

Some job titles include “man” as part of the word. Policeman, fireman, fisherman, or chairman all started as the default job title, because these positions were traditionally not held by women. There is no such thing as a firewoman and the word “chairman” is sometimes used to refer to people of any gender. The function of ombudsman is even officially written into law under that name. The current ombudsman for children was appointed by the Dutch government, except she is a woman: ombudsman Margrite Kalverboer.



In the action comedy movie *Hot Fuzz*, two characters in the police force talk about gendered language. Nicholas Angel, from a big city, keeps correcting his small-town colleague when he says policeman instead of police officer.

Forms and job titles are only two examples of situations where gender differences are marked. Every part of society is infused with expectations and stereotypes.

LEARNING OBJECTIVES

[Print](#)



This project is connected to the Sustainable Development Goals, also called the Global Goals, particularly goal 5.

By the end of this lesson, you will:

- Be able to give examples of gender inequality in our society
- Know how the colours pink and blue are connected to gender and how these associations have changed over time
- Be able to list some stereotypes in children's books and movies
- Know that experts are still researching whether boys and girls are born different or just taught to behave differently
- Know that men and women disagree about the way to divide household chores and childcare
- Know that taking care of the house and the children is seen as feminine in many countries
- Know that many jobs can be seen as typically male and typically female, but these stereotypes are not always the same in different times and countries
- Know why the UN started the International Day of the Girl Child

By the end of this assignment, you will know the meaning of the following terms:

- * Gender inequality
- * Stereotype
- * Gender specific
- * Gender neutral
- * Gendered jobs
- * International Day of the Girl Child

Final product

The final product for this lesson is to create your **own campaign** for #GirlsGetEqual and/or #GirlsTakeOver. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Does your campaign plan motivate people to participate?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

You will work by yourself for this lesson. The final assignment will be done in groups of 3 or 4.

Time

This lesson will take two hours.



STEP 1: PINK OR BLUE?

[Print](#)



The picture on the left shows two babies. How can you tell if they are boys or girls? You can tell by the colours we associate with each sex. Since 1950, pink has been a colour for girls and blue for boys. These colours are used on birth announcement cards, the furniture and decorations in the baby's room, coloured treats that the new parents serve to guests, clothes, toys, and even children's bikes.

Funnily enough, it used to be the other way around. Pink used to be considered a masculine colour and blue a feminine colour. You can still see an example of this in statues of the Christian figure Maria, the mother of Jesus, who always wears a blue cloak.



We do not just connect masculinity and femininity to these colours, but also to certain kinds of behaviour. These are

called stereotypes: generalised ideas about groups of people.

If a boy falls down, he often gets told to man up. A girl is more likely to be comfortable. Books and movies for children enhance stereotypes about girls and boys. The main character is often an adventurer, a hero, or a villain, and nine times out of ten they are a man or a boy. Change is coming, though, even if it is coming slowly. In old Disney movies (*Snow White* (1937), *Cinderella* (1950), *Beauty and the Beast* (1991)), the female main characters often get complimented on their beauty. Female main characters in later Disney films (*Pocahontas* (1995), *Tangled* (2010), *Brave* (2012)) get more compliments for their skills.

Children's books show the same development. Characters like Pippi Longstocking were the exception for a long time. Even in the famous Dutch books by Annie M.G. Schmidt, Jip is much braver than Janneke. These days, there are a lot more tough girls in children's books, partly because a lot more women have started writing children's books.

Despite these changes, (many) parents of teens still have different expectations for their daughters compared to their sons. Can boys still be boys? That was the message of a SIRE campaign in 2017. The creators of this video wanted boys to get more space to roughhouse, because it helps them grow up healthy. The campaign faced a lot of criticism.



Translation of the title: *Boys must be busy and tough*
Please note: the film is in Dutch; [click here](#) for a transcription in English.

Question

1) How do you feel about the video? Is there such a thing as typical boy behaviour? What about typical girl behaviour? Can you give any examples?



STEP 2: TOYS

[Print](#)

Are toys gender neutral or do boys and girls only play with toys specifically for their gender? The toy catalogues shown below seem to know the answer:



Toys for children advertised on <https://www.girlslabel.com/meisjesspeelgoed/> and <https://www.boyslabel.com/jongensspeelgoed/>

“Girls can spend hours fussing over a doll or trying out makeup.” “Boys like speed, violence, and competition.” Two quotes from the girlslabel and boyslabel websites. This toy manufacturer believes that separating toys by gender is an obvious and logical thing to do. But is it.

ReklamOmbudsman, the Swedish organisation that deals with complaints about commercials, got a complaint from a primary school. A group of children working on a project about gender thought the Top Toy catalogue was discriminating based on gender, because boys were shown playing active games while girls were shown in a passive context. Boys were shooting toy guns, girls were dolling themselves up.

Top Toy changed its approach after this criticism. The catalogue shows boys playing with toy ironing boards, vacuum cleaners, and hair dryers. Girls aim toy guns, play with cars, and build LEGO houses. The Top Toy staff is trained to help customers without making biased assumptions.

“When a girl is looking for a toy, don’t just show her to the girls’ corner, but ask for her interests first,” advises Anne Dorth Erstad Jørgsen, a Top Toy representative.

Other Swedish toy manufacturers followed their example and added pictures to their toy catalogues of boys cooking and girls playing with cars.

Experts’ opinions are divided on this subject. Some say that girls just like to play with toys aimed at girls and boys want to play with toys for boys. This is called innate behaviour.

Others say that children pick toys based on gender because they are taught what they are supposed to like from a very young age. From birth, girls are more often called cute and boys are quickly seen as tough. Children are very quick and accurate to judge which toys we like to see them use. This is called learned behaviour.

Many fathers feel bad or embarrassed when their sons want to play with Barbie dolls or My Little Ponies. And a mother got upset with her son Junior when he played with a toy kitchen at kindergarten: “Oh no, Junior, that’s for girls.” She apologised to the kindergarten teacher: “I can’t keep him away from his sister’s toy kitchen. I keep telling him that the kitchen is for girls, but he won’t listen.”

Questions

- 2) Look at the Swedish toy catalogue. Apart from the boy playing with a doll and the girl playing with a toy gun, what else can you see that is different about this catalogue?
- 3) How could you change a toy tea set to make angry parents accept it as a toy for their sons? What kinds of changes would you make



STEP 3: HOUSEHOLD CHORES

[Print](#)

The Dutch Central Statistical Office (CBS) has done research into the way young people (12-25) think household chores and childcare should be divided between partners. Most of them think (unpaid) housekeeping and childcare is the responsibility of both partners.

77% of girls and 69% of boys think these household chores should be divided equally.

64% of girls and 65% of boys think raising and taking care of children is a task that should be divided equally.

These numbers look promising and this data could make you think that the genders are (almost) entirely equal. Unfortunately, reality does not reflect this. People do not always hold themselves to their own standards. A minority of Dutch men (47%) spends some time on household chores every day compared to a majority of women. This data was gathered by a European bureau of statistics called Eurostat. Things are still fairly equal in the Netherlands. The difference is much bigger in Italy. There, 80% of women clean and tidy their house every day, compared to only 20% of men.

You can see that the Netherlands is one of many countries where women are still the ones who are mainly responsible for taking care of the house.

This is partly caused by men's attitudes, but also by women themselves. Professor Claire Lyonnette from the University of Warwick calls this the myth of male incompetence: "Some women are still convinced that men are incapable of doing any household chore in an acceptable way. And who stays home with a sick child?"



In the West, there is a difference between expectations and reality when it comes to taking care of the house and children. Things are different in many developing countries: they often rely more on tradition and culture. According to research done by UN Women, women still do 2.5 as much household work than men. Taking care of children (as a parent or a sibling), getting water, chopping wood, cooking, and cleaning are traditionally seen as women's work and beneath the dignity of men and boys.

Housekeeping is not always seen as valuable, while research has shown its worth is immeasurable. "If women would stop doing all the unpaid work they do, the economy would collapse," says Shahra Razavi, main researcher at UN Women.

Thankfully, girls are going to school more and more often, but this often means girls have to work twice as hard, since they still do household work too. If a child is kept at home to help with housekeeping, that child is almost always a girl.

Question

4) The research done at Warwick University also showed that men who make more money are less likely to help with household work. Could you think of a reason why?



STEP 4: WOMEN'S JOBS AND MEN'S JOBS

[Print](#)

We start this step immediately with a video:



Now answer a few questions.

Questions

5) Why do you think there are typical men's professions and women's professions?

6) Listed below are 20 jobs that are generally seen as either typically masculine or typically feminine. Fill in which jobs you think are thought of as men's work and which are seen as women's work. Also think of one other example of a gendered job:

Typical jobs for	Women	Men
Accountant		
Car mechanic		
Primary school teacher		
Construction worker		
Kindergarten teacher	♀	
Dietician		
Company secretary		
Electrician		
Welder		
Plumber		
Social worker		
Pilot		♂
(House) painter		
Flight attendant		
Plasterer		
Dentist's assistant		
Carpenter		
Nurse		
Heating engineer		
Truck driver		
[your example]		

There are more typically masculine jobs than feminine jobs. Almost 100% of mechanics are men. Almost 100% of all vet's assistants are women. The top 20 of male-dominated jobs range from being 100% to 92% male. For the top 20 of female-dominated jobs, this number ranges from 100% to 70%.

Still, everything is shifting, although this shift mostly involves men going into female-dominated jobs instead of more women getting male-dominated jobs.

What could be the reason why some jobs are mostly done by men and others by women? Is it related to people's interests? Education? Is it caused by our differing expectations for women and men?

The following two examples will show that the same gender is not always connected to the same job in different countries and circumstances.



A 'Rosie' at work in a lathe © United States Library of Congress

1) Rosie the Riveter

During World War 2, there was a pressing need for factory workers to produce things that could help defeat Nazi Germany. Since more and more men were being called in for military duty, there was a great shortage of employees in factories. This gap was filled by women, who were now doing jobs that were typically done by men before.

England had Munitionettes: women who made ammunition in munitions factories. Canada had Bren Gun Girls: women who made machine guns. But the most famous symbol of this era was Rosie the Riveter from the United States. A rivet is a pin that holds two sheets of metal



together. The riveters used these rivets to assemble bombers. Rosie the riveter's fame spread thanks to a song and a poster featuring a riveter and the slogan "We can do it!". After the war, this poster became an iconic symbol for feminism and the strength of women.

2) Women as construction workers in India

99-100% of Dutch construction workers are men, which makes it a typically masculine job. You are probably familiar with the cliché image of a construction worker wolf whistling to a beautiful woman passing by.

This cliché does not exist in India. Construction workers do not whistle at women there. Not only because it is seen as indecent, but mostly because the majority of construction workers in this country are women.

One of these construction workers is thirty-year-old Kamlesh. She and her husband were recruited to work on a construction site in Delhi. At first, she was happy to leave, because she lived in a village with a high risk of draught and crop failure, but she quickly saw that her new life was not better. She tells her story: "I didn't know how low my wages would be, what our house would look like, that I would rarely get to see my children. The men always complain that us women are weak and we don't work hard enough, but they're wrong. We work just as hard."

The construction workers build and renovate public buildings as well as private projects. They are recruited by contractors who come to their villages to offer them jobs. The contractors are responsible for housing and transportation. They are also the ones who decide on wages and working conditions.



Questions

- 7) The poster of Rosie the riveter was made for an American government campaign. For what purpose did the government add the slogan?
- 8) Can you think of a reason why so many women are hired for construction work in India?



STEP 5: INTERNATIONAL DAY OF THE GIRL CHILD

[Print](#)

In 2012, the United Nations officially named October 11th International Day of the Girl Child. An important day, because millions of girls in developing countries are disadvantaged, exploited, and discriminated against every day. All because they are girls. With the hashtag #GirlsGetEqual, Plan International wants to put a spotlight on girls and young women worldwide and support them in their battle for equal rights and opportunities.

On October 11th, Plan International's worldwide campaign puts girls in charge. All around the world, girls take over symbolically important positions. In politics, in businesses, in journalism, in sports, etc. Fields in which girls often lack opportunities, especially in developing countries. This way, they ask the world to pay attention to the fact that girls should get the chance to be in charge of their own lives and the world in which they live.

See also::



Create your own campaign to put a spotlight on equal opportunities for girls and young women (and put it on Twitter with #GirlsGetEqual). Also see if you can put a girl on the chair of the school principle or a local organisation (#GirlsTakeOver).



GENDER AND LGBTQIA

[Print](#)

During the lesson about gender, you watched a video called The Astronaut. This video showed that you can be romantically or sexually attracted to all kinds of different people, which influences who you might fall in love with.



Some people only fall in love with people of another gender, others only fall in love with people of the same gender, and some fall in love with people of any gender.

Love between a girl and a boy can sometimes cause problems (for example if their families do not approve), but relationships between two heterosexual people usually do not face any problems just for being heterosexual.

If girls fall in love with girls or boys fall in love with boys, though, that can be unacceptable to the outside world, unwanted in dozens of countries, illegal in many places, and even punishable by death in eight countries.

This lesson will take a closer look at sexual and romantic attraction from the perspective of people who are not heterosexual. These many identities are often grouped together as LGBTQIA. First, we will explain what these letters stand for. We will also look at the (lack of) rights of LGBTQIA people, meet some of these people, and see how they raise awareness for their position.



LEARNING OBJECTIVES

[Print](#)



This project is connected to the Sustainable Development Goals, also called Global Goals, especially goal 5, 16, and 17.

