



GENDER

set of activities

This set of activities was compiled by ARPOK, o.p.s. and was tested with teachers and pupils in the Czech Republic. 7 classes from 7 primary and secondary schools, a total of 144 pupils, took part in the testing.

We believe that the set is a helpful tool for teachers to grasp the complex and sensitive topic of gender. At the same time, it will enable students to understand the topic in an interactive way that supports critical thinking.

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ARPOK is a Czech educational non-profit organization that has been bringing global development education to schools since 2004. We help teachers with teaching global topics and at the same time we talk about topics with students. We thus support an open and tolerant society and the active involvement of people in what is happening around us.

ARPOK's vision is to participate in the sustainable development of the world and in the creation of a society that is Active, Respectful and Open, perceives the Connectivity and Complexity of the world and accepts its share of Responsibility.

A (Activity) **R** (Respect) **P** (Connectivity) **O** (Openness) **K** (Complexity)

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Global Development Education

Global development education helps us to better understand the interconnection between the world and the global society that we are part of. This is a life-long process of education that inspires us to scrutinise the world around us constantly and to make an effort to understand the relationship between us and other people and places around the world. The goals of such education include promotion of certain values in people, such as global responsibility and respect for themselves, other people and also for the Earth and its limits.

Why gender?



To us, the figures given already seem to answer the question "why is it time to discuss gender inequalities at school?" However, we think it is important to add at least 6 more answers, among the many possible ones:

1. If gender is a set of attributes, psycho-attitudinal characteristics and behaviours that are considered adequate for an individual, man or woman or even boy or girl, considered as social beings", then **the school should play a role in maintaining a conscious look** at one's own visions, expectations and practices of gender, so to favour, in the long term, a culture of the feminine and the masculine **capable of enhancing differences without them becoming prevarications and inequalities;**
2. **Inequalities are not a "natural fact"** but the result of the work of human beings. Education can contribute to developing and sharing practices that counteract the internalisation of inequality as a "natural fact" by avoiding the formation of discriminatory logics.
3. **Knowledge is not neutral and asexual.** Who defines and selects the learning contents? How much are gender differences present in textbooks and school curricula? How can different branches of knowledge be re-read from different angles? Gender roles and relations between women and men change over time and space, and since women constitute half of the world population their history and views should be included in school curricula. This would contribute to the democratic education of a society.
4. **Gender-based violence is a consequence of unequal power relations between genders;** it is spread in all corners of the world and constitutes a violation of the human rights of women and girls. Although both men and women may be victims of gender-based violence, it is widely recognised that most victims are women and girls.
5. **Gender equality can reduce poverty, reduce child mortality and promote development.** Educating girls has proven to improve survival rates and the health of children and women.
6. **Today, more than 150 countries have at least one law that discriminates against women,** so it is necessary to promote an education based on citizenship that, in the future, may influence policies responsible for social changes at the legislative level.

WOMEN AND GENDER EQUALITY

Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



ACTION
1

DURATION

90 min

LEARNING OBJECTIVES

Students will have considered some of the specific challenges to women's rights, why they exist and what can be done to effect change

TO WHICH SUBJECT IT IS CONNECTED?

Civic education
English Language

BIG IDEA

- What is gender
- Big Ideas document is available at the end of this document or at <https://www.getupandgoals.eu/global-issues/gender-inequalities>



AGE: 11 – 14 years old

COUNTRY: Czech Republic, ARPOK

LANGUAGE: English

BASED ON: Equalrights – what gets in the way?

<https://www.womankind.org.uk/docs/default-source/Fundraise-/lesson-plan.pdf>

WHAT THE STUDENTS DO (TEACHING METHODS)

Brainstorming
Mind mapping
Discussion
Work with texts
Model situation (stories)

LEARNING OUTCOME

- Students are able to explain what is meant by „gender“, including the typical behaviour instilled in men and women and the difference between the gender and sex.
- Students are able to explain what „gender identity“ and „gender expression“ mean.
- Students understand the difference between gender equality and equal treatment. They are able to explain why a new policy needs to be put in place to ensure a equality between men and women, focusing on the historical and social disadvantages of women. They are able to give their examples.
- Students are able to list various examples of gender-related problems that women around the world face. They are able to describe what causes gender-based violence and understand that women and girls belong to the most vulnerable group. Students are able to describe some of the harmful practices that target women and girls and what the consequences are.
- Students understand the fact that gender equality benefits society more than just empowering women and girls. It benefits the wider society and has a positive impact on international development. They are able to recognize prejudices based on gender in the text.



// WOMEN AND GENDER EQUALITY //

Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



INTRODUCTION (10 minutes)

Explain to students that they are going to examine issues that stop women and men enjoying equality and what can be done to bring about change. They will be listening to different opinions and working together. Establish clear ground rules for discussion. Stress that students should think about the words they use whilst expressing their opinions. This includes not using sexist, homophobic or racist words. Offensive comments will not be tolerated; they will be expected to express themselves in a respectful way.



// WOMEN AND GENDER EQUALITY //

Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



ACTIVITY 1 (10 minutes)

Ask students to name some of their human rights and write them on the board (right to education, access to health care, right to privacy, right to choose whether and who they want to have a relationship with, rights to be free from slavery and torture, right to live in freedom and safety, right to decide when and whether to have children, right to have control over your own body etc.). With questions and comments, you will outline that not all rights around the world are as equitable for women as for men.

BASIC CONCEPTS

(continue brainstorming and explain concepts - write on the board and create a mind map, note the relationships between concepts)

Gender is not the same as **sex** (biological characteristics of men and women). It is a definition of men and women as created by society itself. In short, it means that sex is something we have already been born with and gender is what we learn about during our lives. Female and male roles are mostly determined by culture. Both men and women learn the appropriate **norms** and desirable behaviour what reflect the society and relationships that have been built over thousands years. The **roles** are often reflected in the **legislation**. In more than 150 countries, we find at least one law that discriminates against women.

The individual perceives its gender as its own **(gender) identity** (deep-rooted inner perception of itself) and its own „**sexual expression**“ (how it presents its gender to its surroundings and how our society, culture, community and family perceive it, how they treat us based on it and how they affect our gender) as well.

// WOMEN AND GENDER EQUALITY //

Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



ACTIVITY 2: STATEMENTS (15 minutes)

It is possible to work in two ways:

Way 1:

Arrange students in mixed groups of 4 or 6 and then arrange them in half in these groups (1 and 2). Explain that they are going to talk in pairs about a series of statements one person at a time. You will write each statement (Appendix 1) on the board one at a time. In round 1 Person 1 starts and can talk for 1 minute on the statement, then you will call CHANGE and Person 2 can talk for 1 minute as well. Next you will call MOVE and every Person 1 must swap seats with the next Person 1 to their right and talk to a different person. Alternate between Person 1 and 2 starting. Also you rotate the numbers that speak first to the statement. After 4 or 5 rounds ask for feedback.

Way 2:

Ask for 8 -10 volunteers (preferably evenly numbered boys and girls), to come to the front. If you have a large room you could ask everyone to the front. Tell them that they will listen series of statements (Appendix 1) and, without speaking to anyone else, they must decide whether they agree, disagree or are not sure what they think. If they agree, they stand to the left, if they disagree they stand to the right and, if unsure, they must stand somewhere in the middle.

When the volunteers have placed themselves on the line, ask some of them to explain why they agree or disagree. Avoid making value judgments but encourage different points of view. When a number of points of view have been heard, ask if anyone wants to change where they are standing. Invite comment from the rest of the class.

// WOMEN AND GENDER EQUALITY //

Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



ACTIVITY 3: WHO SAID THIS? (20 minutes)

Give out copies of the Appendix 3. Students must decide in pairs whether it is most likely to be a male or female person speaking or whether it could be either. They also have to decide whether someone said the statement in the Czech Republic (Europe) or abroad. The statements represent young people around the world. The comments in *italics* are to aid feedback discussion. This exercise is to illustrate that women everywhere, including in the Czech Republic (Europe), face discrimination and violence.

ADD CONTEXT:

Gender-based violence. Both men and women can be victims of **gender-based violence**. However, it is well known that in most cases these are women and girls. International organizations often focus on violence against this group, mainly due to the fact that women and girls are most at risk and cannot escape or flee.

Gender-based violence is the result of **unequal power relations between men and women**, and we encounter it around the world. This is a violation of the human rights of women and girls.

- Gender-based violence has a negative impact on women's sexual and reproductive health because significantly more women than men suffer from **HIV/AIDS**.
- Some cultures and traditions also have a negative impact on women and girls due to the harmful practices such as female **genital mutilation** and **child marriage**. Every year, more than 12 million girls under the age of 18 are married. Child marriages endanger their lives and health and limit their chances for a good future. Girls who are forced into marriage usually leave school and become pregnant at the age of their adolescence, which brings certain birth complications with it. These are the most common cause of death in girls between the ages of 15 and 19. At least 200 million women and girls have undergone genital mutilation (UNICEF, 2018).
- Every year, 13 million girls are **trafficked**, mostly for sexual exploitation. Migrant women are among the most vulnerable groups.

The rights of girls, boys, women and men can be affected by inequality. Suppression of women's and girls' rights is common in the world, often by people who should protect civil rights, such as police officers, soldiers, teachers or parents.



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Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



ACTIVITY 4: STORIES (40 minutes)

The following stories are to help students consider the challenges facing women living in poverty.

Give out copies of the case studies for students to share (Appendix 4). Ask them to read Laxmi's story. Ask them to imagine the story from Laxmi's point of view but also from her husband and sister in law's point of view.

