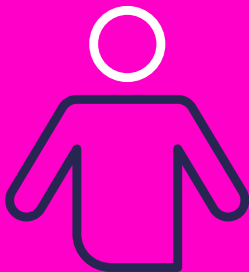
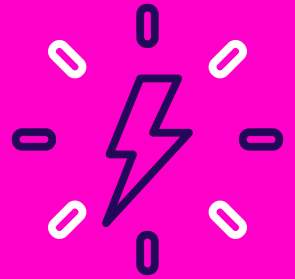
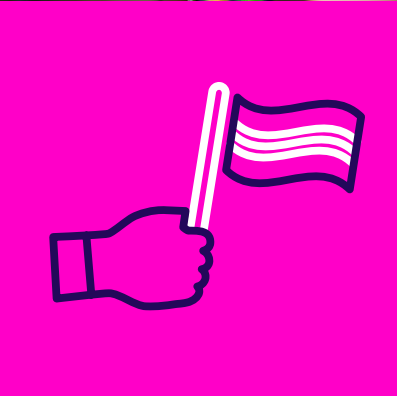
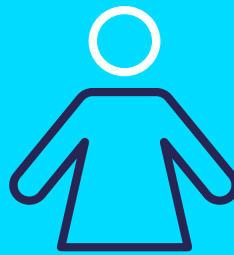


Schools Connect

Gender equality

Gender equality through citizenship



GENDER EQUALITY

Gender equality through citizenship

WHAT YOU WILL FIND HERE

An example of how you can support the development of pupils' core skills such as citizenship, critical thinking, problem solving, creativity and imagination through the study and investigation of gender equality.

This can be done in the context of English, citizenship, geography, history or other subjects. The materials can be used either with an international partner school or without one and instructions are provided on how to best use the resources. This learning unit will explore the Global Goals for Sustainable Development, and in particular, gender equality.

A planning template has been created which supports and assists in designing the learning unit, allowing for the adaptation of the materials that have been provided. This template also enables the evaluation of the collaborative project, if two partner schools work together on the unit.

OVERVIEW

The World Health Organisation describes gender as referring to "the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women."¹

Citizenship can be seen as being about a feeling (identity), a status (rights) and a practice (taking action).²

This unit explores how gender roles and expectations influence identity and rights, and aims to inspire pupils to take action to question norms and dominant masculinities to bring about greater gender equality. Sustainable Development Goal 5 aims to achieve gender equality and empower all women and girls.

The learning materials that have been created may be adapted to the context of each school and the needs of specific students. Some learning activities can be left out in order to enable deeper learning through other activities. Whilst it is an advantage to have access to ICT and the internet in the classroom, this is not essential.

AGE RANGE

9-13 years

TIME

Six lessons of sixty minutes each (which include core and optional activities).



LEARNING OBJECTIVES AND CURRICULUM ALIGNMENT

This unit is designed to support the development of both knowledge and skills. The knowledge is about the causes of and potential solutions to gender inequality, particularly in relation to the Global Goals for Sustainable Development. Among the skills that can be learned through this unit are core skills such as citizenship, critical thinking, problem solving, creativity and imagination. We would recommend for each teacher to identify opportunities within the school's curriculum where this knowledge and these skills can be taught, whether this is with English, citizenship, geography, history or other subjects.

Draft Learning Objectives

Citizenship to understand the importance of equal rights, a feeling of belonging and of developing the skills to bring about positive change.

Critical thinking to consider different perspectives and develop understanding of the causes of and potential solutions to the challenge of gender inequality in different contexts.

Creativity and imagination to think about things from different points of view.

Creative collaboration to work in teams to design a mini-project to support better gender equality in the community.

Overall, the aim of the project is to help young people demonstrate enhanced knowledge, skills and understanding, and for them to know how to contribute responsibly to society, both locally and globally.

Please add subject-related objectives and, if necessary, revise the draft objectives suggested above.



PLANNING THE UNIT AND COLLABORATING WITH COLLEAGUES

Summary

Here are the suggested steps for planning the unit and collaborating with other teachers in your school and/or internationally:

1. What do we want pupils to learn?
2. What would be the best way for them to learn this?
3. How will we know what they have learned?
4. What resources do we need?
5. What did pupils learn during the unit?
6. What other reflections do we have about the unit?

Please use the planning template to reflect further on these questions.

LEARNING MATERIALS THAT HAVE BEEN CREATED FOR THIS UNIT:

Lesson 1:

What do we already know about expectations around gender roles and identities and what do we feel about this? What can we learn from the perspectives of others?

Lesson 2:

Considering the evidence from studies that indicate that gender roles are not determined by biology.

Lesson 3:

Considering the meaning of the terms *Rights* and *Equality*.