By the end of this lesson, you will:

- Know what the letters in LGBTQIA stand for.
- Know what trans people are.
- Know what queer means.
- Know that LGBT+ people are discriminated against for their identity and can give examples of countries where being LGBT+ leads to being arrested by the government.
- Know how LGBT+ people fight for their rights and can give some examples
- Know how to show acceptance and solidarity with LGBT+ people

By the end of this assignment, you will know the meaning of the following terms:

- * Straight and not straight
- * LGBT
- * LGBTQIA
- * LGBT+
- * Transgender
- * Transgender people
- * Trans woman
- * Trans man
- * Queer
- * International Day Against Homophobia, Transphobia and Biphobia
- * Coming out
- * Coming Out Day
- * (Gay) Pride
- * Purple Friday

Final product

The final product for this lesson is to design a **campaign for your school** to show solidarity with LGBTQIA people. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is your campaign engaging and does it get the point across?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

The final assignment will be done in groups of 3 or 4.

Time

This lesson will take two hours.



STEP 1: SEVEN LETTERS

[Print](#)

It is not known exactly how many people in the world are straight and how many are not. We do have some statistics for the Netherlands, thanks to research done by Movisie, The Dutch Central Statistical Office, and Rutgers.

When asked, roughly 90% of respondents said they were heterosexual and 10% had a different sexual orientation.

Besides heterosexuality, there are a lot of other orientations. These sexual and romantic orientations are grouped together with some other sex and gender-based identities under the umbrella of LGBTQIA.

LGBTQIA	Meaning	Definition
L	Lesbian	A woman who is sexually and/or romantically attracted to other women
H	Gay	A man who is sexually and/or romantically attracted to other men
B	Bisexual	Someone who is sexually and/or romantically attracted to people of different genders
T	Transgender	Someone whose gender identity does not match the sex they were assigned at birth
Q	Queer	Someone who is not straight, but who does not feel comfortable putting themselves in a more specific box
I	Intersex	Someone who was born with both male and female sexual characteristics
A	Asexual and Aromantic	Someone who never feels sexually attracted to anyone Someone who is never romantically interested in anyone

Some of these are identities that most people know about, but others may need more explanation than just one sentence.

Transgender is an umbrella term for anyone who feels like the words “man” or “woman” are too limited to fully describe their gender identity or whose gender is not the same as their biological sex. There are trans men (who were born with the body of a girl, but who are really men), trans women (who were born with the body of a man, but who are really women) and non-binary people (whose gender identity falls outside the labels of “man” and “woman”).

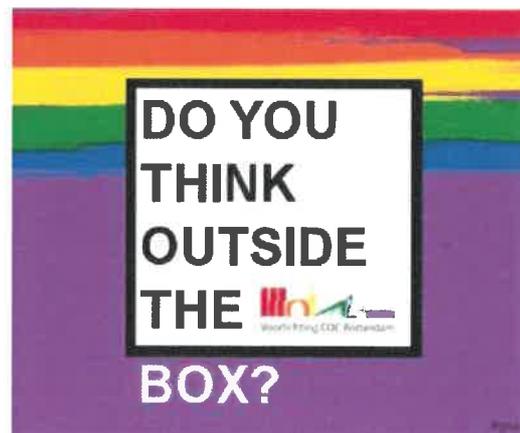
Many trans people want sex reassignment surgery. Trans people often feel much more like themselves once their bodies look like what is socially associated with their gender.

Intersex people are often raised as either men or women, which can sometimes be difficult for them later in life. Until recently, parents had to put either “girl” or “boy” on their babies' birth certificates and passports would always say F or M. These days, intersex people can get an X on their passport (as explained in [step 1](#) of the first lesson).

LGBTQIA groups a lot of identities together, but there are more. These are often added with a +. Besides LGBTQIA, you may also see LGBT+.

Question

- 1) What kinds of problems do you think intersex people might face?
- 2) What makes the Q different from the others?



STEP 2: DISCRIMINATION AGAINST LGBT+ PEOPLE

[Print](#)

There is not a single country on Earth where LGBT+ people do not face discrimination. In the Netherlands, the government made laws against this kind of discrimination, but there are many countries where the government makes laws to discriminate against LGBT+ people.

- ✦ It is illegal for men to be gay in 72 countries
 - The same goes for women in 45 countries
 - Being homosexual is a reason to get the death penalty in at least 8 countries
 - The government actively works against LGBT+ organisations in at least 25 countries
- ✦ There are laws against "promoting" homosexuality in 22 countries
- LGBT+ rights are part of the constitution in only 9 countries

Statistics taken from ILGA (International Lesbian, Gay, Bisexual, Trans, and Intersex Association)

In 72 countries, it is illegal for people to be in a romantic relationship with someone of the same gender. It is difficult for LGBT+ people to get a job, a house, or proper healthcare. They can be arrested and they are at a higher risk of torture and rape in jail.

Indonesia

On May 17th 2017, the International Day Against Homophobia and Transphobia, a gay couple was arrested and given 85 lashes. The men were whipped in public. There was a big crowd taking pictures and videos.

Bangladesh

In Dahka, 28 men were arrested based on how they dressed and behaved, and because they had condoms, which made the police think they were gay. There was no sexual activity, though, so they could not be arrested for homosexuality and they were arrested for having drugs instead.

Chechnya

In this Russian republic, the government started a witch hunt for gay men. Over a hundred men have been locked up and tortured in secret prisons. Dozens of men have been blackmailed by the police or by their own families. Ramzan Jadyrov, the leader of the country, says this is not true. He says there is simply no homosexuality in his republic.

Question

3) Discrimination is against the law in the Netherlands, but it is not one of the countries that clearly put LGBT+ rights in the constitution. Do you think this should be changed? If yes, write what text you would add to the constitution. If no, explain why not.



STEP 3: PERSONAL STORIES

[Print](#)



Mayor Jess Herbst

Jess Herbst is the mayor of New Hope, Texas in the United States. Jess was born with the name Jeff. She was already in the city council when she was still known as Jeff. She started hormone therapy before she was elected as mayor. When she was ready, Jess sent a message to all 600 people of New Hope to tell them she is a transgender woman and to introduce herself as Jess.

The next council meeting was amazing, says Jess. "People still treated me the same, even though I looked different. These people don't care what I look like. They just worry about the mess in their neighbours' garden, which I finally cleaned up when I became mayor."



Monica Jones

Monica Jones' story is one of the many examples of transgender people who are harassed by the police. In Arizona, the police thinks that every black transgender woman is a prostitute.

In May of 2013, Monica walked back from Arizona State University, where she was a student, to go to a bar. She was approached by two men who offered her a ride and Monica got in their car. Once she was in the car, it became clear that they thought Monica was a prostitute. Monica said she was not multiple times, but the two men – who were undercover police officers – still arrested her. She was put in jail for 15 days and was later convicted of prostitution in a court room.

Campaigns were held all over the world with the slogan "We Stand With Monica".

Beth Brooke

Beth Brooke is a director of Ernst & Young (EY), which has offices in 150 countries and over 200,000 employees. She was open about her homosexuality in a film for and about young LGBT+ people as part of the EY campaign "It Gets Better".

Margriet van der Linden, presenter of the Dutch TV programme "How To Be Gay", talked to her:



Translation of the title: How Beth Brooke from Ernst & Young came out
Please note: the film is in Dutch; [click here](#) for a transcription in English.

Questions

- 4) New Hope is a conservative town in Texas. When Jess transitioned, no one seemed to care. Explain why that might be.
- 5) The pamphlet for "We Stand With Monica Jones" also says "stop profiling trans women of colour". What does profiling mean and why are

people against it?

6) How can the "It Gets Better" campaign help LGBT+ people and how does EY profit from it?



STEP 4: GAY PRIDE AND COMING OUT

[Print](#)

Gay Pride Parades

Homosexuality used to be illegal in the United States. On June 28th, 1969, *The Stonewall Inn* was raided by the police yet again and all the patrons were harassed. The LGBT+ visitors were tired of the harassment and violence and they fought back against the police. Exactly a year later, to look back on this event, the first Gay Pride Parade was held with between 5,000 to 10,000 participants. Pride was a party and a protest.

Different Pride events evolved all over the world, under all kinds of names like Gay Pride Parade, Pride Parade, Christopher Street Day, Mardi Gras, LGBT Pride, and Pink Saturday.

The Netherlands has two big Pride events: Pink Saturday and Pride Amsterdam, which ends with the Canal Parade: a colourful train of decorated boats and LGBT+ people. The first Pink Saturday happened in Roermond in 1979 and happens in a different city every year on the last Saturday of June. Amsterdam Pride is on the first Saturday of August.



In some countries, Pride is mostly a party. Pride Amsterdam attracts half a million visitors. The biggest Pride Parades happen in Brazil: Rio de Janeiro (2 million visitors) and Sao Paulo (3.2 million visitors).

In other places, Pride is less of a celebration. In Russia, the parades are usually not allowed and people who still join them are violently stopped by the police and far-right protesters. Parades in Turkey also often end in violence.

Coming out

Homosexuality was illegal in the United States. On October 11th 1987, fifty thousand people gathered in Washington to protest the fact that sodomy (an old word for homosexual acts) was still against the law in America. After this, October 11th of every year became a day to celebrate people coming out. *Coming Out Day* also spread to other countries, like Australia, New Zealand, Canada, Great Britain, Croatia, Germany, Poland, and the Netherlands.

In the Netherlands, *Coming Out Day* is organised by COC Nederland. Most of the country joins in by putting up rainbow flags and painting pedestrian crossings in rainbow colours, as a sign of acceptance and diversity.

Dozens of local governments, municipalities, schools, sports clubs, companies, police stations, and ministries organise activities like lectures or festival. The message of *Coming Out Day* is that everyone should be able to be themselves every day.

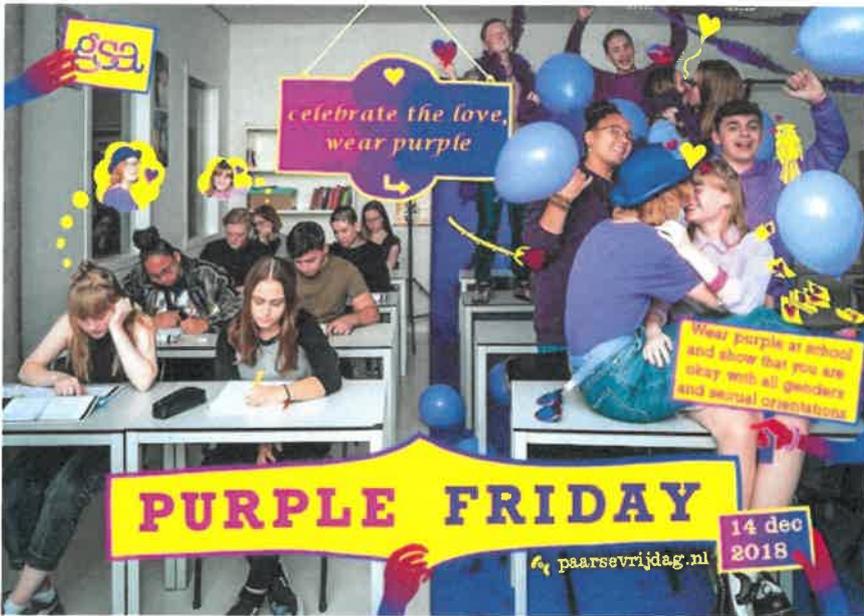
Question

7) What does coming out mean?



STEP 5: PURPLE FRIDAY

[Print](#)



Purple Friday is a day when children and students wear something purple to school to show solidarity with LGBT+ people.

Every year, Purple Friday is organised on the second Friday of December. Purple Friday was inspired by Spirit Day in the US and Canada, to protest the bullying of young LGBT+ people. The colour was taken from the purple part of the rainbow flag used by the LGBT+ community, because that colour symbolises people's spirit.

As a final assignment for this lesson, your class will work in small groups to organise a campaign at school that shows your acceptance of LGBT+ people. You can do this on Purple Friday, but it can also be any other day.



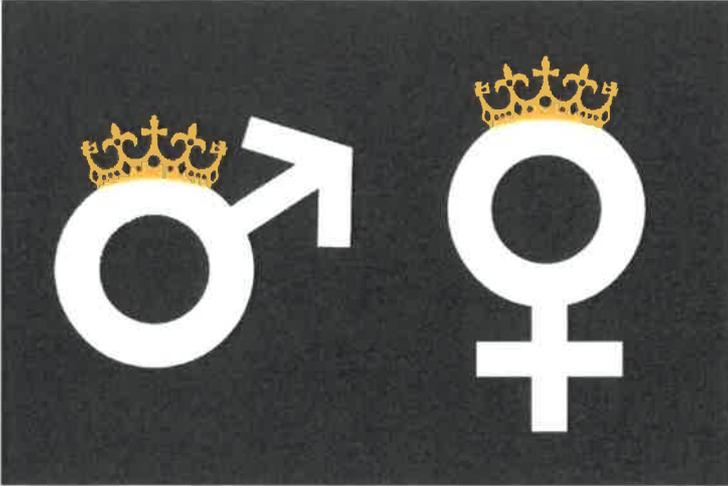
WHERE MEN/WOMEN ARE IN CHARGE

[Print](#)

Our Western society has been fighting for gender equality for decades, but many people still say that men are still on top. Is our society egalitarian (equal)? If our society is dominated by men, has it always been this way? Are there any societies where women are the ones in charge?



This lesson will explore societies where men are in charge (patriarchies) and societies where women are in charge (matriarchies).



LEARNING OBJECTIVES

[Print](#)



This project is connected to the Sustainable Development Goals, also called Global Goals, especially goal 4 and 5.

By the end of this lesson, you will:

- Know the difference between a patriarchy and a matriarchy and can explain egalitarianism
- Know that most societies are patriarchal
- Know the myth of the Amazons
- Be able to explain why the Maasai are a typically patriarchal society
- Be able to explain why the Mosou and Garo societies are both typical matriarchies, despite their vast differences
- Design your own ideal society

By the end of this assignment, you will know the meaning of the following terms:

- * Egalitarian society
- * Patriarchy
- * Matriarchy

Final product

The final product for this lesson is to design **the ground rules for your ideal society**. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Did you carefully explain the rules of your ideal society?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

The final assignment will be done in groups of 2 or 3.