➤ Why/ how did they do what they did? (Cultural practices, power, money, the authorities turning a blind eye)

Let's show a diagram (Appendix 5).

➤ What issues stop Laxmi from enjoying her rights? (Violence, fear)

➤ What are the underlying, more hidden causes of these? Are there any that are not mentioned but implied? (Early marriage, arranged marriage; lack of education; girls' education not being valued as much as boys'; lack of knowledge of human rights; inequality of power between men and women).

➤ What are the solutions? Are there long term solutions that are not mentioned? (Education about rights, encouraging girls to stay in school, discussion and training in communities about harmful traditional practices).

Divide the class into small mixed groups. Ask students to read the other case studies. Give out large pieces of paper and marker pens for each group. Ask them to draw an iceberg and icebreaker ship on their paper and to fill in issues, causes and solutions for Gysele or Chipso. Give enough time for groups to do this for at least one case study. Compare answers and invite feedback. Students can go on to consider inequality issues in their school or community e.g. sexual harassment, negative images in the media, and discuss causes and solutions.

REFLECTION

Give each member of the class a sticky note. Ask them to write down anything they have learned about women's rights or would like to see changed. Ask them to come to the front and stick the comments onto a large sheet of paper. Read some of them out.

// WOMEN AND GENDER EQUALITY //

Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



APPENDIX 1: Statements

- Girls get away with more than boys.
- Boys are naturally more violent than girls.
- Girls who wear short skirts are 'asking for it'.
- Girls and boys are always treated equally in this school.
- Everyone should be able to enjoy their human rights.
- Poor people don't have the same rights as rich people.
- Equality is impossible, so it's not worth trying.
- Men and women are different, so they can't be equal.
- Being male or female makes no difference to whether you do well at work.
- Pictures of topless women of some newspapers should be banned.
- Doing something 'like a girl' should not be used as an insult.
- Little girls should not be called princesses



// WOMEN AND GENDER EQUALITY //

Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



APPENDIX 2: Who said this?

- Several times my older brother has beaten me up. He also tells me 'you go ahead and go to school and I'll throw acid on you.' *Spoken by an 18 year old in Afghanistan whose brother wants her to marry to bring in dowry money. Education is compulsory in Afghanistan, but many girls are prevented from going to school*
- 'When I complained about not getting paid, he called the police to beat me up.' *Spoken by a 16 year old boy in India, given to be a bonded labourer to pay off a family debt when he was 12. Many children from poor families in Nepal, India and Pakistan are given to be bonded labourers, virtual slaves, to work usually for nothing.*
- 'Once I arrived I was introduced to a lady. She took my travel documents and my mobile phone. She said she had bought me, she owned me and that I had to pay back the debt.' *A girl who came to England as a tourist to learn English who was forced to take drugs and work as a prostitute. Both men and women are trafficked in the UK. 77% people trafficked worldwide are women.*
- 'I wanted to get an education but my parents were determined to marry me off.' *Spoken by Himanot, an Ethiopian girl married at 13. Every year millions of girls worldwide marry before they are 18, often in return for money given to their families. Many of them have not yet reached puberty.*
- 'When my mother died in childbirth I had to give up school to care for my brothers and sisters.' *Girls in developing countries routinely shoulder the greater burden of domestic work, including collecting water. This can mean they do not have time for school*
- 'When they gave me the job they said they weren't sure that I'd 'hack the pace'. So they said they'd pay me less until I'd proved myself.' *An experienced woman bus driver in the UK. The average pay for women in the UK is 15% less than for men doing similar jobs. Employers sometimes justify lower pay for women by saying that they will not be able to do a job as well as men.*
- 'In the morning, I fetch water, then I walk to school. One day I arrived late. As punishment my teacher asked me to crawl on my bare knees across the ground from the school gate to the classroom.' *A schoolgirl from Sierra Leone where violence against women is widespread.*



// WOMEN AND GENDER EQUALITY //

Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?



APPENDIX 3: Who said this?

Read the following statements. Discuss and decide whether you think each statement is most likely to have been spoken by a male or female person and whether they are speaking in this country or elsewhere.

	Male/Female? Either?	Czech Republic? Abroad?
'Several times my older brother has beaten me up. He also tells me 'you go ahead and go to school and I'll throw acid on you.'		
'When I complained about not getting paid, he called the police to beat me up.'		
'Once I arrived I was introduced to a lady. She took my travel documents and my mobile phone. She said she had bought me, she owned me and that I had to pay back the debt.'		
'I wanted to get an education, but my parents were determined to marry me off.'		
'When my mother died in childbirth I had to give up school to care for my brothers and sisters'		
'When they gave me the job they said they weren't sure that I'd 'hack the pace'. So they said they'd pay me less until I'd proved myself.'		
'In the morning, I fetch water, then I walk to school. One day I arrived late. As punishment my teacher asked me to crawl on my bare knees across the ground from the school gate to the classroom.'		

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APPENDIX 4: Stories

Laxmi's story (Nepal)

'My name is Laxmi. I was married at a very young age. While I was heavily pregnant my husband's family started abusing me verbally, physically and mentally for not bringing enough dowries. One day my sister in law and my husband sprinkled kerosene on me and set it alight. None of the family did anything to save me until neighbors intervened.'

Laxmi had little money for medical treatment and so she was referred to the local branch of Saathi, an organization working for women's rights and partner of Womankind. Then she was taken to the Saathi shelter in Kathmandu, the capital. Whilst there she received food, medical help and plastic surgery. While she was at the Saathi shelter she had access to some education and was trained to make clothes. She took part in a video story telling project and shared her experiences of violence. She now plans to set up her own shop with a start up loan from Saathi. 'I never imagined that I would live a normal life again. Whenever I look at the mirror the scars remind me of the pain. Nevertheless, I have become a stronger person to move on with my life.'

Gyselle's story (Tanzania)

Gyselle, 17, was studying at a secondary school in Nyarugusu refugee camp in Tanzania. After she completed her final examinations she went to collect her results and to her dismay saw that she had failed both Economics and Physics. Gyselle went to see the teachers of these subjects to find out why she had done so badly. The feedback was a bombshell; they said she deserved to fail because she had not returned their sexual advances towards her. 'This shocked me. I had done well on my coursework and did not think that I had failed the tests. I couldn't believe my education was at risk because of my choice to take a stance against abuse.' But, thanks to an information campaign on women and girl's rights held by the camp's Women's Legal Aid Centre (WLAC), Gyselle learned about her rights and approached the paralegal* unit set up by WLAC, run entirely by refugees. This gave her the information she needed to report the actions of her teachers to the head teacher. Next the head teacher asked her to include the incident in a monthly report for the protection agencies within the refugee camp, including the paralegal unit. A thorough investigation of the incident took place, which proved Gyselle had passed her exams in both subjects.

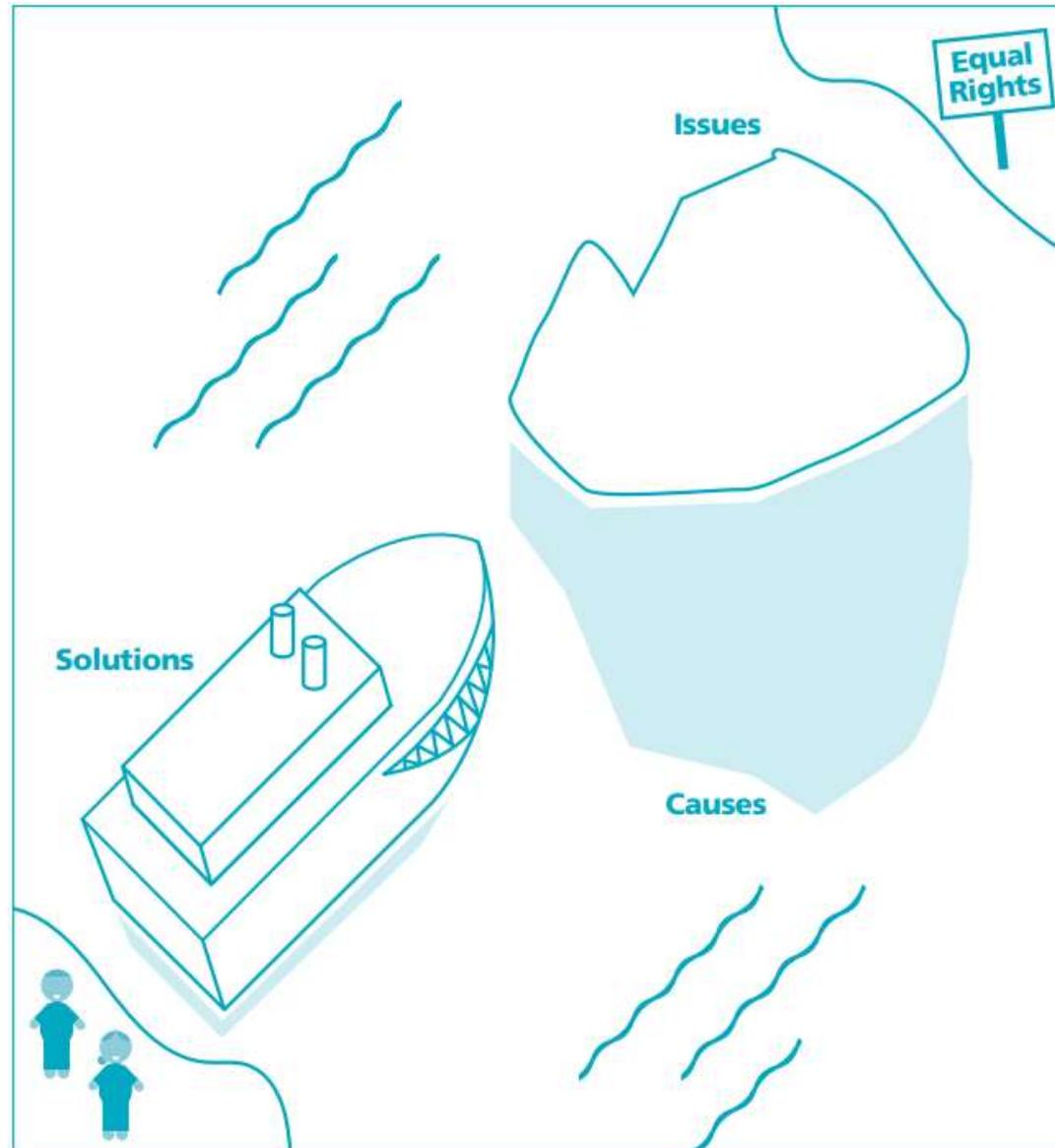
Chipo's story (Zimbabwe)