Lesson 4:

Recognising examples of progress in gender equality rights from different cultures and in different parts of the world and exploring examples of gender equality and inequality across the world in relation to the Sustainable Development Goal 5 targets.

Lesson 5:

Learning from inspiring case studies from different countries.

Lesson 6:

Identifying issues of gender inequality in the school or community on which pupils could plan to take action.



TEACHER'S PLANNING TEMPLATE

This can be used individually, in collaboration with colleagues in your school or with teachers teaching the same unit in another country.

Question	Notes	Your thoughts
<p>1. What do we want pupils to learn?</p>	<p>Think about the most important learning objectives for this unit:</p> <p>Read through the materials that have already been created and consider what the most important things are for your pupils to learn.</p> <p>Reflect on the objectives suggested (around critical thinking, creativity and collaboration) and revise them if necessary.</p> <p>Consider the standards of your National Curriculum and reflect on which standards can be met through the Gender Equality learning unit.</p> <p>Be realistic about the time that you have available for this unit and what can be achieved in that time.</p>	
<p>2. What would be the best way for them to learn this?</p>	<p>Given the learning objectives you have decided on, think about the learning activities that would be most effective for your pupils, for example:</p> <p>What is the best way for them to learn about the current state of gender inequality in their community, country and internationally?</p> <p>How to learn about the facts (data) and personal experiences (stories) that illuminate different aspects of the current situation.</p> <p>How to learn about the various causes of gender inequality.</p> <p>How this could be used as an opportunity to practise citizenship and critical thinking; for example, to think about an issue from multiple perspectives.</p> <p>How to learn about the potential solutions which could be used to tackle gender inequality, especially those that have been very successful in many countries.</p> <p>How to design a project that addresses gender inequality in their own community.</p>	

Question	Notes	Your thoughts
<p>3. How will we know what they have learned?</p>	<p>Given the learning objectives you have decided on, think about assessment.</p> <p>How will you find out what your pupils already know about this topic before the beginning of this unit?</p> <p>Consider what sort of evidence you would need to see that pupils have learned the knowledge, skills or attributes you would like them to learn.</p>	
<p>4. What resources do we need?</p>	<p>Given the learning activities you are planning, think about the resources you will need.</p> <p>People – who would you like to engage in the unit, so that pupils can learn more about the causes of gender inequality and potential solutions?</p> <p>Written materials, music, art – what additional materials would be beneficial to your pupils in this unit?</p> <p>Places – where would it be useful for your pupils to learn during this unit?</p>	
<p>5. What did pupils learn during the unit?</p>	<p>During and after the unit, think about what pupils learned as part of this unit.</p> <p>To what extent did pupils meet the learning objectives of this unit?</p> <p>What other, surprising things did pupils learn?</p> <p>Were pupils confused about anything?</p>	
<p>6. What other reflections do we have about the unit?</p>	<p>During and after the unit, think about what went well with this unit and what could have been done differently, for example:</p> <p>Which learning experiences were particularly valuable?</p> <p>Were the learning activities appropriate? What worked well?</p> <p>What would you do differently next time?</p>	

LESSON 1³

Gender and identity part one

PUPILS WILL:

- consider gender identities and roles
- separate adjectives, jobs, domestic duties and childcare responsibilities into sets of men, women or both men and women
- think critically about their choices and reflect on the sources of their ideas
- carry out sentence completion exercises, individually and in single sex groups, to consider how expectations around gender roles impact on their lives and those of their peers.

NOTES ON CORE SKILLS

This lesson relates to the core skill of citizenship and the important concept of identity. Citizenship is a feeling, as well as a status, and gender identities and roles can impact on what kind of citizen someone feels that they are. The activities also relate to the core skills of critical thinking, problem solving, creativity and imagination as they involve considering different perspectives and thinking about things from different points of view.



Step 1

1. Ensure that pupils individually, in pairs or in groups have access to one of the four word-sort sheets, which can be adapted as required, and a Venn diagram (page 8).
 - a) Adjectives (page 9)
 - b) Jobs (page 10)
 - c) Domestic roles (page 11)
 - d) Childcare (page 12)
2. Pupils cut (or copy and cut) and place the words and statements on the Venn diagram according to whether they perceive the task or description to apply to women, men or both women and men.

Step 2

1. Pupils share the results with others in their class.
2. Discuss with pupils the populated Venn diagram.

How did they decide upon what went where?

What sort of discussion was there?

Where do their ideas about how to decide come from?

With c) and d) pupils are likely to be influenced by what happens in their family, for example, if there are single parents, or if one of the parents goes out to work or both go out to work.

Step 3

1. Pupils complete the sentences below, either as a written exercise or through a speaking and listening circle time activity as an object is passed around the circle (they may pass if they do not wish to speak).