Time

This lesson will take two hours.



STEP 1: PATRIARCHY OR MATRIARCHY?

[Print](#)

It is impossible for us to look at prehistoric times, the times before written records, and accurately say whether men and women were equal. There is no hard evidence, but anthropologists think that the first small societies divided the work (gathering roots and fruits, fishing, and hunting small prey) equally. This changed when they started hunting large prey with new weapons. This way of hunting meant that prey was chased over long distances and for unpredictable lengths of time. This is when the myth of the man as the hunter first started.

In almost every society for which we have written records – from 5,000 BCE onwards – women are oppressed and people live in a patriarchy: a system of society where men are in charge.

In the oldest known democracy, Athens in Ancient Greece (6th to 4th century BCE), men got an equal vote in a central election. Men voted on new laws and new leaders, but women could not vote.



The men of Athens often went to war with other tribes where they were fought by men and women. Greek authors started writing stories about brave women on the battlefield, who were the first to tame the horses and who used their bow and arrows to strike down men with deadly precision. The Greek poet Homer wrote about these Amazons in the Iliad, calling them women who go to war like men. Herodotus called them man-killers. He claimed that women in this society were not allowed to get married until they had killed a man.

The Greeks were not just scared to death of the Amazons, they were also superstitious. They thought the Amazons sacrificed men to their gods. They said that the women on the island of Lesbos rose up against their own husbands and killed them all at the same time.

There is no evidence that the Amazons ever existed. There are no archaeological findings that show there was a society of only women. Real or not, the Amazons are still seen as the first example of a matriarchy: a system of society where women are in charge.

Question

1) Explain where the word lesbian may have come from.



STEP 2: MASAI

[Print](#)

The Masai are a semi-nomadic people from Kenya and Tanzania, known for being tall, for their style of clothing and jumping dances, and for their imposing warriors. Still, the elders – not the warriors – are the ones in charge.

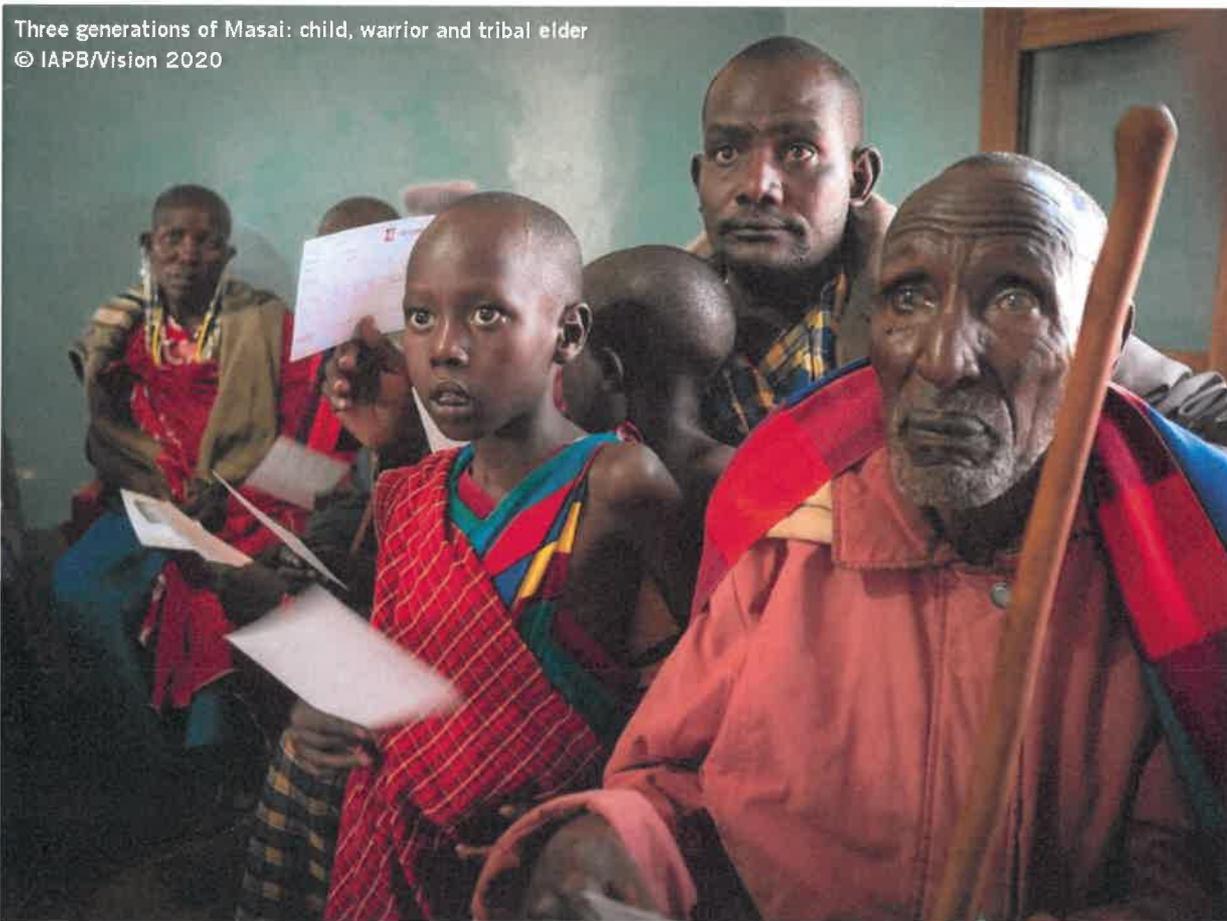
The Masai divide life into two phases for women and three for men:

	Unmarried	Can get married	
♀	Girl (0 - 15)	Woman (15 or older)	
♂	Boy (0 - 15/25)	Warrior (15/25 - 30/40)	Elder (30/40 or older)

Children go to the next phase of life in a circumcision ceremony that happens when they are at least 15 years old. For boys, there is a special ceremony that only happens once every 15 years. If a ceremony happens when a boy is slightly too young, he might have to wait until he is 25 or even older to get another chance. This ceremony turns boys into moran: warriors. A warrior might have a secret one night stand with a young woman, but they are not allowed to get married until after they have become elders.

Female genital mutilation is against the law in Kenya and Tanzania, but it still happens a lot. Sometimes, though, the ceremony is only symbolic (see also: [Nice Leng'ete's story](#)). Girls are now seen as women and expected to get married soon after the ceremony.

Women marry a man who is at least 15 years older than them. They have no choice. After the warriors become elders, they marry a girl chosen by their parents and pay a dowry. Men can get married multiple times, but women cannot. The women's job is to have babies and to take care of the household.



The Masai are completely patriarchal. Women have no voice. The elders make all the decisions. The older a Masai man is, the more he has to be respected. The elders are seen as wise people who must be obeyed. They make every decision, often after a long day of debate under a tree. It usually takes that long because they want to look at a situation from every side. They also negotiate in conflicts and their decision has to be accepted. These centuries-old traditions are sacred to the Masai.

Questions

- 2) The Masai's traditions do not fit in with The Rights of The Child or the Universal Declaration of Human Rights. Name a right from each of these two categories and explain how the Masai go against it.
- 3) On the other hand, what is something we could learn from the Masai?



STEP 3: MOSUO

[Print](#)

The Mosuo are an ancient ethnic group in South West China, at the base of the Himalaya. In this society, women make the rules. Grandmothers are the head of the family and property is passed on from mother to daughter.

While a lot of kids all around the world grow up dreaming about their wedding, Mosuo children are different. The concept of marriage does not exist for them. Everyone is single and always stays connected to their own family.



They do have a type of 'walking marriage'. The rules are simple. If a man's hat is hanging on a woman's doorknob, that is a sign for other men to stay away. It can be a one night stand or a partnership for life, but that is up to the woman. Many Mosuo women do not know who the father of their child is. It does not matter, because the fathers do not live with the children. They live in their family home, led by their (grand)mothers.

Women do not just own and inherit all the property, they are also responsible for farming and leading the household. Men mostly do physical labour, like building houses and ploughing the land. The men do have input in decisions, but the women – especially the grandmothers – have the final say.

Questions

4) Besides marriage, there are many other concepts that might be ordinary to you, but not to the Mosuo. Could you think of some examples?



STEP 4: GARO

[Print](#)

The Garo are an indigenous people who live in the countryside around the border between India and Bangladesh. An old Garo myth says a woman named Nantanupanta created the Earth from a handful of dirt taken from the bottom of the ocean. That is why Garo women are the ones in charge to this day.

In the Garo community, women carry on the family name when they get married and the youngest daughter inherits everything. If a family only has sons, the inheritance still does not go to a boy, but instead to the mother's sister's youngest daughter. In the rest of India and Bangladesh, boys are most likely to go to school, and girls only go if there is enough money for them to go too. The Garo people do this the other way around. If there is not enough money to send all their children to school, girls go before boys.



Garo women take the first step when it comes to marriage: they choose their husband. She expects to be 'ravished': taken away by her future spouse and then brought back home again. After the marriage, the husband goes with his wife to live in her home. Women own and farm the rice fields, while men often take care of the children.

Women own the property, but the Garo are surrounded by patriarchal societies. Garo men know that these places treat men differently than they are treated at home. This creates tension among the men, because they feel they are treated unfairly. Many Garo men have already moved to cities in Bangladesh or India, where it is more common for men to have a dominant role.

Questions

- 5) Name as many things as you can find that are different for the Garo than they are in your family.
- 6) Think back to the unique patriarchy of the Maasai and the matriarchies of the Mosuo and the Garo. What makes these societies so different (from most Western societies) that has made it so they have been able to hold on to this way of life for so long?



STEP 5: YOUR IDEAL SOCIETY

[Print](#)

You are now familiar with some examples of two different kinds of societies: matriarchal and patriarchal. You will work together with one or two classmates to make rules for your own ideal society (matriarchal, patriarchal, or egalitarian), possibly based on the examples you read about in steps 2, 3, and 4.

In our ideal society:



THE FIGHT FOR EQUAL RIGHTS FOR WOMEN

[Print](#)



“The man is the head of the family. The woman should obey her husband.” This statement was part of article 44 of the *Family Code* in the Central African country Congo from 1987. Women had to wait until 2016 for an amendment that gave them equal rights. 

Men and women are already equal in the eyes of the law in most countries, though women had to fight for it. A hundred years ago, most women were not even allowed to vote and they are still not equally represented in politics.

Women may have equal rights on paper, but they are still fighting for these rights to be honoured. The *Global Gender Gap* is being investigated by the World Economic Forum on four fronts and their data showed that not a single country has reached full gender equality.

LEARNING OBJECTIVES

[Print](#)



This project is connected to the Sustainable Development Goals, also called Global Goals, especially goal 5 and 16.

By the end of this lesson, you will:

- Know that some countries have laws that limit the freedom of women and be able to give examples.
- Know that women were considered legally incompetent in the Netherlands until 1956.
- Know about the many Dutch laws that support gender equality be able to name some of these laws.
- Know the difference between active and passive voting rights.
- Know when Dutch women got the right to vote.
- Be able to list some women's rights activists.
- Know how many women are in representative functions compared to men.
- Know what the gender gap is and how it is measured.

By the end of this assignment, you will know the meaning of the following terms:

- * Gender inequality
- * Legally incompetent
- * Women's suffrage
- * Active voting rights
- * Passive voting rights
- * Suffragettes
- * Representative function
- * Gender gap
- * Participation
- * Economic participation
- * Political participation

Final product

The final product for this lesson is to think of some ideas to stimulate women's political participation. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Were you able to put some engaging ideas on paper?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

The final assignment will be done in groups of 3 or 4.

Time

This lesson will take two hours.



STEP 1: BE OBEDIENT!

[Print](#)

Some countries have laws that limit the freedom of women

In **India**, rape is not illegal when the people involved are married. Attempts to make it illegal were waved off by the government because it would 'destabilise the sanctity of marriage'.

In **Iran**, a man can divorce his wife when he wants to, but a woman can only ask for a divorce if her husband is mentally ill, impotent, or extremely abusive.

In **Saudi Arabia**, to receive any kind of medical treatment – even a lifesaving one – married women need their husbands' permission and unmarried women need a male family member's permission.

In **Yemen**, a woman cannot leave the house without her husband's permission.

The **Democratic Republic of Congo** only recently repealed all kinds of laws that made married women subservient to their husbands. In 1987, the *Family Code* described wives' duties as follows:

Article 444: The husband is the head of the household. The woman must obey her husband.

Article 448: A woman needs her husband's permission for any legal actions she wants to take.

Article 450: A woman cannot buy or sell anything and cannot enter into a contract without her husband's permission.

Article 454: A woman must live with her husband and follow him to where he chooses to live.

Article 497: All property or earnings a woman collects from her job are her husband's property.

In 2016, these laws in Congo's Family Code were replaced by laws that are more gender equal, under pressure from the country and other countries.



(Un)equal treatment in the Netherlands

In the 1950s, the husband was the breadwinner and he was responsible for the family's income. Women took care of the house and children.

Until 1956, women were fired from government jobs on the day they got married. This was done so women could be a devoted partner, mother, and housewife.

Until then, married women in the Netherlands were legally incompetent. Married women had to ask their husband for money and permission to buy things like clothes or appliances. They were also not able to take out insurance, open a bank account, or withdraw money.

Women only got a little money from their husbands to do groceries. As the magazine *Vrij Nederland* described it in 1949: "Husbands can hardly stay home all day to pay the baker and the milkman. He has better things to do."

In 1974, the wages of men and women were legally made equal. That was also the year the Netherlands founded the Emancipation Commission – later called the Emancipation Council – which was created to advise the government on matters like breaking through gender roles, participation, and gender equality. This led to changes in laws like pensions, child support, government benefits, unemployment,

employment disabilities, and widow(er)s.