Chipo is 22 years old. When she was 15 and an orphan she married a man called Reuben, thinking it was a way to make a reasonable life for herself. Reuben took her out of school and they built a house together and had lodgers to gain extra income. But Reuben had not told Chipo that he had tested HIV positive. She only found out after having two children and when one became inexplicably sick. All the family tested HIV positive and Chipo knew then that her husband had infected her. Their first child died and Chipo was bitter and angry that the child's life could have been saved. After that Reuben took all their lodgers' rent and would not give money for food for Chipo and their child. He also became violent.



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Action 1: EQUAL RIGHTS - WHAT GETS IN THE WAY?

APPENDIX 2: Diagram problems-causes-solutions



WOMEN AND GENDER EQUALITY

Action 2: EXPOSING GENDER STEREOTYPES



ACTION
2

DURATION

100 min

LEARNING OBJECTIVES

- To develop their own critical intelligence with regard to culturally inherited stereotypes, and to the images presented in the media – film and television, rock music, newspapers and magazines
- To discuss characteristics of male and female stereotypes in our society
- To identify ways in which their own lives have been affected by these stereotypes
- To identify the aspects of these stereotypes that are related to violence

TO WHICH SUBJECT IT IS CONNECTED?

Civic education
English Language

WHAT THE STUDENTS DO (TEACHING METHODS)

Group work
Didactic games
Demonstration games
Guided discussion

BIG IDEA

- Gender norms
- Big Ideas document is available at the end of this document or at <https://www.getupandgoals.eu/global-issues/gender-inequalities>

LEARNING OUTCOME

- Students are able to exclusive various influences that contribute to the emergence of gender norms. Students are able to explain how gender stereotypes and that these stereotypes can have harmful consequences.
- Students are able to explain how gender standards look like over time, including possible exceptions of the events that lead to change (wars, new technologies and social movements, ...).

AGE: 13–15 years old

COUNTRY: Czech Republic, ARPOK

LANGUAGE: English

BASED ON: Exposing Gender Stereotypes

(<http://mediasmarts.ca/lessonplan/exposing-gender-stereotypes-lesson>)



// WOMEN AND GENDER EQUALITY //

Action 2: EXPOSING GENDER STEREOTYPES



INTRODUCTION (10 minutes)

Today we are going to examine what acting like a man and being ladylike means in our society. What are the gender stereotypes, and how do these stereotypes affect our relationships with others?

Ask your students:

- How would you define "stereotype"?
- What are some typical examples? ("A group of teens in a store must be shoplifting," "Dumb Blondes," "Men don't cry," etc.)

These beliefs are so ingrained in our consciousness that many of us think that gender roles are natural, so we don't question them. Even if we don't consciously subscribe to them as part of our own belief system, our culture bombards us with messages about what it means to be men and women today. In the next lesson, we will look at how these stereotypes affect our perceptions of ourselves, how they affect our decisions and our behavior. When thinking about gender stereotypes, keep two things in mind.

First, we do not have to accept the limits of stereotypes.

Second, we have our own will to decide what makes sense to us and what doesn't.

// WOMEN AND GENDER EQUALITY //

Action 2: EXPOSING GENDER STEREOTYPES



ACTIVITY 1: „ACT LIKE A MAN“ (15 + 15 minutes)

PART 1

Write "**Act Like a Man**" at the top of the flip chart paper and ask your students: *What does it mean to act like a man? What words or expectations come to mind?*

(Begin by directing the question to the boys. The girls can then be encouraged to respond. Attempt to record students' own choice of words. If their responses are too wordy, ask them to simplify for display purposes. If the offers are slow to come, ask them to discuss the topic in pairs, then share with the class, or make specific prompts by asking what does it mean to "Act Like a Man" in sports, business, on a date, etc.)

Then draw a box around the entire list. We're going to call this the "Act Like a Man" stereotype. Inside the box is a list of attitudes and behaviors that boys are expected to adopt in the process of becoming men in our society. Men and boys are not born this way; these roles are learned.

PART 2

Write "**Act Like a Lady**" at the top of a of the flip chart paper and ask your students: *What does it mean to act like a lady? What words or expectations do you think of?*

(Begin by directing the question to the girls. The boys can then be encouraged to respond. Attempt to record students' own choice of words. If their responses are too wordy, ask them to simplify for display purposes. If the offers are slow to come, ask them to discuss the topic in pairs, then share with the class, or make specific prompts by asking what does it mean to "Act Like a Lady" in sports, business, on a date, etc.)

Then draw a box around this list. We're going to call this the "Act Like a Lady" stereotype. This is the "Be Ladylike" Box. It's a stereotype just like in the "Act Like a Man Box. Women also learn to conform to very specific role expectations as they grow up being female in our society.



// WOMEN AND GENDER EQUALITY //

Action 2: EXPOSING GENDER STEREOTYPES



ACTIVITY 2: WHERE DO WE LEARN THESE GENDER ROLES? (10 minutes)

Discuss with students:

- Where do we learn gender roles we were talking about?
- What people teach us these stereotypes? Entertainment? Sports? Media? (When the students respond "TV" or "movies," ask for specific examples to list.)
- What other people influence our learning of gender roles?
- Where else in society do we find these stereotypes?

Write these responses on your flip-charts. You may draw arrows to „act like a man“ and „act like a lady“ to illustrate context.

ACTIVITY 3: HOW STEREOTYPES ARE REINFORCED (10 minutes)

Discuss with students:

- What names or put-downs are boys called when they don't fit the box?
- What names are women called if they step out of the stereotype box? (Allow students to be blunt with their slang in this educational context.)

Write the names along the bottom of the appropriate box. (You may draw arrows to illustrate how they reinforce the wall of the stereotype box.)

Continue with asking:

- How do these labels and names reinforce the stereotype box in the society?
- How does man/woman feel when we are called these names?
- What do you think the person who is using these put-downs is feeling?

These names are used in order to hurt people emotionally, and we react by retreating to the "safety" of the stereotype box.



// WOMEN AND GENDER EQUALITY //

Action 2: EXPOSING GENDER STEREOTYPES



ACTIVITY 4: EVALUATING THE GENDER STEREOTYPES (5 minutes)

With the help of students choose one of the stereotypes that students proposed during first activity (for example „Boys don't cry“) and ask your students:

- How many boys in the class have never cried, hands up?
- Does this mean that those of you who didn't put up your hands are wimps or nerds?
- What about the girls? How many want to be passive and delicate?

In fact, we're all real people and we can experience the full range of emotions, including happiness and sadness, love and anger. The bottom line is that stereotypes are destructive because they limit our potential! Yet how many guys do we know who try hard to act like the stereotype, without even a second thought? What damage do we do to ourselves and others? Boys are not born to be violent, or have unhealthy attitudes towards girls. We learn these attitudes and behaviors through the stereotypes of what society.

Once we realize how stereotypes work and what their impact is on our lives, we can get rid of them. This is not to say that it's wrong for guys to like sports or fix cars or for girls to enjoy cooking! The problem is that we are told that we must perform these roles in order to fit in.

It is important for all of us to make our own decisions about what we do. A stereotype rigidly confirms the belief that if you are a woman or a man, you must perform these specific roles, and do them well. This belief takes away our personal choices in determining our own interests and skills. It also discourages men from participating in "women's work" (such as flower arranging) and restricts women from choosing roles that are traditionally "male" (such as engineering and football).

// WOMEN AND GENDER EQUALITY //

Action 2: EXPOSING GENDER STEREOTYPES



ACTIVITY 5: ROLE PLAY (35 minutes)

Now that we've looked at the gender role stereotypes, what is it about them that leads to violence in relationships?

We have a story:

"Biff" and "Bambi" go out on a date to the big dance at school. After the dance, they go parking. They start necking and Biff wants to go "all the way." Bambi doesn't feel comfortable going any further.

Ask your students:

- If these two teens really believe in the stereotypes, what's going to happen next in this situation? (While asking this question, call attention to some expectations that are listed on the flip charts for men, such as "in control," or "don't take no for an answer," and for women, such as "passive" or "sexy.") Affirm students' responses to all possible outcomes.
- What's the worst thing that could happen in this scenario? (Date rape)
- Can you think of other situations in which trying to live up to the stereotypes would be unhealthy?
- Review the key concepts. Ask students what they learned about gender stereotypes, how they affect us and how believing in them can lead to violence.

Then, ask two volunteers to take on the role of Biff and Bambi. This ten-minute role play scenario helps students to see the power imbalance created when two young people try to act out the stereotypical behavior. The participants act a role that is not true to their real selves; they are compelled to conform to the gender stereotypes. In the second scene, they do their best to model conflict resolution techniques in an atmosphere of mutual respect and concern for the other person's feelings and choices.