Whichever way the activity is run, it is important that ground rules are agreed and that pupils feel safe to contribute or share their ideas (as outlined in the citizenship core skills course for teachers). One option is for pupils to work in single sex groups and then to share the outcomes together. This might increase a sense of safety as contributions can be anonymised.

Dress: As a boy/girl I am expected to dress...

Sport: As a boy/girl I am expected to...

Feeling sad: As a boy/girl when I am feeling sad I am expected to...

When a friend makes a mistake: As a boy/girl I am expected to...

Chores around the house: As a boy/girl I am expected to...

Career: As a boy/girl I am expected to...

If the activity is carried out as a written exercise, pupils can share the results with others in their class, or firstly in single sex groups as suggested above.

Step 4

This is a potentially powerful additional activity which needs to be carried out in single sex groups with clear class ground rules applied.

1. Single sex groups come up with answers to the following questions which they use to create two separate posters:

What we never want to have said, thought, or done, to us or people in our group again.

What we want the whole world to know about our group.

2. The groups then come together and present their sheets to each other. This can be followed by a discussion about what the different groups have in common and how gender roles can restrict individual freedom and opportunities.

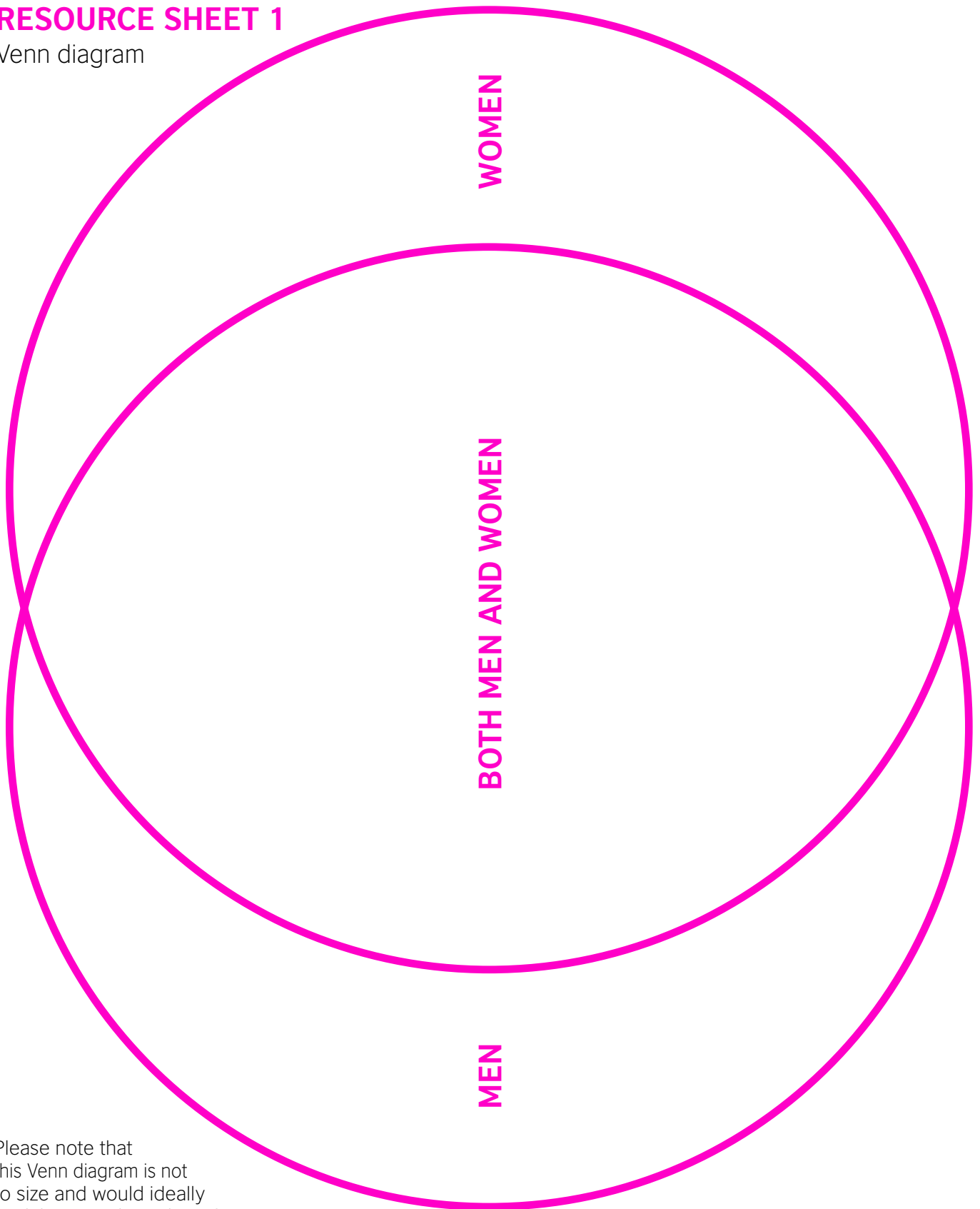
POTENTIAL COLLABORATION WITH PARTNER SCHOOL

The results and outcomes of class discussions following these activities are highly appropriate for sharing between partner schools to widen the discussion and bring in additional perspectives. It would be valuable to explore similarities and differences between gender roles and norms in two countries and the possible reasons for these.