Questions

- 1) Until 2017, Saudi Arabia had a unique law that could not be found in any other country and that exclusively applied to women. What law is that? If you do not know, search for the answer online.
- 2) Use your own words to explain what "legally incompetent" means. Also indicate which people are still officially legally incompetent in the Netherlands today.
- 3) In 1997, the Emancipation Council was disbanded by the government, despite protests from various women's organisations. What do you think? Do we no longer need this council? Explain why or why not.



STEP 2: WOMEN'S SUFFRAGE

[Print](#)

Not a single woman in the world had the right to vote before 1881. In that year, some Scottish women got the right to vote in some local elections. In 1893, the first women got the right to vote in national elections, this time in New Zealand. These women were allowed to vote (active voting rights) but could not be elected (passive voting rights). They had to wait until 1919 for passive voting rights.

Many countries separated active voting rights from passive voting rights, including the Netherlands..

Country	Active voting for women	Passive voting for women
New Zealand	1893	1919
Netherlands	1919	1917
Belgium	1919 (local) 1948 (national)	1921
Great Britain	1918 (>= for married women) 1928	1918
South Africa	1930 (white women) 1984 (women of colour) 1994	1930 (white women) 1984 (women of colour) 1994
Saudi Araba	2015	2015

Apart from some dictatorships where no one can vote or countries where election results are decided ahead of time, every woman has the right to vote now, but the road to that result was long and sometimes violent.

The most well-known activists for women's voting rights are probably the Suffragettes (suffrage means the right to vote). This British organisation – founded in 1903 – organised big demonstrations with banners and protest songs. They chained themselves to the fences of parliament buildings, threw rocks through storefront windows, and set fire to mailboxes in the hopes of getting arrested. They often continued their protest in prison by going on hunger strikes. All to get as many eyes as possible on their cause. Many men (and women) thought suffragettes were 'unladylike' and behaving inappropriately.

One example of a suffragette song comes from the musical *Mary Poppins*. Click here to watch the video below:



In the Netherlands, the Vereeniging voor Vrouwenkiesrecht (1894) and the Nederlandsche Bond voor Vrouwenkiesrecht (1907) voted for women's suffrage. Both organizations sometimes fought each other more than men's exclusive rights to vote.

One of the most well-known people who fought for women's suffrage in the Netherlands was Aletta Jacobs, a member of the Vereeniging voor Vrouwenkiesrecht, the Dutch *Society for Women's Suffrage*. In 1871, she became the first woman in Dutch history to be officially accepted as a student at a university. She is one of the reasons why Dutch universities officially opened their doors to women.

Aletta fought for women's rights all her life. As a doctor, she opened a practice that gave women access to contraceptives, so they would not get pregnant every year. She also fought against injustices in the retail industry. In her doctor's practice in Amsterdam, she had noticed that shop girls developed many physical complaints because they had to be on their feet for the full eleven hours of their working day. She spearheaded a law that made sure shops had to provide opportunities for employees to sit down.

She also spent decades fighting for voting rights for all women, working together with other women and men taking a stand for women's rights. These people – who called themselves feminists – organised exhibitions, published newspapers and pamphlets, founded organisations, organised demonstrations, and offered petitions. It would not be until 1919 that women got the right to vote. In 1922, women went to the voting booths for the first time. By then, Aletta Jacobs was 68 years old.

Questions

4) Which similarities can you see between these campaigns for women's rights in the Netherlands and those in Great Britain? And which differences?

5) The poster on this page is for the Dutch Society for Women's Suffrage and includes the slogan "Let me in – I bring new light." What do you think the society meant by that?



Poster for the Dutch Society for Women's Suffrage from 1918.

STEP 3: WOMEN IN POLITICS

[Print](#)

The Netherlands

"As the face of this historical event, I feel the weight of the responsibility to prove that women are not inferior to men in politics," were the words of Suze Groeneweg during her maiden speech on November 7th, 1918. She was the first woman in the Dutch Lower House. She was elected exclusively by men's votes, because women did not have active voting rights yet. They would only get this right a year later.

Now, a century later, there are still fewer women than men in representative functions. In the first elections where women had passive voting rights – the municipal elections of 1918 – only 88 women were elected, which was less than 1% of the total..

Function	Year	Total	Men	Women	The first woman
Lower House	1918	100	99	1	Suze Groeneweg
Lower House	2017	150	104	46	
Upper House	1920	50	49	1	Carry Pothuis-Smit
Upper House	2015	75	49	26	
Cabinet (# of ministers)	1956	17	16	1	Marga Klompé
Cabinet (# of ministers)	2017	15	9	6	
Commissioner of the King	2019	12	11	1	Tineke Schilthuis (1974)
Provincial government	2015	100%	65%	35%	
Municipal council	1918	100%	99.1%	0.9%	88 women
Municipal council	2018	100%	72%	28%	
Mayor	2019	100%	79%	21%	Truus Smulders-Bellën (1946)



Suze Groeneweg

Atria, the Knowledge Institute for Emancipation and Women's History, advocates a better reflection of our society.

"When the people in representative functions are an accurate reflection of our society, chances increase that the political agenda reflects the matters that are relevant to every corner of society. It is important that women also have a say in which issues are put on the agenda, including emancipation-related topics. Small political participation means a small amount of influence on the policies surrounding these topics."

Minister Els Borst, for the Dutch Ministry of Health, Welfare, and Sport (1994 – 2002), hit the nail on the head in 1998: "Politics is too important to leave only to the men."

Worldwide

Do politics still belong to the men? The numbers speak for themselves.

Function	# of women	% of women	Note
President	12		12 of the 151 countries with a president
Prime minister	13		13 of the 193 UN member states - The Netherlands has never had a female prime minister.
Ministers		50% or more	Three countries with 50% or more female ministers: - Nicaragua (8 of 14) - Sweden (13 of 23), - Finland (9 of 18)
Parliaments		50% or more	50% or more female members of parliament: - Rwanda (61.3%) - Cuba (53.2%) - Bolivia (53.1%)
Parliaments		23.8%	Average of all countries put together
Parliaments		<10%	39 countries



Valérie Piette, Professor of History and Social Justice, wrote about the first election in Belgium in which women were allowed to participate (in 1948):

"People laughed at women by pretending they did not know how to vote and who to vote for, as if they had no political knowledge. There were barely any women elected. The general feeling was that the country should be ruled by a man."

Not much has changed, according to the professor. We have come a long way, but the political field is still a man's world, with male rules. "Female politicians are reduced to their gender, to their femininity. People talk more about the woman than about her policies. The media ask questions about their clothes, their children, their private lives..."

UN Women is a big organisation that fights for gender equality. UN Women is not just any social organisation. It is an organisation founded by the United Nations, which gives it unique access to governments and policy makers. UN Women pressures governments to improve their laws and policies.

Still, the person at the top of the UN, the Secretary General, has always been a man. The ninth SG is the Portuguese António Guterres.

Questions

6) Name a topic that you think female representatives could handle better than male ones. Explain your answer.

7) Would anything change for women if the tenth Secretary General of the UN were a woman? Give an argument in favour and an argument against this statement.



STEP 4: GENDER GAP

[Print](#)

All around the world, people are talking about the (in)equality between all genders. But how can you tell if equality is increasing or decreasing? This is why the World Economic Forum – a yearly meeting of the CEOs of the biggest companies in the world, international politicians, intellectuals, politicians: about 2500 people in total – created the Global Gender Gap Index.

149 countries (not every country participates) send in their data every year and this information is processed in four categories:

1. Economic participation
2. Education
3. Health
4. Political participation

These categories are graded on a scale from 0 (complete inequality) to 1 (complete equality). The data below was taken from the Global Gender Gap Index for 2018.

Ranking ¹	Economy ²	Education ³	Health ⁴	Politics ⁵
1. Iceland	16	39	121	1
2. Norway	11	41	95	3
3. Sweden	9	52	115	7
4. Finland	17	1	60	6
5. Nicaragua	69	36	1	2
26. Laos	1	105	98	89
27. Netherlands	56	1	120	28
145. Chad	171	149	70	136
146. Syria	148	113	1	135
147. Iraq	149	136	76	90
148. Pakistan	146	139	145	97
149. Yemen	147	146	126	149

1. Not a single country has a score of 1. Iceland scored a 0.858 and Yemen scored a 0.499.

2. Laos scores highest with a 0.915. Iraq scores lowest with a 0.294.

3. The Netherlands shares first place with 24 other countries. All 25 of them have a score of 1, which means full educational equality.

4. 40 countries have the same score of 0.980; this means almost fully equal opportunities in the category of healthcare. The Netherlands has a score of 0.968. Differences in this category are small; they range from 0.915 to 0.980.

5. Yemen is the only country in the world without women in parliament. Yemen has a score of 0.014.

Economic participation

Women have more trouble finding jobs than men. "Half of all women worldwide are unemployed, while 58% of those women do want a paying job," according to Deborah Greenfield, interim managing director of the International Labour Organisation (ILO). The ILO says that decreasing the gender gap at work by a quarter would put almost 5800 billion more dollars into the world economy and would increase taxable income.

Educational equality

Education is the only category in which many countries have fully equal opportunities for girls and boys. It is also the only category in which any country got a perfect score of 1. In the Netherlands, girls generally do better at school than boys. More Dutch girls than boys go to university.

In different places all over the world, these differences are much bigger. Many girls only go to school for a short time or not at all. Girls are often expected to help their mothers with housekeeping, while education is often the key to decreased poverty. Girls who have had an education have lower odds of maternal mortality and child mortality later in life.

Equal availability of healthcare

There are 40 countries that share the highest score on healthcare (0.980), but unfortunately there are still many countries where women are not in charge of their own bodies.

In various countries, including Saudi Arabia (as seen in [step 1](#)), a woman can only get a medical procedure done with permission from her husband. Too many women in these countries have died because their husbands did not think an operation or medication were necessary.

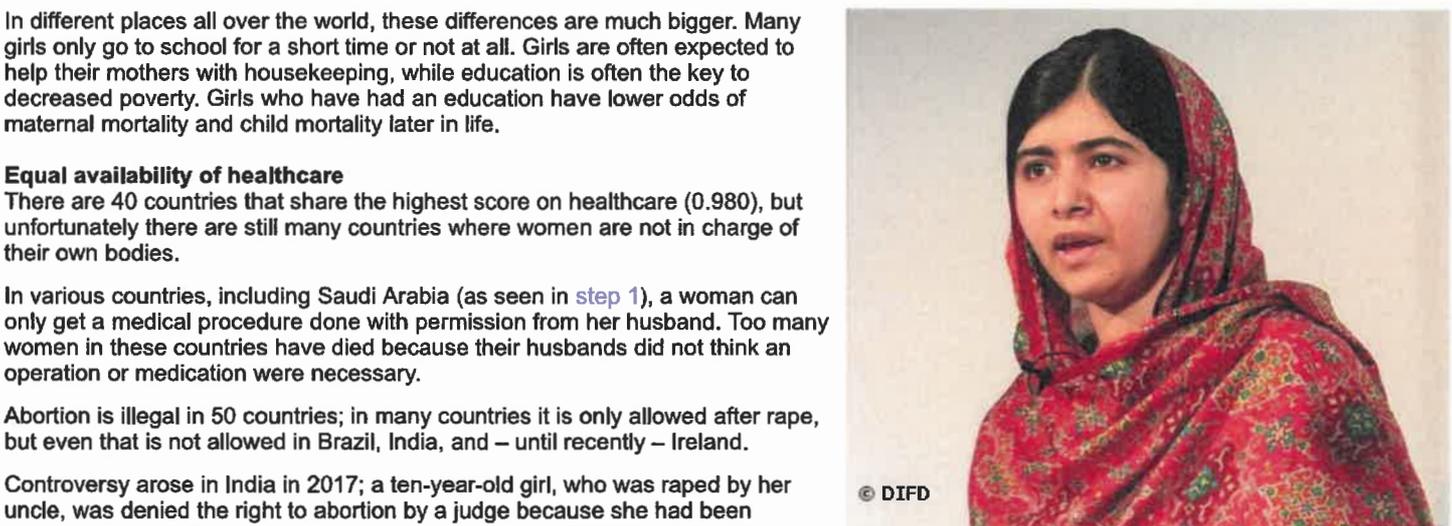
Abortion is illegal in 50 countries; in many countries it is only allowed after rape, but even that is not allowed in Brazil, India, and – until recently – Ireland.

Controversy arose in India in 2017; a ten-year-old girl, who was raped by her uncle, was denied the right to abortion by a judge because she had been pregnant for over 20 weeks. She was afraid to tell her parents about what happened.

Political participation

You have already read about women in male-dominated political fields in [step 3](#). Political participation is the biggest source of inequality between genders. In the economic participation category, the scores range from 0.499 to 0.915. The scores for education range from 0.264 to 1. For healthcare, the scores range from 0.575 to 0.980. When it comes to political participation, the range of scores is as low as 0.014 to 0.674.

The Global Gender Gap Report 2018



© DIFD

Nobel prize winner Malala is committed to education by girls and almost had to pay for it with her life.

Even in Iceland, the country with the best score, the difference is 0.326 (men 1 – women 0.674).
In the Netherlands, this gap is 0.677 (men 1 – women 0.323).

Gender gap

Western Europe is the region with the smallest gender gap. According to research done in 2018, if we continue at our current pace, it would take another 61 years for Western Europe to see full gender equality. Before the gap between men and women is closed all over the world, 108 years will have passed. Economic gender equality was estimated to be 202 years away.

In short: There is a lot of work left ahead!

Questions

- 8) Education is the key to decreasing poverty. Explain in your own words what this means.
- 9) Why will maternal mortality and child mortality rates go down when more girls get an education?



STEP 5: THE NETHERLANDS – DOING SOMETHING!

[Print](#)



UN WOMEN
NATIONAAL COMITÉ
NEDERLAND

You are a member of the Dutch National Committee for UN Women.