The point of this role play is not to accomplish a perfect conflict resolution, but to highlight for the class the negative effects of gender stereotyping and to suggest the skills and attitudes that are needed in a healthy relationship. This game works best in a fun and encouraging environment. The humor that comes naturally in this context emphasizes all the more the absurdity of stereotyped behavior. To appreciate the actors, let's thank them and applaud.



// WOMEN AND GENDER EQUALITY //

Action 2: EXPOSING GENDER STEREOTYPES



ACTIVITY 5 (cont.)

Let's have a look at what can happen if people actually try to live these impossible stereotypes.

We have a story:

Imagine two young people - we'll call them Biff and Bambi. They've been dating for a few weeks and they're kind of keen on each other. They aren't very skillful at creating a fair and supportive relationship because they both have "bought into" the stereotype boxes. He acts controlling. She behaves passively, always putting his wishes first. Biff decides that the two of them will go to see a movie Friday night. Bambi has already made plans with her friends to go out for pizza.

Select an actor and actress. Make sure they understand the idea of the role play. Suggest that Biff start by telling Bambi which movie they are going to see. Give them their cue: Biff and Bambi meet in the hall at school. Now, let's see what happens...

End the role play when the action has developed the theme as far as it appears it will go. Don't leave the students stranded in an awkward moment if the role play blocks. Ask the actors to remain where they are.

Ask your students:

- What is Bambi experiencing? What is Biff experiencing?
- To each actor: How does it feel to be in this position?
- What stereotypical attitudes are they each acting out? (Refer to flip-chart list if necessary.)
- What suggestions can you offer for them to relate better?

// WOMEN AND GENDER EQUALITY //

Action 2: EXPOSING GENDER STEREOTYPES



ACTIVITY 5 (cont.)

Scene two: Let's see Biff and Bambi try again, only this time they will make an effort to go beyond gender stereotypes. They want to get to know each other and have a relationship that is safe, supportive and fair, and based on respect and caring.

This time, the goal of their encounter in the hall is to find a solution to their conflict in a way that allows both of them to feel that they have been heard and respected. They may need to compromise.

End the role play after it has fully unfolded, unless a blockage occurs, and ask other students for suggestions. Don't be concerned if the students didn't come up with a fantastic solution to the conflict; in fact, the role play may demonstrate how difficult it is to find creative solutions to conflict. This is a point that could be discussed with the class.

Ask the students playing Biff and Bambi:

- How did you feel in this scene?
- Compare how it felt to "be in character" for each of the two scenes in the role play.

Involve the class by asking:

- How did Biff and Bambi work towards a compromise that answered both of their needs?
- What difficulties did they encounter?
- Did they pay attention to the each other's feelings? If so, how were the other person's feelings acknowledged?
- Which relationship, scene one or scene two, has the best chance of growing in a healthy way? Why?

// WOMEN AND GENDER EQUALITY //

Action 2: EXPOSING GENDER STEREOTYPES

CONCLUSION

We all have a choice: we can unknowingly behave like the stereotypes in the boxes, which can lead to unhappiness, loneliness, and possibly violence. Or, we can show the courage to be ourselves and find people who accept us for who we really are. That may seem harder to do but, as today's role play has shown, it can be done. As we've seen, it makes a big difference when we listen to, and respect, the other person's needs and wants. That's a key element in healthy relationships.

If we don't seem to be who we are, it can cause us great problems. The desire to be muscular like Joey or slim like Susie can be a problem for us if our build doesn't exactly match the patterns listed. But stereotypes are much more than just muscles or slenderness. During our lives, cultural prototypes affect us in many areas and many times without us knowing it ourselves



GENDER EQUALITY

Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



ACTION
3

LEARNING OBJECTIVES

TO WHICH SUBJECT IT IS CONNECTED?

DURATION

45 min

- Understand the term 'gender equality'
- Identify obstacles to girls' access to education, and secondary education in particular
- Recognize the benefits of increased access to secondary education for girls

Civic education
English Language

BIG IDEA

- Gender Concepts
- Benefits of Gender Equality for Development
- Big Ideas document is available at the end of this document or at <https://www.getupandgoals.eu/global-issues/gender-inequalities>

WHAT THE STUDENTS DO (TEACHING METHODS)

Work with text and image material
Guided discussion
Model situations (story)

LEARNING OUTCOME

- Students are able to explain in what respects women are disadvantaged and what pay inequality means.
- Students are able to discrimination based on sex and its consequences, including how legislation of some countries discriminates against women and restricts their rights.
- Students are able to name bodies and organizations within the state and within the United Nations that aim to achieve equality between men and women.
- Students are aware that discrimination based on sex affects half of humanity and that other forms of discrimination, such as racism and / or class discrimination, often exacerbate the situation. Students are able to explain the concept of intersectionality.
- Students understand the fact that gender equality benefits society more than just empowering women and girls. It benefits the wider society and has a positive impact on international development. They are able to recognize prejudices regarding sex in the text.

AGE: 11–15 years old

COUNTRY: Czech Republic, ARPOK

LANGUAGE: English

BASED ON: Everybody Wins When Girls Can Stay in School

<http://cdn.worldslargestlesson.globalgoals.org/2016/06/19-Everybody-Wins-When-Girls-Can-Stay-in-School.pdf>



// GENDER EQUALITY //

Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



ACTIVITY 1 (10 minutes)

Show the Map of World Gender Parity in Secondary Education:

<https://data.worldbank.org/indicator/SE.ENR.SECO.FM.ZS?locations=CZ&page=3&view=map&year=2016>

Ask students to explain what patterns they can see. What does it imply?

Then, share the definition of gender parity:

Gender equality: Equality is when everybody is treated in the same way and has the same rights and opportunities, regardless of who they are, what they do, or where they are born and live. 'Gender equality' is when everyone has the same rights and opportunities regardless of their gender, and girls and boys are valued equally by everyone.

Gender parity: 'Gender parity' is when an equal number of girls and boys or men and women are represented in a particular situation. For example, a school where there were 100 girls and 100 boys would have gender parity, and a country where equal numbers of girls and boys are enrolled in school is said to have achieved gender parity in education.

Explain that an estimated 62 million girls worldwide are out of school. Sub-Saharan Africa has the highest number of girls out of school, denied the right to education.

You may want to provide some pointers to help students structure their answers, e.g. use compass points in your answer, use the names of continents in your answer, where are the highest/lowest levels of gender parity? These could be even more specific for younger and lower ability students, e.g. in general, are boys or girls more educated in Africa? Or, which continent has the most blue meaning the most equal levels of education between boys and girls?

// GENDER EQUALITY //

Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



ACTIVITY 2: IDENTIFYING BARRIERS TO SECONDARY EDUCATION (10 minutes)

Give students a few minutes to look at these images and see if they can explain what each image shows and how it links to people, and girls in particular, not attending school. Ask students to provide feedback on their ideas to the class. Ensure the level of discussion is appropriate to the age, context and understanding of the children in the class.

Barriers you discuss might include school fees; strong cultural norms favouring boys' education when a family has limited resources; issues of early marriage; the risks of walking a long distance to school; and inadequate sanitation facilities in schools. Schools might lack sufficient numbers of female teachers who can support girls' specific needs and act as role models etc.

You could also ask students to stand next to the image they think would be the most common barrier or the one they found the most surprising or that they have the most questions about.

Or they could write a question they have about one of the images on a post-it and stick it up, these could then be collected for further investigation after this lesson.

// GENDER EQUALITY //

Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



ACTIVITY 3: THE BENEFITS OF GIRLS' EDUCATION (10 minutes)

Watch the film Sisters accessed via link <https://www.youtube.com/watch?v=uZ6K2rc9vG0> .

Explain that most parents in sub-Saharan Africa value education and would want to educate their children, but are often forced to make the difficult choice between which of their children goes to school, because they are poor. This often means that girls miss out on school, because boys are seen as more likely to get good jobs in the communities where they live. Children who don't go to school might also be needed by their family to work.

However, if girls do attend school, there can be huge benefits for their families and communities as well as themselves.

- ✓ Educated girls earn up to 25% more, start businesses, and reinvest 90% in their families.
- ✓ Educated girls are three times less likely to become HIV positive.
- ✓ Educated girls get pregnant later, have fewer, healthier children, who are 40% more likely to live past the age of five.
- ✓ Educated girls will tend to be less vulnerable to violence and exploitation.
- ✓ Educated girls will become role models for the next generation of children, driving change from the local to the global level.
- ✓ Educated girls in politics promote equality between men and women, are less likely to become involved in corruption, and are more able to work together than men to solve problems.

// GENDER EQUALITY //

Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



ACTIVITY 4: QUESTIONS FOR STUDENTS (15 minutes)

Ask students to show whether they agree or disagree with the following statements. You can ask them to step into space, with approval at one end and dissent at the other. After taking their positions based on the extend to with they agree or disagree the statement, ask why.

- As many girls as boys finish secondary school.
- School is important.
- Girls who finish school are more likely to live a healthy life.
- There are so many barriers to girls' education that we won't be able to 'fix' them all.
- Solutions to getting more girls to finish secondary school should be local/global.