The members of the committee have concluded that the Netherlands is behind on other countries when it comes to equal political participation. The National Committee is urging the government to do more to ensure better representation for women in politics.

The government has asked you to think of some ideas to improve equality, so they can choose the best one.

These ideas can be as unconventional as you can imagine!

Good luck!



WOMEN'S RIGHTS PUT ON PAPER

[Print](#)

In ancient civilisations like Babylonia and Egypt, all genders still had the same rights. In ancient Greece, Spartan men and women were equal, while women in the rival city-state of Athens, women had few rights and were treated as housekeepers. In the Roman Empire, women were fully subservient to men. Fathers, brothers, and husbands made the rules.



During the Age of Enlightenment, scientists searched for knowledge, truth, happiness, and perfection. The Enlightenment was the time when people left the dark past of the Middle Ages behind them. It was said 'the common people' finally had a voice, but in reality this mostly referred to (rich, white) men. Women's positions only got worse. Working class women did the jobs with the lowest status and pay. Women from higher circles spent their days in boredom or strictly regulated social activities.

The Enlightenment formed the roots for the French Revolution. The absolute power of the aristocracy and the church was replaced by *liberté, égalité, fraternité*, meaning liberty, equality, and fraternity. These principles were put on paper in the Declaration of the Rights of Man and of the Citizen in 1789.



The French Revolution – painted by Eugène Delacroix in 1830. Became part of the collection of the Louvre in Paris in 1874.

Since the declaration only mentioned the rights of men, not women, author and political activist Olympe de Gouges published the Declaration of the Rights of Woman and the Female Citizen in 1791. In this document, she demanded human rights for female French citizens.

Her declaration was the first example in human history of women's rights being put on paper. More declarations and treaties would follow.

In this lesson, we will take a look at the declarations from 1789 and 1791, see what the Universal Declaration of Human Rights (1948) says about women, and take a closer look at the Convention on the Elimination of All Forms of Discrimination Against Women from 1979. You will also find out what the Netherlands is doing with Resolution 1325, titled 'Women, Peace, and Security', as adopted by the United Nations in 2000.

LEARNING OBJECTIVES

[Print](#)



This project is connected to the Sustainable Development Goals, also called the Global Goals, particularly goals 5 and 16.

By the end of this lesson, you will:

- Know that women's rights have been put on paper in different ways.
- Know about the French Declaration of the Rights of Man and of the Citizen.
- Know why author and political activist Olympe de Gouges wrote her own version of this Declaration.
- Know about the Universal Declaration of Human Rights and why it does not focus specifically on women.
- Know about the Convention on the Elimination of All Forms of Discrimination Against Women.
- Know why the Dutch Reformed Political Party was sued for its position on women.
- Know the most important points of Resolution 1325, titled 'Women, Peace, and Security'
- Know the important role women play in peacebuilding.
- Know which day the UN has called International Women's Day

By the end of this assignment, you will know the meaning of the following terms:

- * Declaration of the Rights of Man and of the Citizen
- * Declaration of the Rights of Woman and the Female Citizen
- * Universal Declaration of Human Rights
- * Convention on the Elimination of All Forms of Discrimination Against Women
- * Resolution 1325
- * National Action Plan 1325
- * International Women's Day

Final product

The final product for this lesson is to **think of a theme year for International Women's Day** and **design a campaign** around this theme. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Did you create an appealing theme and campaign?
- **Form:** Did you take care to give your design the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

You will work by yourself for this lesson. The final assignment will be done in groups of 3 or 4.

Time

This lesson will take two hours.



STEP 1: WOMAN AND FEMALE CITIZEN

[Print](#)



Author and political activist Olympe de Gouges (1748 – 1793) wrote plays and political pamphlets. She is most known for her own version of the Declaration of the Rights of Man and of the Citizen from 1789. This declaration was explicitly about men only.

For example, Article 1 of the Declaration of the Rights of Man and of the Citizen says:

“Men are born and remain free and equal in rights. Social distinctions can be founded only on the common good.”

Olympe thought it was time to work on equality between men and women. In 1791, she published the Declaration of the Rights of Woman and the Female Citizen:

Art.	Declaration of the Rights of Woman and the Female Citizen
1	Woman is born free and remains the equal of man in rights. Social distinctions can only be founded on a common utility.
2	The purpose of all political organisations must be the protection of the natural and imprescriptible rights of Woman and Man: these rights are liberty, property, security and above all the right to resist oppression.
3	The principle of sovereignty is vested primarily in the Nation, which is but the union of Woman and Man: no body, no individual, can exercise authority that does not explicitly emanate from it.
4	Liberty and justice exist to render unto others what is theirs; therefore the only limit to the exercise of the natural rights of woman is the perpetual tyranny that man opposes to it: these limits must be reformed by the laws of nature and reason.
5	The laws of nature and reason forbid all acts that are harmful to society: anything not forbidden by these wise and divine laws must be allowed and no one can be constrained to do what the laws do not demand.
6	The law must embody the will of the majority; all Female and Male citizens must contribute personally, or through their representatives, to its development; it must be the same for one and all: all Female and all Male citizens, being equal in law, must be equally entitled to all public honours, positions and employment according to their capacities and with no other distinctions than those based solely on talent and virtue.
7	No woman may be exempt; she must be accused, arrested and imprisoned according to the law. Women, like men, will obey this rigorous law.
8	The law must only establish punishments that are strictly necessary, and none can be punished other than by a law established and promulgated prior to the offence, and legally applied to women.
9	The law will rigorously pursue any woman found to be guilty.
10	None must be disquieted for their opinions however fundamental; woman is entitled to mount the scaffold; she must be equally entitled to mount the rostra so long as her manifestos do not disturb the public order according to the law.
11	The free expression of thoughts and opinions is one of the most precious rights of woman given that this liberty ensures the legitimacy of fathers and their children. Any Female citizen can therefore freely declare 'I am the mother of your child' without a barbarous prejudice forcing them to hide the truth, unless in response to the abuse of this freedom in cases determined by the law.
12	Guaranteeing the rights of woman and the female citizen will be a great benefit: this guarantee must be instituted for the good of all and not just to benefit those individuals to whom it is entrusted.
13	Women and men are to contribute equally to the upkeep of the forces of law and order and to the costs of administration: woman shares all the labour, all the hard tasks; she should therefore have an equal share of positions, employment, responsibilities, honours and professions.
14	Female and male citizens have a right to decide for themselves, or through their representatives, the necessity of public contribution. Female citizens can only subscribe to it if they are allowed an equal share not only of wealth but also of public administration and in determining the amount, assessment, collection and duration of the tax.
15	The collective of women, joined to that of men for the purposes of taxation, has the right to demand of any public agent an account of its administration.
16	No society can have a constitution if rights are not guaranteed, or the separation of powers not determined; the constitution is worthless if the majority that make up the Nation has not participated in its redaction.
17	Property belongs to both sexes, united or separated; for each it is an inviolable and sacred right; no one can be deprived of a true natural heritage unless a general necessity, legally verified, obviously requires it and on condition of a fair indemnity agreed in advance.

Things ended badly for Olympe. Despite the promising words of the Declaration of the Rights of Man and of the Citizen and the Declaration of the Rights of Woman and the Female Citizen, forty thousand men and women ended up on the guillotine between 1789 and 1799.

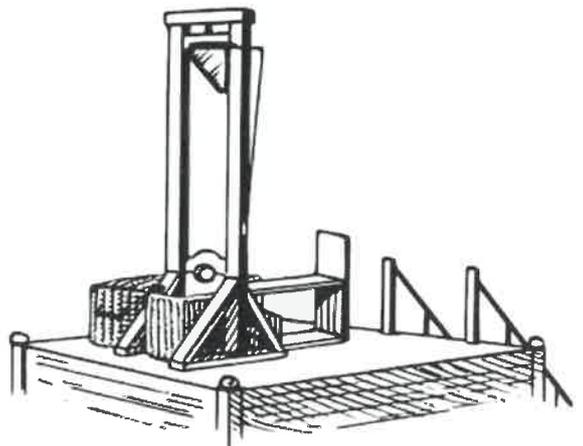
Olympe de Gouges wrote in a pamphlet that Louis XVI had failed as a king, but was not a bad person. This cost Olympe her life. She was executed in 1793.

She and other women were mocked as well:

“The man-woman, the shameless Olympe de Gouges, who was the first to set up women’s societies, who abandoned the cares of her household, who wanted to involve herself in politics and commit crimes. All these immoral individuals have been cut down by the avenging steel of the law. And you, would you follow their example? No! You will feel that you are only interesting and respectable when you are what nature designed you to be. We want women to be respected and so we will force them to respect themselves.”

Question

1) Olympe de Gouges translated the articles from the Declaration of the Rights of Man and of the Citizen to a feminine form, but she also added some things. Which article(s) is/are specifically about the rights of women, which you will not find in the version for men?



STEP 2: WOMEN IN THE UDHR

[Print](#)

After the horrors of the Second World War, everyone thought "never again". Right after the founding of the United Nations in 1945, a commission started putting human rights in an official declaration.



Eleanor Roosevelt with the text of the UDHR

The chair of this commission was Eleanor Roosevelt. She was the wife of late president Roosevelt of the United States. The other members of the commission were a lawyer from France, a historian from China, a former president from the Czech Republic, a diplomat from Chile, a magistrate from Panama and other professionals from Uruguay, Iran, Mexico, India and the Soviet Union.

The commission only put rights on the declaration if everyone agreed to them. That is why some things were not included, like banning the death penalty, banning child labour, rights for women and minorities (like indigenous peoples), the right to strike, and the free press. These rights were discussed by Eleanor Roosevelt's commission, but not all of the members agreed that they should be in the declaration. The commission mostly wanted to make sure that everyone signed the declaration, which they did.

On December 10th, 1948, the *Universal Declaration of Human Rights* was officially accepted by the UN. There were no votes against it, though a few countries chose not to vote.

The UDHR is for everyone: women and men, young and old, any skin colour. The words 'Everyone' and 'all human beings' can be found in almost every article of the UDHR:

- * **All human beings** or **all** (Articles 1 and 7), like Article 1: "*All human beings are born free and equal in dignity and rights.*"
- * **Everyone** (Articles 2-3, 6, 8, 10-15, 17-29), like Article 3: "*Everyone has the right to life, liberty and security of person.*"
- * **No one** (Articles 4-5, 9, 11-12, 15, 17, 20), like Article 4: "*No one shall be held in slavery or servitude.*"

There are three places where the declaration specifically talks about women:

- * Article 2: "*Everyone is entitled to all the rights and freedoms set forth in this Declaration, **without distinction of any kind**, such as race, colour, **sex**, language, religion, political or other opinion, national or social origin, property, birth or other status.*"
- * Article 16: "*Men and **women** of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.*"
- * Article 25: "***Motherhood** and childhood are entitled to special care and assistance.*"

We are all human and we all deserve human rights. Still, there are special groups that fall behind and sometimes need extra protection. One of those groups is women. Women had to wait until 1979 before they got special attention in the *Convention on the Elimination of All Forms of Discrimination Against Women* (CEDAW) (see [step 3](#) for more)..



Questions

- 2) Can you think of a reason why the Roosevelt commission chose to write a declaration instead of a convention?
- 3) Name some groups that need extra protection.



STEP 3: CEDAW

[Print](#)

On December 18th, 1979, the United Nations held a meeting to design the *Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)*. This convention means that all member states of the UN have to get rid of all forms of discrimination against women.

The convention has three goals:

- * Preventing women from becoming victims of direct or indirect discrimination in laws and policies
- * Improving women's positions
- * Getting rid of gender stereotypes

The CEDAW has seven themes:

- * Violence against women
- * The right to healthcare
- * Problems that female asylum seekers have in shelters}
- * The position of foreign women staying in the Netherlands}
- * The position of women with a foreign partner
- * Political participation of women
- * Combining work and care throughout women's lives}

The political participation of women has been an issue in the Netherlands too, mostly for the Reformed Political Party (SGP) and their stance on women.

SGP and the CEDAW

The Reformed Political Party (SGP) bases itself on the Bible. They say that God has given men and women their own separate place and calling. The SGP claims that 'men are in charge of women' and being politically active 'goes against a woman's calling'. When the SGP was founded in 1918, the party asked women not to vote (active voting rights). Later, they said women could vote, as long as they voted for the SGP. Still, there is a difference between active voting rights and passive voting rights. Women were not allowed to become members of the party, let alone be elected for a political function (passive voting rights).

The European Court of Human Rights decided that all women have passive voting rights, without exceptions, as written in the Convention on the Elimination of All Forms of Discrimination Against Women. The SGP had to allow women into their party against their will. Still, the SGP thinks that women do not have the right skills to be politicians. In the 2017 general elections, the party had 30 male candidates and no women.

At a local level, SGP members are not as strict. By now, 800 women are part of the SGP and they can be voted for in seven local chapters. These local chapters of the SGP pass on last names and initials to the head office, without mentioning gender. "Our lists are gender neutral," a spokesperson joked.

In two Dutch cities, Vlissingen and Amsterdam, the party leaders were women. Lilian Janse was elected in Vlissingen (in 2014 and 2018). In Amsterdam, where SGP was on the voting ballot for the first time, 24 year old Paula Schot was the party leader in 2018. The SGP head office refused to congratulate the party leader from Amsterdam. They did not win even a single seat in Amsterdam.



Lilian Janse, party leader of SGP Vlissingen, introduces herself

Translation of the title: Keeping track of municipal elections?

Please note: the film is in Dutch; [click here](#) for a transcription in English.

Questions

- 4) What is the difference between a convention and a declaration and what does this mean for women?
- 5) Give an example of the way the theme "combining work and care throughout women's lives" can improve women's lives.

6) Give an argument in favour and against the SGP's position on women. How do you feel about it?