// GENDER EQUALITY //

Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



APPENDIX 1: Background

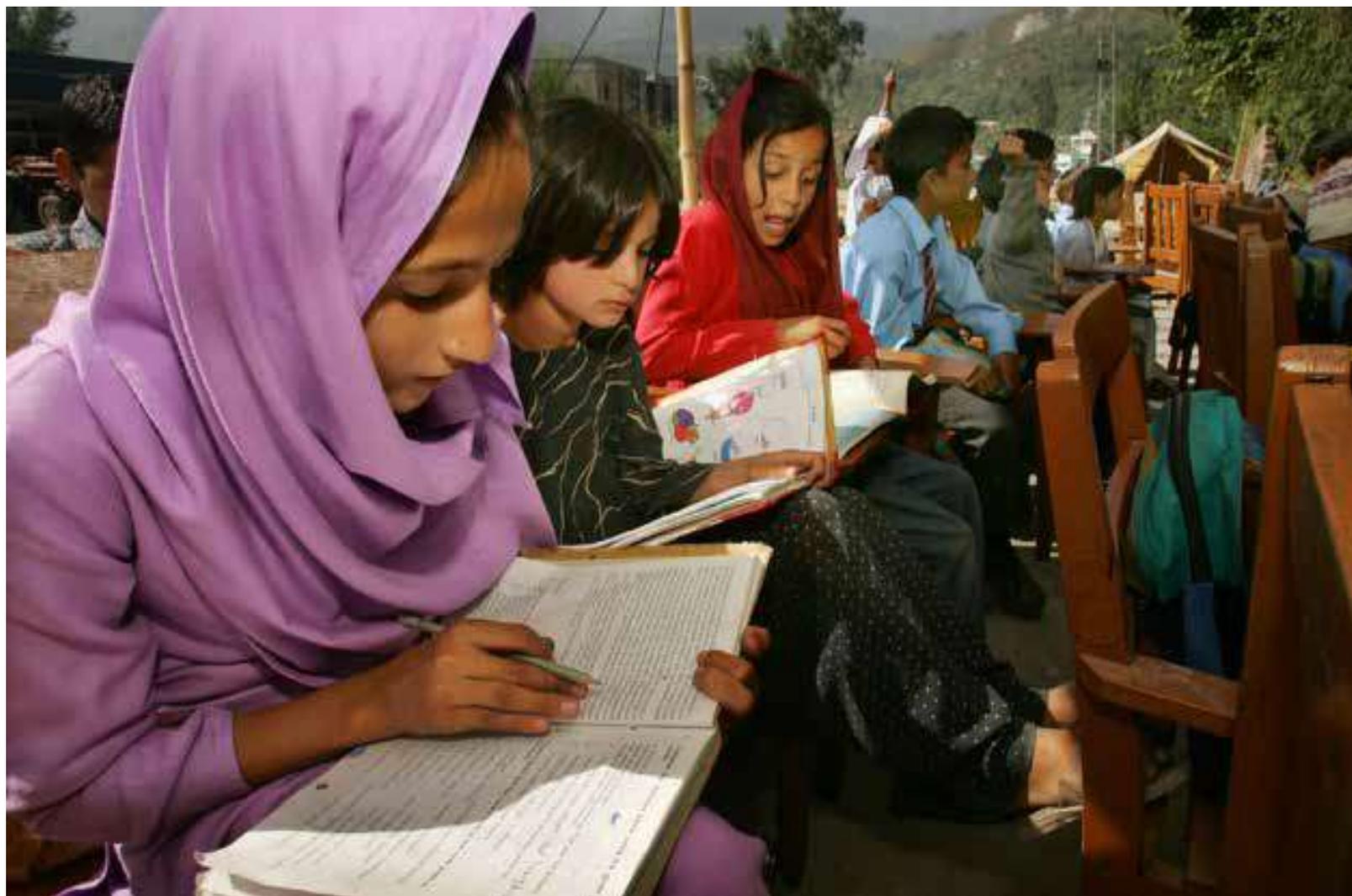
Fifteen years ago, the world agreed on a set of Millennium Development Goals which aimed to solve problems and inequalities and improve the lives of the world's poor. One of the goals was to ensure that, by 2015, all children would go to primary school. As a result, most countries have made primary education free, however 59 million primary school aged children are still out of school, and there is a particular problem for girls. While girls have more equal access to primary education as a result of the Millennium Development Goals, they are still less likely to complete primary school than boys (for example, 47% of girls finish primary school in Malawi, compared to 57% of boys), and less likely to attend and complete secondary school. Secondary education is more expensive than primary, and poor families who can't afford to send all their children will often choose to send only their sons, because boys are more likely to find employment after school – again in Malawi, only 12% of rural girls are enrolled in secondary school, compared to 48% of boys living in urban areas. These girls are vulnerable to pressures including early marriage and pregnancy, which can lead them to drop out of school, and the long distances they are likely to have to travel to school put them at risk and discourage their families from sending them. However, it is well-documented that equal access to quality secondary education will create unparalleled benefits for individuals and society. Educated women are healthier, earn more, have fewer and healthier children, are less vulnerable to exploitation and violence, and become role models for the next generation. Gender equality in secondary education will lead to greater equality and better representation of women at university, in the workplace, in teaching and in government.



// GENDER EQUALITY //
Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



APPENDIX 2: Photos



// GENDER EQUALITY //
Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



APPENDIX 2: Photos



// GENDER EQUALITY //
Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



APPENDIX 2: Photos



// GENDER EQUALITY //
Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



APPENDIX 2: Photos



// GENDER EQUALITY //
Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



APPENDIX 2: Photos



// GENDER EQUALITY //
Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE



APPENDIX 2: Photos



GENDER EQUALITY

Action 4: SALARY INEQUALITY



ACTION
4

LEARNING OBJECTIVES

TO WHICH SUBJECT IT IS CONNECTED?

DURATION

45 min

- The aim of the lesson is that students, based on information and opinions, propose to measures that could prevent pay discrimination against women.

Civic education
English Language

BIG IDEA

- Women and Gender Inequality
- Big Ideas document is available at the end of this document or at <https://www.getupandgoals.eu/global-issues/gender-inequalities>

LEARNING OUTCOME

- Students are able to explain in what respects women are disadvantaged and what pay inequality means.
- Students are able to describe sex discrimination and its consequences, including how legislation of some countries discriminates against women and restricts their rights.
- Students are able to name bodies and organizations within the country and within the United Nations that aim to achieve equality between men and women.
- Students are aware that discrimination based on sex affects half of humanity and that other forms of discrimination, such as racism and / or class discrimination, often exacerbate the situation. Students are able to explain the concept of intersectionality.

WHAT THE STUDENTS DO (TEACHING METHODS)

Group work
Working with text
Discussion

AGE: 11–15 years old

COUNTRY: Czech Republic, ARPOK

LANGUAGE: English

BASED ON: Nina Rutová (Respekt neboli)
<http://www.respektneboli.eu/pedagogove/zdrojove-platova-nerovnost/>



// GENDER EQUALITY //

Action 4: SALARY INEQUALITY



EVOCATION

At the beginning, ask students:

- ***What salary would you imagine, for example, for a monthly job at a car factory for manual work in belt production?***

Let students not say their suggestions out loud, but write them on a slip of paper which then they submit to you. Collect boys papers separately and girls' papers separately.

Then ask students:

- ***How do you think the vote in our class turned out?*** (Did boys or girls say more money?)

Write the sum of boys 'and girls' ideas about salary on the board and calculate what salary girls and boys would imagine on average.

Choose a question from the following options that matches how the vote turned out in your class:

- *Why did you imagine a very similar salary in our class?*
- *Why do boys in our class imagine higher salaries than girls?*
- *Why do girls in our class imagine a higher salary than boys?*



Students discuss the answers in pairs, then write their answers on the board. Ask students ***if they think that women and men in the Czech Republic are paid equally for the same work***. They can answer this question by standing on a scale of opinions (opinion axis).

Show students the strip by Vojtěch Mašek (Appendix 1) on the interactive whiteboard with the opinion of Mr. Knedlík. This may be the opinion of some men.

// GENDER EQUALITY //

Action 4: SALARY INEQUALITY



REALIZATION

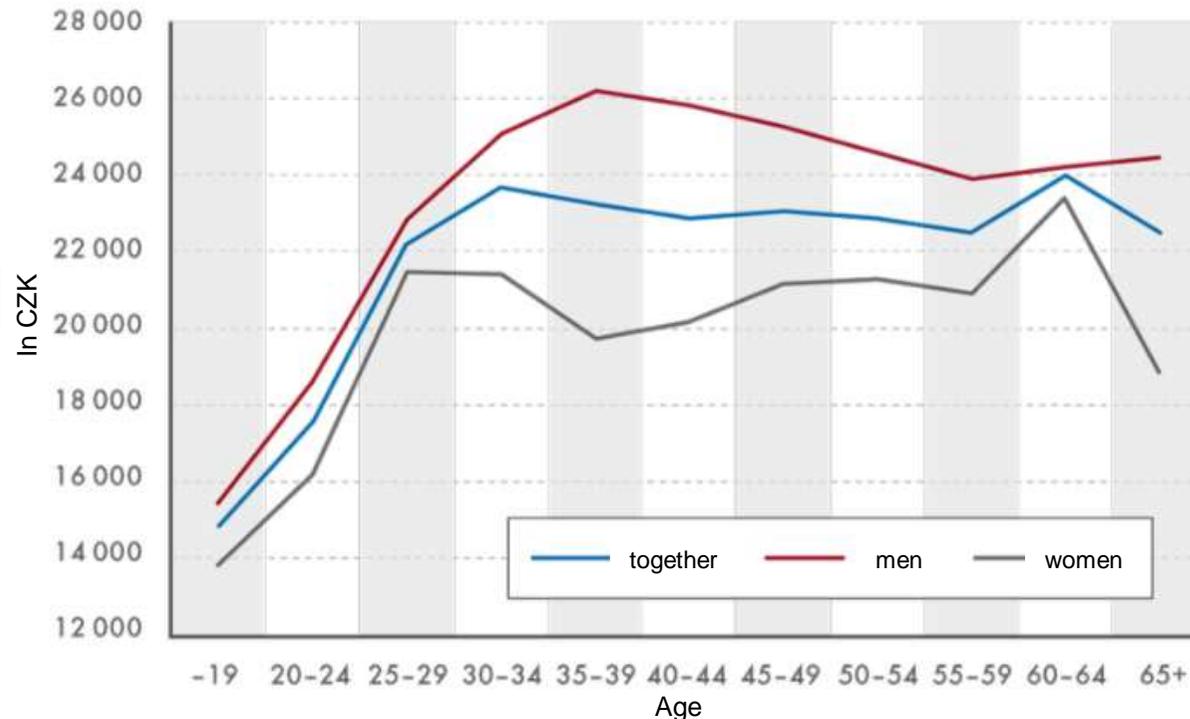
Show students the introduction to the article *Why do women take less?* (*Proč ženy berou méně?*) and the first graph from the text.

Encourage students to look at the graph below the first paragraph and try to interpret it.

"The current pay, expressed by the median wage, is 15.5% lower for women than that of men. The reason is women have the smaller number of hours worked and paid and the lower paid jobs. Very few women work in the highest paid management positions, and if so, their wages are lower than top male managers."

Source: <http://www.statistikaamy.cz/2014/06/proc-zeny-berou-mene/>

Median wages by sex and age (in years) in 2013



Exchange rate: 1 EUR = 26,06 CZK
(20 August 2020)



// GENDER EQUALITY //

Action 4: SALARY INEQUALITY



REALIZATION (cont.)

Remind students that other study says that:

"Women's lower wages are mainly due to the fact that women usually have to work one more shift in the household, in the care of children and the sick, and they do this socially useful, even necessary work, without the right to salary.."

Source: <http://www.statistikaamy.cz/2015/04/co-ovlivnuje-vysi-platu-pohlavi-a-dobry-obor/>

Background and next information (You can give them to students and let them discuss in pairs about what they think)

All over the world, women are historically and socially discriminated. This is also reflected in a lack of economic opportunities and different wage levels. According to a 2016 World Economic Forum survey, women have 32% fewer opportunities and possibilities to succeed than men. Women do a total of 75% of all unpaid work in the world. In the United Kingdom, 74% of companies pay men more money than women. We call this *salary inequality*. Although salary inequality is not illegal, it can point to discrimination within a company. Income disparities between men and women are constantly widening, despite the fact that if we could close them, we could increase our national wealth (GDP). World annual GDP would grow by \$ 28 trillion, it means by 26%. In 2018, Iceland became the first country to be banned by law to pay more money to men than to women.

We also meet with *discrimination based on sex*, which means that women find themselves in precarious, low-paid jobs, with only a handful of them are able to advance to higher positions (such as directorships or politics). Differences in the approach to men and women can be found in legislation in both developing and developed countries. In a total of 18 countries, women need the permission of their husbands to find a job. Discrimination based on sex can be further increased in combination with other forms of discrimination, such as racism or discrimination based on class affiliation. We call this *intersectionality*. For this reason, some governments have adopted so-called equality strategies that focus on all forms of discrimination (for example, the United Kingdom in 2010).



// GENDER EQUALITY //

Action 4: SALARY INEQUALITY



REFLECTION

Ask students to think in pairs and suggest what could lead to gender equality. Students discuss the possible pros and cons of each measure at each point.

Variant:

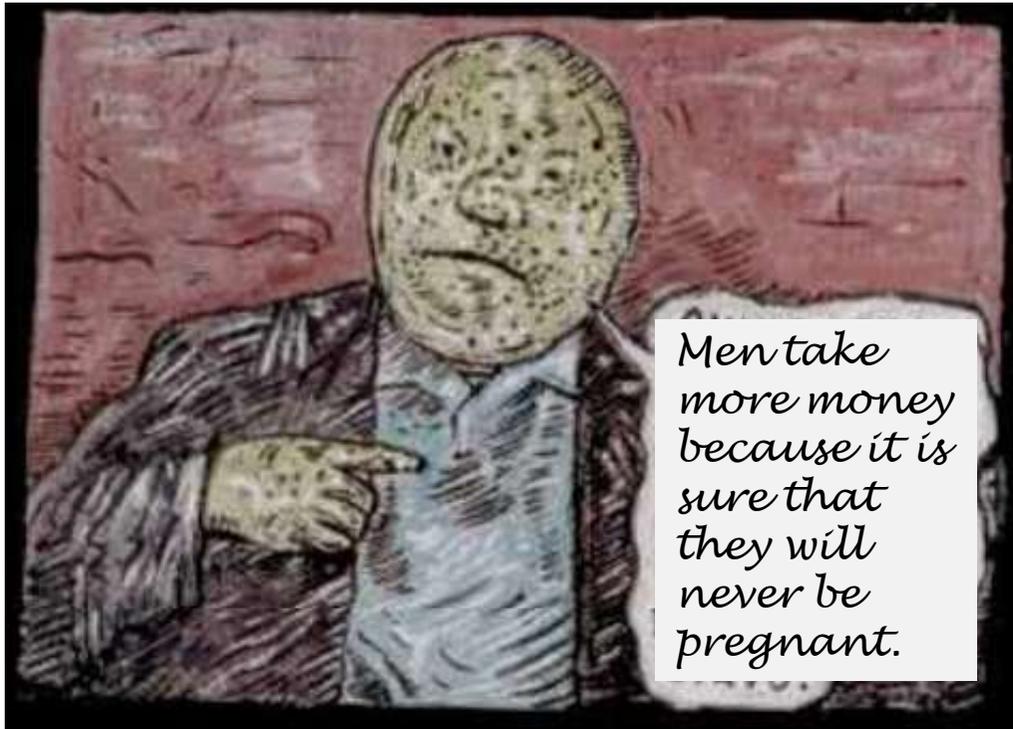
Alternatively, students can only tick in the list of proposals which of the measures they would vote for, and then they can come up with other anti-discrimination measures.

- Legislative quotas for the number of women and men in companies (in higher positions).
- Recommended quotas for the number of women and men in companies (in higher positions).
- Compulsory childcare also for men.
- More affordable nurseries and kindergartens with highly professional childcare.
- Possibility to adjust working hours for families with small children.
- ...
- ...

// GENDER EQUALITY //

Action 3: GIRLS IN SCHOOLS? WIN FOR EVERYONE

APPENDIX 1: Strip



GENDER EQUALITY

Action 5: MISSION: GENDER EQUALITY



ACTION
5

LEARNING OBJECTIVES

- To understand the framework of the Global Goals for Sustainable Development.
- To gain better understanding and awareness of one global topic, gender equality, to model more effective and active global citizenship
- To understand what feminism is, why this movement emerged and what feminists are fighting for

DURATION

45 min

TO WHICH SUBJECT IT IS CONNECTED?

Civic education
English Language

WHAT THE STUDENTS DO (TEACHING METHODS)

Group work
Work with text and image material
Guided discussion
Model situations (story)

BIG IDEA

- Womens Rights
- International Actions
- Big Ideas document is available at the end of this document or at <https://www.getupandgoals.eu/global-issues/gender-inequalities>

LEARNING OUTCOME

- Students understand what feminism is, why this movement started and what feminists are fighting for.
- Students understand that all societies undergo dynamic cultural changes as a result of internal processes that are often supported by international organizations. They are able to give examples, such as some local or national organizations fighting for women's rights..
- Students are able to give an example of a global framework that seeks to promote equality between men and women. They are able to describe Objective 5 of the SDG program and also what specific problems women and girls face in unequal society.
- Students are able to give examples of women and men (at local, national and international levels) who fight for women's rights (both historical and contemporary), such as Nobel Prize winners.

AGE: 11–14 years old

COUNTRY: Czech Republic, ARPOK

LANGUAGE: English

BASED ON: From where I stand

<http://cdn.worldslargestlesson.globalgoals.org/2016/07/Final-Gender-Equality-Lesson-Plan-1.pdf>



// GENDER EQUALITY //

Action 5: MISSION: GENDER EQUALITY



INTRODUCTION: SDGs (10 minutes)

ČÁST 1:

Introduce students Agenda 2030 Global Sustainable Development Goals through video:

<https://vimeo.com/138852758>

If students are already familiar with the Global Goals, skip step 1 and go straight to step 2. Otherwise, you can only stay with part 1.

ČÁST 2:

<https://vimeo.com/album/4272816/video/181766755>

Tell students that you will focus on one goal in class, goal 5: Achieve gender equality and empower all women and girls. Introduce the goal to them, ask what they learned about the goal from the videos.

If you've decided to watch a video of Emma Watson, you can also mention the UN women and the HE FOR SHE campaign.



// GENDER EQUALITY //

Action 5: MISSION: GENDER EQUALITY



ACTIVITY 1: DO YOU THINK THERE IS GREAT GENDER INEQUALITY IN THE WORLD? (10 minutes)

Ask students. If they agree with ..., let them get up (or raise their hand, take a step forward etc.)

- Do you think there is a great gender inequality in the world? Those who agree, ask for specific examples based on repetitions from previous lessons. Those who disagree, ask why they think so.

Discuss in the small groups or in pairs some of these questions:

- What would the world be like if gender equality existed everywhere?
- What difference do you think it might make to the world?
- What difference do you think it might make to you?
- Do you feel you can make a change in the world toward gender equality?
- Can you think of someone who is a role model for gender equality? For example someone famous who deals with this topic? (Discuss the list below – selected names. Accompany them with pictures.)