STEP 4: WOMEN AND PEACEBUILDING

[Print](#)

The United Nations do not just work on conventions and declarations. They also take on resolutions. A resolution is a decision that got approved with a majority of the voted by the UN General Assembly. Hundreds of these resolutions exist, but Resolution 1325 (accepted in the year 2000) is a very special one about the position of women and girls.

Cause

In current conflicts, 90% of the victims are civilians, and most of those are women and children. Dutch general Patrick Cammaert, former UN commander, said the following: "These days, conflicts are more dangerous for women than for soldiers."

Rape is often used as a weapon of war: women and girls are usually the ones who fall victim to sexual violence, unwanted pregnancy, and sexually transmitted infections.

At the same time, people were talking about peace for women, but not with women. 8% of the people involved in peace talks were women. Even though research shows that women are crucial to lasting peace (UN Women).

All of this led to Resolution 1325, named "Women, Peace, and Security". The most important points of this resolution are about the following:

- * Rights for women and girls in armed conflicts and the effects of violence on women and girls
- * Involving women in peacebuilding

The importance of women's help in peacebuilding shows in the story of a group of Liberian women who fought for peace (also put on video in "Pray the Devil Back to Hell").

Liberian women



Still from "Pray the devil back to hell"

see the naked body of a mother. The other women started undressing too. Negotiations continued and the peace accord was signed. Mission accomplished. Not much later, Nigeria got its first female president.

Leymah Gbowee and her children had to flee murdering, raping, limb-chopping rebels again and again. She became desperate, so she started a campaign. Women – Christians and Muslims – started praying for peace. It did not make a difference. So then the women all dressed in white and gathered together. They armed themselves with banners that called for peace and a level of determination that forced even Charles Taylor, leader of drugged child soldiers, to make concessions.

The army and the rebels started peace negotiations in a hotel in Ghana, but the men just seemed to be taking advantage of the hotel's luxuries and were not in any hurry. The peace women collected enough money for 200 of them to travel to Ghana. They forced the army and the rebels to stay in the same meeting room by forming a human chain around it. When the rebels tried to climb out the window and threatened to arrest the women, Leymah Gbowee played her trump card.

She started taking off her clothes. It would be incredibly shameful for the men to see the naked body of a mother. The other women started undressing too. Negotiations continued and the peace accord was signed. Mission accomplished.

Question

7) The Netherlands created a National Action Plan 1325 to go with UN Resolution 1325. All Dutch UN missions include a gender advisor from the Ministry of Defence. What do you think this advisor can do?



1325
women | peace | security

STEP 5: INTERNATIONAL WOMEN'S DAY

[Print](#)

Apart from declarations, conventions, and resolutions, the United Nations also brings special attention to certain topics with international days. In 1976, the UN decided to call March 8th of every year International Women's Day. The day is marked by demonstrations, meetings, and conferences, and each year has a different theme. The themes from 2015 to 2019 are listed below:

2015: Empowering Women, Empowering Humanity: Picture it!

2016: Planet 50-50 by 2030: Step It Up for Gender Equality

2017: Women in the Changing World of Work: Planet 50-50 by 2030

2018: Time is Now: Rural and urban activists transforming women's lives

2019: Think Equal, Build Smart, Innovate for Change

You can find out more about the themes and events on the website: <https://www.internationalwomensday.com/>

Imagine that you are part of the team choosing the theme for next year. Get together in a small group and decide which topic you think is important enough to be the theme. Then you will plan an event that fits this theme and brings more attention to the position of women in this country and internationally. Ideally, you will also make this event happen.

Good luck!



EXTREMES: GENDER-BASED VIOLENCE

[Print](#)

Gender-based violence is an umbrella term that refers to many different types of violence: physical, sexual, and psychological violence done to a person because of their gender. Gender-based violence can be committed by individuals (for example at home), but also on a large scale (for example in a war).



In reality, gender-based violence often means violence against women and girls, but men and transgender people deal with it as well.

Gender based violence



Physical



Sexual



Psychological

This lesson will focus on different forms of gender-based violence and some (shocking) statistics. We will show you some personal stories from women all over the world, pay special attention to femicide (the murder of women), and introduce the feminist activist group Femen and the UN's International Day for the Elimination of Violence Against Women.

The [next lesson](#) will spend some more time focussing on three specific forms of gender-based violence: child marriages, female genital mutilation, and sex trafficking.

LEARNING OBJECTIVES

[Print](#)



This project is connected to the Sustainable Development Goals, also called Global Goals, especially goal 5, 16, and 17.

By the end of this lesson, you will:

- Be able to give a definition of gender-based violence
- Know that women are not the only victims of gender-based violence
- Know some stories from women who were victims of gender-based violence
- Know two main causes of femicide
- Know the special form of protest used by the feminist activist group Femen and why

By the end of this assignment, you will know the meaning of the following terms:

- * Gender-based violence
- * "Corrective rape"
- * Acid attack
- * Femicide
- * Infanticide
- * International Day for the Elimination of Violence Against Women
- * Femen

Final product

The final product for this lesson is to **design and carry out a 16-day social media campaign about Activism Against Gender-Based Violence**. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Did you think of an engaging idea that motivates others into action?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

The final assignment will be done in groups of 3 or 4.

Time

This lesson will take two hours.



STEP 1: ONE IN THREE WOMEN

[Print](#)

"You never enter a heart through violence."
- Winston Churchill

In the Declaration on the Elimination of Violence Against Women, the United Nations described violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women".

Unfortunately, the UN quickly realised that women are not the only ones who deal with sexual and gender-based violence. This is why they changed the definition, which has become more widespread: "Sexual and gender-based violence refers to any act that is perpetrated against a person's will and is based on gender norms and unequal power relationships."

Still, women continue to be the group most at risk of sexual and gender-based violence. Survivors of this type of violence are much more likely to be women.



The numbers say it all:

- 1 in 3 women in the world has been a victim of physical, sexual, or psychological violence
- 1 in 5 women is a victim of (attempted) rape.
- 93% of all sexual assault victims are women.
- 75% of rapists are people that the victim knows. In cases involving minors, this is 85%.

Still, averages cannot tell us everything. Globally, 33% of women have faced gender-based violence, but even in Japan – a country that is generally seen as very respectful towards women – 15% of women experience this type of violence. In Latin America – where macho masculinity is more expected – most women (53%) deal with gender-based violence.

Different sides of gender-based violence

Out of doors, life is more dangerous for women than for men, simply because criminals usually see women as easier targets. But the people who commit gender-based violence are most often male romantic partners. This aggression ranges from verbal abuse and domestic abuse to rape within a marriage and murder.

In many countries, domestic abuse is seen as a minor offense and the people who do it are not or barely punished. There are even countries where raping the person you married is not seen as a crime and the offenders are not persecuted.

Other forms of sexual and gender-based violence will be explained in the chapter about [child marriages](#), [female genital mutilation](#), and [sex trafficking](#).

Question

1) When talking about gender-based violence, people usually do not immediately think of climate change. Still, there is a link, especially in Africa. What do you think this connection might look like?



STEP 2: PERSONAL STORIES

[Print](#)

Mary Chilese (Zambia)

"I deserve to be beaten. We have been married for over five years now and I still haven't given him any children," cries the 24 year old Mary Chilese from Zambia. Her husband beats her every day, not just for not getting pregnant, but also because he does not trust her. "He even hits me if he sees me using the phone, because he thinks I'm having an affair." But she does not want to go to the police. "I love him and he loves me," she says.

In Zambian society, wives are supposed to obey their husbands. Government research has shown that 60% of women agree that a husband is allowed to hit his wife for one of the following reasons: burning food, wives not telling their husbands where they were, disagreeing with your husband, and saying no to sex with your husband.

Of all the women who get abused by their husbands, 47% ask their families for help, 7% calls the police, and only 1% goes to a doctor. The rest never talk about it.



Victoria Kalima, minister for gender, thinks it is time to break the tradition of silence. "Violence is violence and we should never accept it in our society, not in marriage either," she emphasises.

Noxolo Nkonsana (South Africa)

South Africa is the country with the highest number of rape cases in the world. The current estimate is that a woman is raped there every 26 seconds. One of them is the 23 year old Noxolo Nkonsana from a slum called Crossroads in Cape Town. Noxolo was not a random victim. She was attacked because she is a lesbian. Some men think they can turn gay women straight by having sex with them. This is called 'corrective rape'.

"They followed me and started insulting me: "Hey, you lesbian, you tomboy, we'll show you!" they yelled at me." Noxolo was raped and stabbed. "I was sure they would kill me," she said. The police chose not to investigate the crime. The BBC interviewed one of the men who often commits 'corrective rape', who said: "When someone is a lesbian, it's like she's telling us we're not good enough".

Katie Piper (Great Britain)

Katie Piper is a former model and television presenter. She was in a relationship with a young man who turned out to be aggressive and jealous. When she broke up with him, he raped her. Then he hired someone to throw a cup of sulphuric acid in her face. The acid burned her face, neck, chest, upper arms, and hands and it disfigured her nose and left ear. She also went blind in her left eye and hurt her oesophagus when she swallowed some of the acid. She went through dozens of operations to fix some of the damage.

Katie is one of the many victims of acid attacks that happen in Great Britain every year. Her attacker is one of the many jealous men who want to destroy their romantic partner's beauty because they think they're being cheated on.

Katie's first reaction was "I hate my face". All the cosmetic surgery changed the way she looked. "It can be an isolating experience. You feel one way on the inside, but you look completely different on the outside".

She decided to make a documentary (Katie: My Beautiful Face) about her recovery, to create awareness for other burn victims. She started a charitable foundation (The Katie Piper Foundation) and wrote two books (including one called Beautiful).

Questions

2) Which assumptions make life so difficult for Mary from Zambia?

3) The South African woman Noxolo says 'corrective rape' is the wrong word. Why does she think that? What do you think is a better word?

4) What do you think people in Britain could do to prevent new acid attacks? Name at least two solutions.



STEP 3: FEMICIDE

[Print](#)

Femicide means to kill women or girls because of their gender. Of the five countries with the highest rates of femicide, four are in Latin America: Argentina, El Salvador, Honduras, and Mexico. The fifth is India. This top 5 is not a coincidence. There are two main causes of femicide.

India

Officially, families in India are not allowed to demand a dowry, but it still happens. Women are punished for having a daughter, and families trying to arrange a marriage for their daughter have to spend enormous amounts of money and buy gifts like refrigerators and televisions.

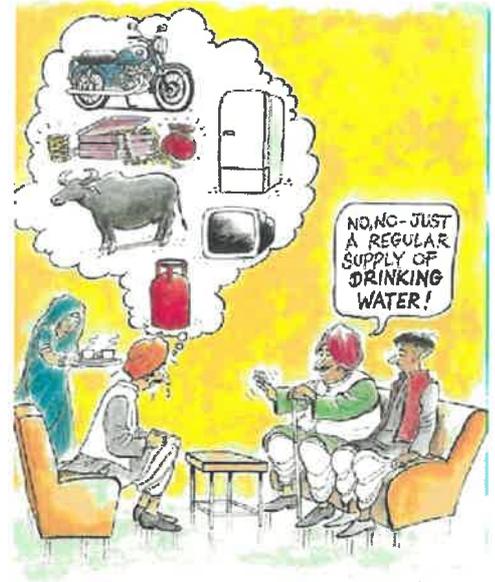
Once a woman becomes a wife, she is often treated poorly. For example, if the bride's family cannot pay the dowry, the groom's family takes out their anger on her. The Indian government registers that 8,000 new brides are killed in fights over the dowry every year. Needless to say, the real number is likely much higher.

This problem does not just lead to femicide, but also infanticide (the killing of babies). Some parents let their babies die if they are girls, because they cannot afford to pay a dowry.

Latin America

In Latin America, thousands of women die due to the violence that comes from macho culture. Men often see women as their property, that they can use for whatever they want. This sometimes results in men telling women what to wear and checking their phones. It often goes further than that, though, up to sexual abuse and murder.

Daiana Barrionuevo from Argentina was beaten to death by her boyfriend. Daiana had left him, because he was abusing her. Her three children, including the three year old Brisa, were left behind. The lobby group La Casa Del Encuentro (The Meeting House) turned Brisa into a symbol of all children who lost their parents through femicide. The lobby group made the government accept the "Brisa law" unanimously. This law means that children below the age of 18 whose mothers were murdered get \$300 a year, as well as free access to medical and psychological care.



MARRIAGE DEAL

© Vijayendra Rao



Text on the board: 'Caution! The macho kills' © En.el.cielo.diamantes...

A positive change, but it does not solve the problem, says Amanda Klasing of Human Rights Watch. She thinks macho culture itself needs to change. "It starts in primary school with a good education. You have to teach children that it is not normal to touch women or use violence. The authorities have to work harder to stop discrimination and punish men. Femicide is the ultimate expression of discrimination against women."

Question

5) There is a lot of support for La Casa Del Encuentro, but also some criticism. Where could the criticism be coming from?

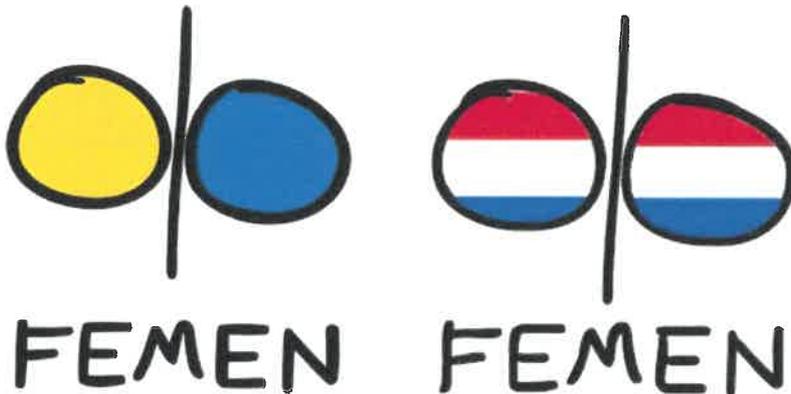


STEP 4: PROTEST

[Print](#)

The 25th of November is an important day for women's rights activists. That is the day the United Nations officially recognises as the *International Day of the Elimination of Violence Against Women*. Dozens of organisations have used this as a starting point for a call to action in the 16 days between November 25th and December 10th: the *16 Days of Activism Against Gender-Based Violence*.

For Femen, the fight for equal rights and resistance against gender-related violence continues all throughout the year. The controversial feminist group Femen is mostly known for their topless protests. Femen started in the Ukraine, but they have offices all over the world, including in the Netherlands (<http://www.facebook.com/FEMENnederland>).



Inna Sjevtsjenko, founding member of Femen, explains why they protest with bare chests. "In the Arab world, women's bodies are hidden in sacks, while the sex industry wants us to be a lust object in a sexy outfit. We take our clothes off too, but not to give men what they want. Our beauty is on the inside. We will not be oppressed. We do what we want." By protesting topless, Femen gets a lot of attention for their cause. They have protested against domestic violence and femicide, but also things like homophobia, abortion bans, the Catholic Church's opinion on homosexuality, oppression of women in Islamic countries, prostitution, and sex tourism.

Femen also raises a lot of violence and protest from part of their audience. The last time Inna protested against neo-Nazi's, she was beaten up and lost a tooth. Pauline, a full-time Femen activist, says that women's bodies can handle a lot more pain than people think. "All our lives, we are told that we are brittle and fragile, but we're not. We can probably deal with pain better than men. In my first six months as a Femen member, I was beaten up more than once, but I was surprised how much violence I could handle and still get up and keep going." The Femen activists always say that the protests will not stop until the last camera has left.



Questions

- 6) How do you feel about the protests that Femen organises? Explain your answer.
- 7) Why do you think Femen makes some people angry and aggressive?

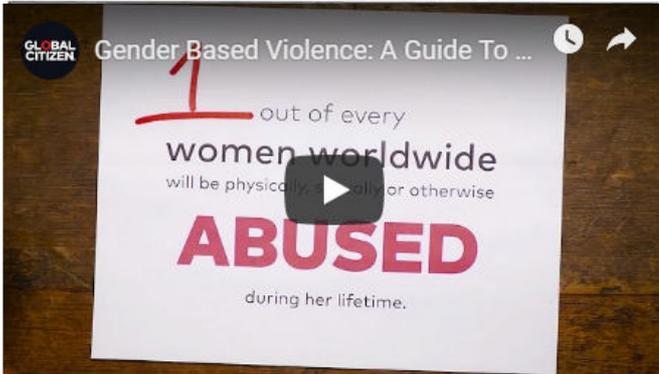


STEP 5: 16 DAYS OF ACTIVISM

[Print](#)

You have already read about the 16 Days of Activism Against Gender-Based Violence.

You can also look for inspiration to this video on gender-based violence:



You will design your own campaign on the social media platform of your choice (Facebook, Instagram, Twitter, etc.). Post at least two, but preferably more messages and/or photos against gender-based violence.

Good luck!!



EXTREMES: CHILD MARRIAGES, FEMALE GENITAL MUTILATION, AND SEX TRAFFICKING

[Print](#)

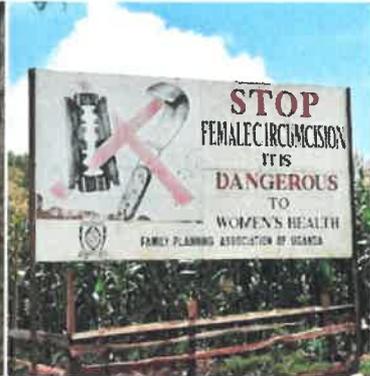
In the [previous lesson](#), we took a look at sex and gender-based violence, an umbrella term that includes many types of violence: physical, sexual, and psychological violence done because of someone's sex or gender.



In this lesson, we will take a closer look at three specific forms of gender-based violence: child marriages, female genital mutilation, and sex trafficking.



Child marriage © UNICEF Ethiopia/2017/Tadesse



Female genital mutilation © Amnon Shavit



Sex trafficking © Ira Gelb

LEARNING OBJECTIVES

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This project is connected to the Sustainable Development Goals, also called Global Goals, especially goal 5, 16, and 17.

By the end of this lesson, you will:

- Know what a child marriage is.
- Be able to name some causes and effects of child marriage.
- Know what female genital mutilation is.
- Know for what reasons female genital mutilation is still performed.
- Be able to name some possible effects of female genital mutilation.
- Know the difference between human smuggling and human trafficking.
- Know the difference between human trafficking and sex trafficking.
- Be able to name some causes of sex trafficking.

By the end of this assignment, you will know the meaning of the following terms:

- * Gender-based violence
- * Child marriage
- * Child bride
- * Female genital mutilation
- * Human trafficking
- * Sex trafficking

Final product

The final product for this lesson is to **design a poster to warn and educate people**. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is your poster clear and engaging?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

The final assignment will be done in groups of 3 or 4.

Time

This lesson will take two hours.



STEP 1: CHILD MARRIAGES

[Print](#)

A child marriage is a marriage between a child and an adult or between two children. Child marriages are often forced and in most cases they are between an adult man and a girl. Globally, 1 in 5 girls are married before their 18th birthday. Many of them are no older than 12 and some girls are even forced to get married when they are 8 or even younger.

Causes

1. Poverty

Girls are often forced into arranged marriages when their parents are poor. It means one less mouth to feed. A dowry is cheaper for a girl who is young and uneducated.

2. Discrimination

Girls are seen as worth less than boys in many places in the world. They are expected to get married, have children, and take care of their own home as soon as possible.

3. Culture and tradition

Marriage is a way for parents to guarantee a future for their daughters. For example, to protect her from rape and violence or to prevent the shame of sex and pregnancy before marriage.

4. Lack of education

For parents without an education, marriage may seem like the only chance at a better future. Girls who do go to school are three times less likely to end up in a child marriage. They are often more confident, know their rights, and are better at explaining to their parents why they do not want to get married yet.

5. Lack of laws

In almost half of all countries, child marriage is not against the law. Even countries that do have a minimum age of 18, do not always enforce that rule.



Consequences for girls

1. Quitting school early

Girls who are forced to get married, usually have to quit school. This means they cannot develop further and almost have no chance at finding a job.

2. Domestic violence

Child brides are at higher risk of domestic violence, sexual abuse, neglect, humiliation, and threats.

3. Health problems

Child brides often get pregnant and have to give birth far too young. This comes with great health risks. Girls between 10 and 14 are up to five times as likely to die in childbirth than women between 20 and 24. Complications during pregnancy and during childbirth are one of the main causes of death for girls between 15 and 19 in low-wage countries.

Niger and Uganda

In Saudi Arabia, Djibouti, Sri Lanka, and Yemen, there is no minimum age for people to get married. In Nigeria, the minimum age is 15, but not everyone sticks to those rules. Niger is the country with the most child brides in the world: three quarters of all girls are married before they are 18 and almost always to an older man. 13-year-old Mariama talks about her marriage:



Mariam, a bride of 13

In Uganda, the minimum age to get married is 18, but that rule is also broken a lot in this country. Rose was in her final year of primary school and was 14. (This is not unusual in Uganda; if parents do not have money for school supplies, children sometimes stay home for a year before going back.)

Rose became pregnant. Pregnant girls are not allowed to stay in school, so she was sent home. Her mother forced Rose to marry the neighbour who got her pregnant and Rose moved into his house. "Married life was hell. They made me do everything. Digging, taking care of the goats, cooking, getting water, collecting firewood, and finding food. I had to find vegetables every day and sometimes I had to go to Lake Bisinia to buy fish for a family of 11 people."

Young Talk

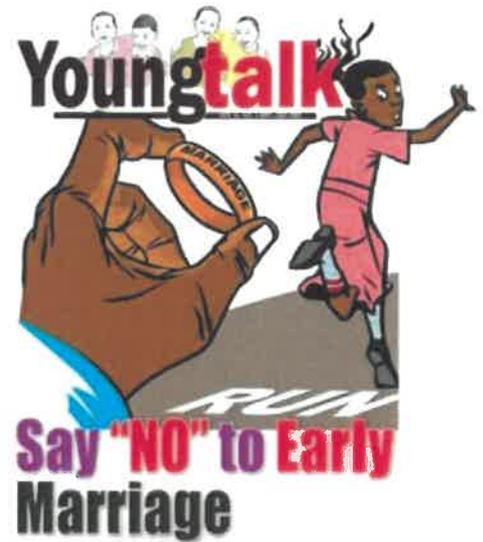
Young Talk is a free Ugandan magazine for children in the final years of primary school. In this magazine, all kinds of subjects are discussed: domestic violence, HIV/AIDS, incest, sex trafficking, and child marriage. In this magazine, children tell their stories, but experts also share their advice.

Mariam Akiror from Uganda Child Rights NGO Network tells the readers of the magazine: "Focus on education. An early marriage is usually not successful. Every child has dreams and you can reach them through education. If you feel forced to get married, tell a teacher, someone you trust, or a police officer. Girls are not property. Child marriage often leads to an early death, poverty, and illness. Find friends who want the best for you."

Police officer Okwangor James also speaks directly to children reading the magazine: "A child marriage is a crime. If it happens, tell the police. Last year, two girls reported that their families were arranging a marriage. We went to their homes during the traditional wedding ceremony. We arrested the parents and the men who wanted to marry the girls."

Questions

- 1) Education is involved in both a cause and a solution for child marriages. Explain why.
- 2) What health problem not mentioned in the text do you think child brides often deal with too?
- 3) Imagine you are a child from Uganda. What advice would you want to give the readers of Uganda Talks?



STEP 2: FEMALE GENITAL MUTILATION

[Print](#)

Female circumcision or female genital mutilation means to partially or completely remove the inner labia or the clitoris without medical reason. Female genital mutilation happens in some Asian countries, but mostly in Africa. According to the World Health Organisation, 130 million women have been circumcised.

This circumcision is sometimes done in a sterile hospital, but much more often during a traditional ceremony without anaesthetic, making it extremely painful. Young girls are mutilated soon after birth or before puberty (around age 10 – 14), depending on the tradition in their family.

Female genital mutilation comes with a lot of risks. The girls often suffer from heavy blood loss, pain, and fear. Blood loss can also cause a girl to go into shock or even die. This kind of circumcision is forbidden according to many conventions (like the [Convention on the Elimination of All Forms of Discrimination Against Women](#)) and by law in many countries. It is seen as mutilation and a crime.

Female genital mutilation is part of many ancient traditions, which makes them difficult to stop. The Masai in East Africa are only one example. For the Masai, circumcision is seen as the way to become an adult. A woman who has not been circumcised, cannot get married.

For the eight year old Nice Leng'ete, it went differently than for most girls in her village. She refused to join the circumcision ceremony. She was beaten by her uncles (her father was no longer alive), because her refusal brought shame on her village. Still, she did not do it, and her grandfather supported her. With his help, she finished school and went to college. Now she works for the health organisation Amref Flying Doctors and is trying to convince her village that female genital mutilation is not necessary.

"To bring change to a community, you need to be patient," she says. For the Masai, the men are in charge. She talks to the young warriors who will eventually have to marry these girls and to the village elders. She is convincing more and more tribes to stop female genital mutilation, for the health of these girls. That is why Time Magazine put Nice on their list of the world's 100 most influential people in 2018..

Watch this Nieuwsuur video, titled '[Het einde van vrouwenbesnijdenis](#)' (= 'The end of female genital mutilation')



English is spoken in the video and partly subtitled in Dutch.

[Click here](#) for the entire text in English.

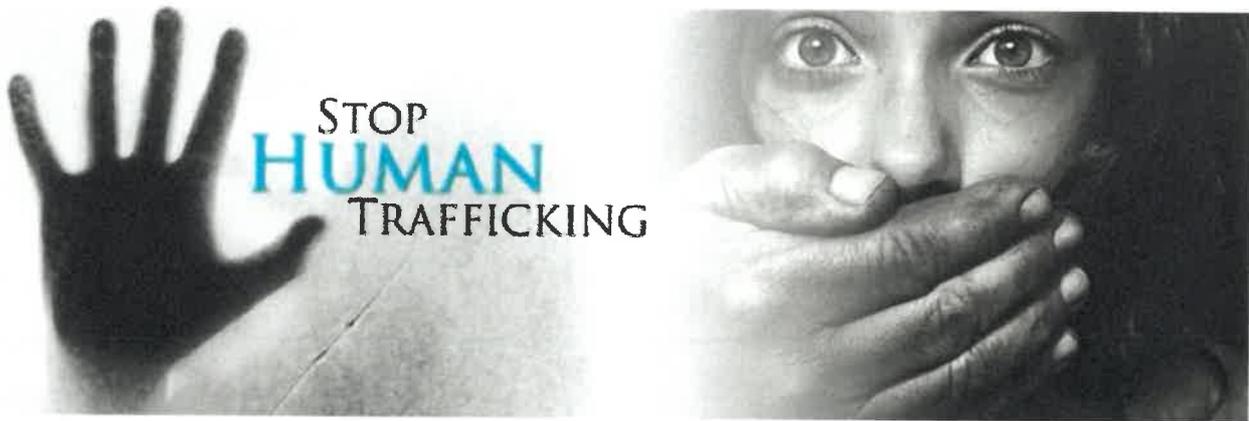
Question

4) Nice Leng'ete makes Masai tribes stop female genital mutilation. This also causes two other things that profit Masai girls. Which two things?



STEP 3: SEX TRAFFICKING

[Print](#)



Human trafficking is the smuggling of people with the goal of exploitation. Because of gender inequality, women are extra vulnerable to human trafficking. These women usually end up in the sex industry, which makes it sex trafficking.