THE CZECH REPUBLIC

Františka Plamínková, Tomáš G. Masaryk, Milada Horáková, Olga Sommerová, Jiřina Šiklová, Fatima Rahimi, ambassadors of the goal 5 Barbora Nesvadbová a Simona Krainová

THE WORLD

Chimamanda Adichie, Ting Ling, Maya Angelou, activists like Malála Júszfaj, Vandana Shiva a Wangari Maathai, politicians like Ellen Johnson Sirleaf, Bénazír Bhutto, Vigdís Finnbogadóttir, Mary Robinson, Barack Obama, Justin Trudeau, Michelle Bachelet, lawyers like Šírín Ebadi, producers like Deniz Gamze Ergüven, actresses like Emma Watson, Anne Hathaway, Meryl Streep, Reese Witherspoon, singers like Beyoncé, Aretha Franklin, Nina Simone and other women of other professions

You can give them the task to choose 2 of the personalities (1 Czech Republic, 1 world) and let them find out more about them in this area.

- How did these women get there?
- What specifically do they devote to?
- Have they achieved any success in their endeavors?



// GENDER EQUALITY //

Action 5: MISSION: GENDER EQUALITY



ACTIVITY 2: MALALA'S STORY (10 minutes)

Read Malala's story (Appendix 1), you can interrupt it with questions written in it, or read it at once and ask the students who they think the story is about.

The story is written in a very simple language for younger students, it is possible that you will want to enrich / change the story for an older group.

ACTIVITY 3: FEMINISM AND GENDER INEQUALITY (15 minutes)

DISCUSSION

Write the main ideas of the discussion on the flipchart/board and at the end summarize what was said. Fill in the students' opinions, or put them in perspective.

1) Is the pursuit of gender equality a matter of modern times?

- Women's rights advocates were appeared 2,400 years ago. The Greek philosopher Plato then argued in his Constitution that a childcare system should be set up to enable women to join the army.
- Many women themselves, such as Christine de Pizan, who loudly criticized misogyny in the 15th century, or Sojourner Truth in the 18th century, fought for women's rights.
- At the end of the 18th century, Mary Wollstonecraft wrote the important work Defending Women's Rights.

2) What is feminism and how does it relate to gender equality?

- On the other hand, feminism is a relatively young concept (2nd half of the 20th century) and means promoting women's rights on the basis of gender equality. Feminist groups are often involved in research, politics and law enforcement to combat the root causes of inequality between men and women. Even men can be feminists and push for change.

// GENDER EQUALITY //

Action 5: MISSION: GENDER EQUALITY



APPENDIX 1: Malala's story

Once upon a time, there was a young girl who loved going to school. However, she lived in an area where some political leaders didn't want her to go to school. They used to attack the schools and try to stop girls going to school.

Question 1: What would you do if the people with political power in your area attacked your school and said you (whether you are a boy or a girl) weren't allowed to go any more?

So one day this young girl, who was only eleven years old at the time, started to make speeches and write blogs saying that girls should be allowed to go to school as well.

Question 2: How do you think the people with political power, who were against girls in school, might have reacted when she started doing this?

However, the people in power, who didn't want girls to go to school, wanted to frighten her to stop her telling people these things. They knew lots of people around the world were listening to what she was saying, so they made it clear that they would harm her if she kept saying these things.

Question 3: If someone threatened you for saying your opinion, would you stop or would you carry on anyway?

The young girl did not stop saying her opinions. So one day, when she was fourteen years old, a man came onto the bus when she was on her way back from school and shot her. The bullet hit her head. Luckily, this young girl did not die.

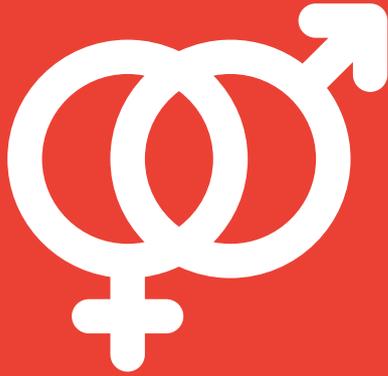
Question 4: If you had been harmed for saying your opinions and survived, would you stop after that?

She was taken to another country and she survived. She went on to finish school and continues to tell the world that girls should be allowed to go to school.

Question 5: What do you think of this girl? Do you think what she did made an impact? Why/why not?

You can reveal that this girl is Malala Yousafzai and this happened between 2008 and 2012. In 2014 she was awarded the Nobel Peace Prize and is now a leading global advocate championing the equal right to education for all, especially for girls.





GENDER INEQUALITIES



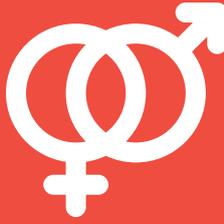
BIG IDEAS & LEARNING OUTCOMES



REFLECTION TOOLS



"This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of CISP and can in no way be taken to reflect the views of the European Union."



Big Ideas & Learning Outcomes

GENDER INEQUALITIES

WHAT IT IS

- > 1. <https://www.unodc.org/unodc/en/frontpage/2018/May/a-new-tool-in-support-of-sustaining-peace-and-development-practitioners-toolkit-on-womens-access-to-justice-programming.html>
- > 2. https://www.ohchr.org/en/issues/discrimination/pages/discrimination_women.aspx

Gender is not the same as sex (biological characteristics of men and women) but is a socially constructed definition of men and women, therefore sex is something we are born with and gender is something we learn. Gender roles are often determined by culture, with both men and women taught appropriate norms and behaviour, reflecting society and relationships, which have been built up over thousands of years. These roles have often been legitimised by laws. Over 150¹ countries have at least one law that is discriminatory towards women².

For an individual, their gender is experienced as an identity (a deeply held, internal sense of self) and also as an 'expression' (how they present their gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender).



Students can explain what gender is, including how appropriate behaviours are taught to both men and women, and how it is different to sex (biological characteristics).

Students can explain what gender identity and gender expression are.

REFLECTION TOOL

WHAT IS GENDER?

(Tick ones you agree with)

- Gender is the same as sex (biological characteristics of men and women)
- Gender is a socially constructed definition of men and women
- Gender is something we are born with
- Gender is something we learn
- Gender is linked to appropriate norms and behaviour, that men and women are taught

GENDER IDENTITY IS:

HOW MANY COUNTRIES HAVE LAWS THAT DISCRIMINATE AGAINST WOMEN?

- 15
- 67
- + 150

GENDER NORMS

These vary largely on culture, religion and community influences. They are internalised early in life and are used as standards and expectations to which men and women should conform. Gender norms are **socially constructed**. This results in **gender stereotypes**. These stereotypes have an impact on every woman and man e.g. in terms access to work and life choices.

Drivers of change in gender norms include economic change, the spread of communications technology, and government-led action, such as law or policy reform or the spread of education. E.g. The Democratic Republic of Congo reformed its Family Code in 2016, giving married women the right to take on work, open bank accounts and register a business without needing their husband's permission.

Social changes and new consciousness often take place first and led to legal changes e.g. the Suffragist movement and WW1 led to Women's suffrage in many European countries e.g. Poland, Germany, UK, Austria, etc. However, making progress in changing gender norms is not necessarily a linear process. Women had more power and legal rights in some Ancient World societies, such Egypt, than in later times.³ The introduction of new technology (e.g. the plough) has had negative as well as positive effects on equality.⁴

- > 3. <https://www.theguardian.com/money/us-money-blog/2014/aug/11/women-rights-money-timeline-history>
- > 4. <http://economics.mit.edu/files/6674>



Students can name the different influences which create gender norms. They can explain how gender stereotypes are created and that they can have negative repercussions.

Students can explain how gender norms can change over time and give examples of drivers of change e.g. events like wars, technologies and social movements

REFLECTION TOOL

NAME THINGS THAT INFLUENCE GENDER NORMS:

WHAT ARE THE DRIVERS OF CHANGE IN GENDER NORMS?

HOW HAVE THESE INCREASED GENDER EQUALITY ?

- World War I
- Suffragists
- Films, cartoons and TV series
- Universal Declaration of Human Rights

PATRIARCHAL AND MATRIARCHAL SOCIETIES.

Many societies today have a predominantly **patriarchal** history. Patriarchy means that men have power, and control positions of authority (e.g. governments, companies) and women have faced barriers in holding these positions. However, some societies in the past and today are **matrilineal**, where the line of descent is traced through the mother, and in some cases land and other property is passed down through mothers to daughters. This exists in the societies of the Asante people in Ghana and the Minangkabau in Sumatra, Indonesia, along with other societies across the world.⁵

> 5. <https://www.britannica.com/topic/matrilineal-society>



Students can explain what patriarchy is and give examples of how it operates in a society. Students can give some examples of matrilineal societies and the possible benefits for women and men

REFLECTION TOOL

PATRIARCHY MEANS THAT MEN HAVE POWER, AND CONTROL POSITIONS OF AUTHORITY (E.G. GOVERNMENTS, COMPANIES)

True Mostly true Mostly false False

IN SOME MATRILINEAL SOCIETIES, LAND AND PROPERTY ARE PASSED DOWN THROUGH MOTHERS TO DAUGHTERS

Untrue Never heard of it Possibly true True

GENDER CONCEPTS

Gender Equality is the goal for everyone to have equal opportunities, status, rights and equal access to resources and services. However to ensure this equal access, governments may need to implement policies and strategies to address women's historical and social disadvantages. This is called **Gender Equity**, which means that everyone is treated fairly. 'Gender Equity' should lead to 'Gender Equality'



Students understand the difference between gender equality and gender equity. They can explain why policies are needed to address women's historical and social disadvantages to provide a level playing field. They can give examples of these

REFLECTION TOOL

WHAT ARE GENDER EQUALITY AND GENDER EQUITY?

The goal for everyone to have the same opportunities
 Equality Equity None of them

- Same behaviour of men and women
 - Equality Equity None of them
- Same actual conditions at work for men and women
 - Equality Equity None of them
- Policies to address women's social disadvantages
 - Equality Equity None of them

WOMEN AND GENDER INEQUALITY

- > 6. World Economic Forum, Global Gender Gap Index 2017
<https://www.bbc.co.uk/news/world-41844875>
- > 7. This is can be for the same position or because of the obstacles women face to find better paid positions in the labour market
<https://www.bbc.co.uk/news/business-43129339>
- > 8. World Economic Forum, Global Gender Gap Index 2017
http://www3.weforum.org/docs/WEF_GGGR_2017.pdf
- > 9. <https://www.mckinsey.com/mgi/overview/in-the-news/the-economic-benefits-of-gender-parit>
- > 10. <https://www.weforum.org/agenda/2015/11/18-countries-where-women-need-their-husbands-permission-to-get-a-job/>
- > 11. Discrimination that takes place on the basis of several personal grounds or characteristics/identities, which operate and interact with each other at the same time in such a way as to be inseparable.

Globally, women are historically and socially disadvantaged. This is also reflected in the lack of economic opportunities and unequal rates of pay. The World Economic Forum survey 2016 measured Women as having 68% of the chances and outcomes that men have.⁶ Women do 75% of the unpaid work in the world. In the UK, 74% of firms pay higher rates of pay to men than women.⁷ This is known as the **gender pay gap**. Although a gender pay gap is not illegal, it could reflect discrimination within a company. The income gap between men and women is widening, even though closing it could increase national wealth (GDP)⁸ and could add as much as \$28 trillion or 26 percent to annual global GDP.² In 2018, Iceland became the first country to make it illegal to pay men more than women.

Gender discrimination exists, meaning women end up in insecure, low-paid jobs and constitute a small minority of those in senior positions (such as in senior managerial roles or political positions). Gender differences are written into laws in both **majority and minority world countries**. In 18 countries women need their husbands' permission to take a job.¹⁰ Gender discrimination can be exacerbated by other forms of discrimination like racism and class. This is called **Intersectionality**. For this reason, some governments have adopted Equality Strategies covering all discrimination e.g. UK 2010.



Students can explain in what ways women are disadvantaged and can explain what the gender pay gap is.

They can explain gender discrimination and its consequences, including how laws can discriminate against women and their rights.

Students are aware that Gender discrimination effects half of humanity and its impact is exacerbated by other forms of discrimination e.g. Race and Class. Students can explain the concept of Intersectionality.¹¹

REFLECTION TOOL

NAME **3** RESULTS OF GENDER DISCRIMINATION:

WOMEN DO X OF THE UNPAID WORK IN THE WORLD:

- Half of the unpaid work
- Two thirds of the unpaid work
- Three quarters of the unpaid work

THE GENDER PAY GAP IS

GENDER-BASED VIOLATIONS

- > 12. At least 200 million girls and women alive today have undergone FGM, UNICEF 2018
- > 13. <http://www.who.int/news-room/fact-sheets/detail/adolescent-pregnancy>
- > 14. http://www.unodc.org/documents/data-and-analysis/glotip/2016_Global_Report_on_Trafficking_in_Persons.pdf & <http://journals.sagepub.com/doi/full/10.1080/00243639.2017.1387471>

Although both men and women can be victims of **gender-based violence (GBV)**, it is widely acknowledged that the majority of victims of GBV are women and girls. International organisations often focus on violence against this group due to the overwhelming evidence that they are most at risk and can often not avoid or escape abuse. Gender-based violence is a consequence of **unequal power relations** between the genders and reaches every corner of the globe. It is a violation of women and girl's human rights. GBV impacts on a female's sexual and reproductive health, with women being disproportionately affected by **HIV/AIDS**. Some cultures and traditions negatively impact women and girls due to harmful practices such as *Female Genital Mutilation (FGM)*¹² and *child marriage*. Each year, 12 million girls are married before the age of 18. Child marriage threatens a girl's life, health and limits their future prospects. Girls pressed into child marriage often drop out of education and become pregnant while still adolescents which brings added complications to child birth. This is the leading cause of death among older adolescent girls.¹³ Every year 13 million women and girls are **trafficked**, mostly for sexual exploitation,¹⁴ women who are migrating are particularly at risk.



Students can name different gender-based issues that women face, on a global scale. They can describe what the cause of gender-based violence is and understand that women and girls are the most vulnerable group. Students can explain some harmful practices which affect women and girls and where they stem from.

REFLECTION TOOL

WHAT IS GENDER BASED VIOLENCE?

- It's mainly an issue in particular countries
- It is a global issue

NAME 2 FORMS OF GENDER BASED VIOLENCE:

EVERY YEAR X WOMEN AND GIRLS ARE TRAFFICKED:

- 15.000
- 5.7 million
- 13 million

WOMEN'S RIGHTS

There were voices advocating for **women's rights** as early as 24 centuries ago when Greek philosopher Plato argued in *'The Republic'* for the provision of child care so that women could be soldiers. Many individual women such as 15th Century Christine de Pizan (who asserted women's intellectual equality and denounced **misogyny**), 18th C Olympe de Gouge, and C Mary Wollstonecraft (*A Vindication of the Rights of Women*) campaigned for women's rights. Some like Sojourner Truth (19C) campaigned for both women's rights and against slavery; this is called 'intersectional campaigning'.

Feminists groups often participate in research, policy and advocacy to address the root causes of gender inequality – with some feminists citing the patriarchal system as the oppressor of women. Both men and women can be feminists and act for change.



Students understand what feminism is, why the movement began and what feminists campaign for.

Students understand that all societies are in the process of dynamic cultural change, as a result of internal processes, which often supported by international initiatives. They can name examples e.g. the work of local & national Womens' Rights groups.

REFLECTION TOOL

NAME A GROUP OR INDIVIDUAL THAT ADVOCATED FOR WOMEN'S RIGHTS

NAME 3 BENEFITS OF THE #METOO MOVEMENT:

INTERNATIONAL ACTION

The **United Nations** is addressing Gender Inequality in its **Sustainable Development Goals**. SDG 5 aims to "Achieve gender equality and empower all women and girls, through promoting women's rights, economic empowerment and reducing poverty".¹⁵ **National Action:** Governments are working collectively to provide equal access to education, healthcare and decent work to women and girls; issues most prevalent in **majority world** countries. Some countries have a Ministry for Women or Gender Equality e.g. Sweden, Australia, UK.

"The key to gender equity lies not in a country's economic power, but rather in its governments political will" – Van der Gaag, 2008.

Local: Change is often driven by the many individuals and local and international organisations like WEDO (Women's Environment and Development Organisation.)

> 15. <https://www.un.org/sustainabledevelopment/gender-equality/>

Among them are Authors like Chimamanda Adichie, Ding Ling, Maya Angelou; Activists like Malala Yousefzai* & Wangari Maathai*; Politicians like Ellen Johnson Sirleaf*, Benazir Bhutto, Vigdís Finnbogadóttir, Mary Robinson, Michelle Bachelet; Lawyers like Shirin Ebadi*; filmmakers, Deniz Gamze Ergüven and women in all walks of life. Many men like John Legend, Justin Trudeau and Trevor Noah consider themselves feminists and support equality for women.



Students can name UN and national governments' initiatives to achieve Gender Equality.

They can explain the aims of the SDG5 and what specific issues women and girls face due to an unequal society.

Students can name examples of women and men (local, national and international) who fight for Womens' Rights (past & present) e.g. Nobel Peace Prize Laureates.*

REFLECTION TOOL

THE UNITED NATIONS SUSTAINABLE DEVELOPMENT GOAL #5 AIMS TO:

HOW CAN GOVERNMENTS SUPPORT WOMENS' AND GIRLS' RIGHTS?

NAME 3 PEOPLE WHO FIGHT FOR WOMEN'S RIGHTS IN YOUR COUNTRY:

BENEFITS OF GENDER EQUALITY FOR DEVELOPMENT

> 16. <http://www.worldbank.org/en/news/opinion/2015/09/10/discriminating-against-women-keeps-countries-poorer>

Gender equality can reduce poverty, decrease child mortality and aid development. Countries like Bangladesh are encouraging female participation in the workforce. If they stay on track their female workforce will grow from 34 to 82 percent over the next decade, adding 1.8 percentage points to their GDP¹⁶. Educating girls has been demonstrated to improve children's and women's survival rates and health, delays child marriage and early pregnancies, empowers women both in the home and the workplace, and even help tackle climate change¹⁷. Globally, women politicians are more likely to support Equality, may be less likely to be involved in corruption and more collaborative in their approach to solving problems¹⁸.

> 17. <https://thecircle.ngo/six-positive-impacts-educating-girls/>



Students understand that gender equality benefits more than the women and girls who are being empowered – it benefits the wider community and has a positive impact on international development. They can identify Gender bias in a given text.

> 18. <http://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures#notes>

REFLECTION TOOL

NAME 3 WAYS EMPOWERING WOMEN BENEFITS EVERYONE:

NAME 3 BENEFITS OF GENDER EQUALITY FOR COUNTRIES IN THE MAJORITY WORLD:

EMPOWERING WOMEN COULD ADD X TRILLION \$ TO THE GLOBAL ECONOMY BY 2025?

- 2.3 Trillion 14.4 Trillion 26 Trillion

WHY IS EDUCATING GIRLS IMPORTANT?

CAN MEN BE FEMINISTS?

- Yes
 No