The story of Sandra from the Dominican Republic is a classic story about how a woman can get caught up in sex trafficking.

Sandra is 25 years old and the mother of two young children. Her marriage ended and she barely had enough money to live. There was a lot of unemployment on the island and she was happy to find a job as a masseuse. She started talking to a man, who was married to her sister's best friend. He told her that he was planning to open a beauty centre in the Netherlands and he was looking for employees. Since she also needed money for her mother's operation, she accepted the offer. She left her children with her mother.

Once she got to the Netherlands, things did not go as promised. He took her passport and travel papers and forced her into prostitution under threat of physical and psychological violence. He threatened to have her children kidnapped if she did not cooperate. He also took nude photos of her and threatened to show them to everyone in the Dominican Republic.

With help from a friendly Spanish-speaking client, she was able to escape (*"He saw me crying behind the window."*) and she hid in his house. They went to the police together. The sex trafficker sent some men to the Dominican Republic to kidnap her children, but the attempt was prevented. Then he told everyone that she ran away from the beauty centre because she could make more money as a prostitute in the Netherlands. The trafficker was arrested and convicted after a few months, but Sandra is too afraid to go back to the Dominican Republic. She knows that everyone will always see her as a prostitute.

Sandra is not the only victim. The UN estimates that between 700,000 and 1.3 million are lured in with promises of a well-paying job. The traffickers pay for transport, passports, and housing, and then they lie to the women about the costs and force them to 'pay it back' by becoming a sex worker.



Questions

- 5) Which causes of sex trafficking can you find in Sandra's story?
- 6) Why is it so difficult for people like Sandra to go to the police?



STEP 4: WHAT ABOUT THE NETHERLANDS?

[Print](#)

We have talked about three forms of gender-based violence: child marriage, female genital mutilation, and sex trafficking. These chapters mentioned statistics based on global data. But what is the situation in the Netherlands specifically? Even though these types of gender-based violence are against the law in the Netherlands, they still happen.

Child marriage

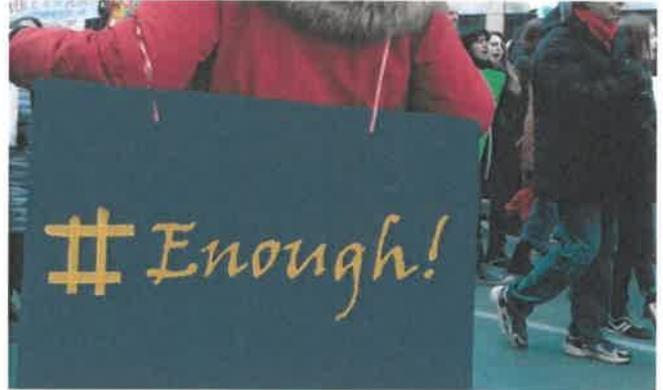
Imagine: you are a girl of about 15 years old and your parents take you on holiday to your relatives in their country of origin. Your parents go back home and leave you behind. All alone, often without a passport and married to a strange man who is often at least twice as old. It happens to at least 250 young Dutch girls every year. For these girls, a family vacation turned into a honeymoon, and then life as they knew it is over. Thankfully, child marriages are illegal in the Netherlands, but that does not stop these families. The punishment is low, the odds of getting caught are low, and a plane ticket is easily booked.

Female genital mutilation

Female genital mutilation is against the law in the Netherlands, with a maximum punishment of 12 years in prison. However, this law is rarely enforced. Official statistics say that 'only' about fifty girls are circumcised every year, but the real number is probably much higher. Estimations from GGD Hooglanden say there are 5,000 girls who have been mutilated or are at risk of being mutilated in just the region of the city of Den Haag. In the whole country, this number is 29,000. These female genital mutilations are usually done abroad or illegally in the Netherlands.

Human trafficking

The number of victims of human trafficking in the Netherlands is estimated to be around 6,250 people. Two thirds of these cases are sex trafficking. Two thirds of these sex trafficking victims are Dutch (4000), half of which are women and the other half underage girls. The rest of them are from abroad (2000), mainly from Eastern Europe, but also from Africa, Asia, and Latin America.



You will work with a few classmates and choose one of these three topics. As a group, you will design a poster to warn women and girls. You can also choose to make a more general poster about gender-based violence.

Good luck!



DO THE GLOBAL GOALS LEAD TO GENDER EQUALITY?

[Print](#)

In September of 2015, the 193 member states of the United States adopted the 2030 Agenda for Sustainable Development, which is a list of 17 goals. 

One of the goals in the 2030 Agenda for Sustainable Development is to achieve gender equality and empower all women and girls. Development can only be sustainable if it benefits everyone; the rights of women can only be realised if they are an equal part of our efforts to protect the planet and make sure that everyone can live with dignity and respect.

This lesson will explore what needs to be done to reach gender equality.



LEARNING OBJECTIVES

[Print](#)



This project is connected to the Sustainable Development Goals, also called Global Goals, especially goal 5.

By the end of this lesson, you will:

- Know about the 2030 Agenda
- Know that there are 17 Sustainable Development Goals and be able to name some
- Know that gender equality is involved in every Global Goal
- Be able to explain why it is so important for women to have a central role in farming

By the end of this assignment, you will know the meaning of the following terms:

- * The 2030 Agenda
- * Sustainable Development Goals
- * Global Goals
- * Gender equality
- * Empowerment

Final product

The final product for this lesson is to **write a letter** of application. With this final assignment, you will show you have reached the learning goals.

Assessment

The final product will be graded by your teacher.

Your teacher will grade the assignment based on the following:

- **Content:** Is your letter of recommendation interesting and clear?
- **Form:** Did you take care to give your text the right layout?
- **Language mistakes:** Do your answers to the questions and the final assignment not contain too many language mistakes?

Group size

The final assignment will be done in pairs.

Time

This lesson will take two hours.



STEP 1: AGENDA 2030

[Print](#)

For a long time, development aid was something done by private citizens and incidental aid between countries, but there was no international cooperation. In 2000, the United Nations created goals for all its member states for the first time: the eight Millennium Goals for 2000 to 2015.

Many (including UNICEF) counted the Millennium Goals as a success. The number of people living in extreme poverty and hunger decreased from 1.8 billion to 1 billion. Child and maternal mortality also went down a lot in those 15 years. The number of children going to primary school went up by 160 million. In 2000, 70% of all children went to school, but by 2015 this number was 90%.

Still, can you call it a success if 1 in 8 people still have to live on less than \$1.25 a day? Can you call it a success if the number of boys going to school is still higher than the number of girls? And if men are still paid more than women for the same jobs?

For these reasons, the UN created the 2030 Agenda and the Global Development Goals (2015 – 2030). In this Agenda, the UN linked global development to gender equality and women's rights, not just in Global Goal 5 (gender equality), but also in all 17 goals in general. Learn more about this in [step 2](#) and [step 3](#).

Question

1) Why do you suppose the UN linked sustainable development to gender equality? Explain your answer.



STEP 2: GENDER EQUALITY AND THE SUSTAINABLE DEVELOPMENT GOALS

[Print](#)

In this step, we will take a look at the way gender equality is included in Global Goals 1 – 4 and 6 – 17. You will learn more about Global Goal 5 in step 3.

	<p>1 No poverty Globally, 122 women between 25-34 live in extreme poverty, compared to 100 men of the same age.</p>		<p>10 Less inequality between countries About 30% of income inequality is caused by inequality within households all over the world. Women are more likely than men to have to live on less than 50% of the global average income.</p>
	<p>2 No hunger The number of women dealing with food insecurity is 11% higher than the number of men.</p>		<p>11 Safe cities Women living in shanty towns deal with a lot of problems and often live without basic needs like access to clean water and improved sanitation.</p>
	<p>3 Healthcare for everyone In 2015, 303,000 women died of pregnancy-related causes. The number of deaths is going down extremely slowly.</p>		<p>12 Sustainable consumption and production Investments in public transport are a great help to women, who often depend on public transport much more than men.</p>
	<p>4 Education for everyone 15 million girls of primary school age never get the chance to learn how to read and write, compared to 10 million boys who also never get this opportunity.</p>		<p>13 Combat climate change Climate change affects women and children much more than men. Women and children are 14 times more likely to die during a natural disaster than men.</p>
	<p>6 Clean water and sanitation for everyone In 80% of all households without direct access to water, women and girls are the ones who have to go out and get water..</p>		<p>14 Sustainable use of the oceans and sea Polluted water and marine ecosystems have a negative effect on the lives of women and men, on their health, and on the health of their children..</p>
	<p>7 Access to affordable and sustainable energy The use of fuel indoors (mainly burning wood) is the cause of death for 4.3 million people every year. 60% are women and girls.</p>		<p>15 Protecting ecosystems Between 2010 and 2015, the world lost 3.3 million hectares of forest. Poor women in rural areas depend on these shared sources and are harmed the most when they decrease.</p>
	<p>8 Economic growth and job opportunities The global wage gap between men and women is 23%. 63% of all women have a job, while 94% of all men are employed.</p>		<p>16 Security and justice for everyone In international conflicts, murder and other forms of violent crime increase a lot. While men are more likely to be harmed on a battlefield, women are more exposed to sexual violence and forced to flee.</p>
	<p>9 Infrastructure for sustainable industrialisation Worldwide, women represent 28.8% of all researchers. Only 20% of all countries have gender equality in this field.</p>		<p>17 Strengthen global partnerships Low-wage countries spend about 2.5 as much money as they get in developmental aid. Only a small amount of that money goes to gender-related issues.</p>

Questions

- 2) What is meant by food insecurity?
- 3) Can you explain why burning fuel indoors kills more women than men?



STEP 3: SUSTAINABLE DEVELOPMENT GOAL 5

[Print](#)

5



Source: UN Women

Gender equality

The 2030 Agenda promised to break down the barriers that stopped women and girls from reaching their full potential. This comes with a lot of challenges that have not been completed yet:

5.1 In 18 countries, husbands can legally prevent their wives from working. In 39 countries, sons and daughters do not have the same right to an inheritance. 49 countries do not have laws that protect women from domestic violence.

5.2 19% of all women and girls between the ages of 15 and 49 have experienced physical and/or sexual abuse from an intimate partner in the past 12 years.

5.3 Worldwide, 750 million women and girls got married before the age of 18 and at least 200 million women and girls in 30 countries underwent genital mutilation.

5.4 Women do unpaid care work 2.6 times as often and do housekeeping much more often than men.

5.5 Women hold only 23.7% of all seats in all parliaments. This is 10% more than in 2000, but the numbers are still far from equal.

5.6 Only 52% of all married or similarly attached women are free to make their own decisions about sexual relationships, the use of birth control, and healthcare.

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5.a Women only own 13% of all farmland worldwide.

5.b Women are less likely to own a mobile phone and spend 5.9% less time online than men.

5.c Over 100 countries have agreed to record their budget allocation for gender equality.

Question

4) Explain the importance of sustainable development goal 5c.



STEP 4: GLOBAL FUND FOR WOMEN

[Print](#)

In step 3, you have read that women only own 13% of all farmland. At the same time, women produce 70-80% of all the food in Africa. Many people are convinced that women will produce more if they are in charge of their own fields. The *Global Fund for Women* makes this possible.

One of the women's organisations that got money from the fund and was successful is ARUWE (Action for Rural Women's Empowerment) in Uganda.



ARUWE Uganda

Action for Rural Women's Empowerment

ARUWE is a group of 120 female farmers who work together. ARUWE organises training courses about improved farming techniques and environmentally friendly pesticides. The farmers were given better seeds and plant cuttings. They also got goats and pigs and were taught how to take care of them. On top of that, the farmers learn book keeping, how to save money, and how to use credit. They received a loan from ARUWE's loan fund, which they used to invest in their farms or start small businesses.

The results were:

- * 5-50% increase of food production
- * 30% increase in the women's income
- * 25% of the women have added one or more money-making activities to their lives
- * Most of the households now eat three meals a day
- * Women have more respect and make more decisions in their family
- * Women took on leading positions in their community – for example by joining a village council

One of these successful farmers is the 73 year old Ngagire Gertrude. She is a grandmother to seven grandchildren who she has to feed and take care of after their mother died. Thanks to her good seeds and farming techniques, she earned enough money selling corn to save 20% of the money. She used that money to buy two more fields: one to grow beans and one for pineapples. She can now feed her grandchildren three meals a day and sell some of her produce at the market. She is doing so well that her neighbours joined ARUWE as well.

Question

5) Which tip from the management books did Gertrude learn and put into practice?



STEP 5: LETTER OF APPLICATION

[Print](#)

You are a female farmer in Uganda. You have heard about the success of ARUWE. You would like to join them. To do this, you need to write a letter of application. Let ARUWE know why you would like to join them and use the word empowerment* in your letter.

Good luck!



* Empowerment literally means 'giving someone power' and it is a word used often by developmental aid organisations to say that their goal is helping people solve their own problems and claim the fulfilment of their rights and basic needs.



FINAL ASSIGNMENT: A FUN CAMPAIGN? WE CAN FUND YOU!

[Print](#)

Are you a secondary school pupil?
Were you taught about gender in school?

Do you have brilliant ideas for a fun campaign at school or in your town?
Can you convince your classmates to join you?

Put your idea on paper (max. one page) and ask your teacher to send your fun campaign proposal to the Centrum voor Mondiaal Onderwijs (Dutch Centre for Global Education). The European Union has made money available for the Get Up and Goals! project to be spent on school campaigns based on gender: 5 × €2,000 in the school year 2018-2019 and 5 × €2,000 in the school year 2019-2020.

Do not start right away, but wait until we confirm your application. If you send in a report of your campaign, including photos and/or videos, you can earn a maximum of €2,000 for your school.

Email: cmo@fm.ru.nl or call: (+31) (0)24-3615902.