RESOURCE SHEET 1

Venn diagram



*Please note that this Venn diagram is not to size and would ideally work better enlarged to A3.

RESOURCE SHEET 1

A) Adjectives

STRONG	MEAN
CARING	SPORTY
KIND	NOISY
TOUGH	QUIET
CLEVER	BOLD
BRAVE	FRIENDLY
THOUGHTFUL	LOVING

RESOURCE SHEET 1

B) Jobs

NURSE	DOCTOR
SURGEON	FIRE-FIGHTER
TEACHER	HEADTEACHER
PILOT	CEO/MANAGER
SOLDIER	SCIENTIST
CARER	INVENTOR
FOOTBALLER	DANCER
ARTIST	SOCIAL WORKER

RESOURCE SHEET 1

C) Domestic roles

COOKING	CLEANING
GARDENING	PAYING THE BILLS
DOING THE WASHING UP	IRONING
LOOKING AFTER THE CAR	FIXING A COMPUTER PROBLEM
FIXING THINGS IN THE HOME	WASHING CLOTHES
CHOPPING WOOD	CHOOSING HOLIDAYS
DOING THE SHOPPING	CHILD CARE
MAKING DECISIONS	EARNING MONEY

RESOURCE SHEET 1

D) Childcare

CHANGING NAPPIES	TAKING TO SCHOOL
HELPING WITH HOMEWORK	GOING TO PARENTS EVENING
DOING THE WASHING UP	FOOD SHOPPING
TAKING TO THE DOCTOR	GOING TO SPORTS EVENT
BUYING CLOTHES	DOING THE LAUNDRY
READING STORIES	GIVING A CUDDLE
GIVING PUNISHMENT	GIVING A BATH
PREPARING MEALS	GOING TO THE PARK

LESSON 2

Gender and identity part two

PUPILS WILL:

- consider the meaning of the term 'gender' as the 'socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women' in contrast to 'sex' which refers to biological differences
- consider the evidence from studies that indicate that gender roles are not determined by biology
- explore what does determine gender roles in their society.

NOTES ON CORE SKILLS

This also relates to the important citizenship concept of identity. The fact that gender identities and roles are not determined by biology can open up new possibilities and imaginings. The activities also relate to the core skills of critical thinking, problem solving, creativity and imagination as they involve considering different perspectives and thinking about things from different points of view to those which might be dominant perspectives. There is also the opportunity for using critical, collaborative, creative and digital literacy skills through online research.

Step 1

1. Split the class into three big groups. Subdivide each big group into three smaller groups. Ask each small group to research one of three examples of studies about gender roles below. They should be prepared to present their findings to the other two small groups within their big group. If there might be difficulties for small groups accessing websites from class, printed materials with relevant passages highlighted should be prepared by the teacher in advance. The text might need to be simplified or key points summarised for some students.

Example 1

In 1935 Margaret Mead encountered New Guinean tribes where gender roles were the reverse of those in the USA at the time.

In the third tribe, the Tchambuli, we found a genuine reversal of the sex attitudes of our own culture, with the women the dominant, impersonal, managing partner, the man the less responsible and the emotionally dependent person.⁴

Example 2

Recent accounts of the Áwa tribe in Brazil show little difference in gender roles in everyday life.

In this kind of society the tasks that have to be carried out don't seem to be universally considered to be distinctly male or female tasks.⁵

Example 3

In animals, biological differences between males and females can have no impact on parenting roles, for example in macaque monkeys in Gibraltar.

Outside of the biological roles... the basic social tasks, rearing the young, moving the troop, protecting the troop and maintaining group cohesion, could be filled by either sex.⁶

Step 2

1. Ask pupils to consider the evidence and to suggest what influences, other than biology, there might be on gender roles in their society (where they are different) and to give examples of these.

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

The main points from class discussions following the research can be shared between partner schools to widen the discussion and bring in additional perspectives. It would be interesting to consider the suggested reasons for the differences in gender roles in the two societies and to note any similarities and differences.

LESSON 3

Rights and Equality

PUPILS WILL:

- consider the meaning of the terms *Rights* and *Equality*.

NOTES ON CORE SKILLS

This relates to the important citizenship concepts of human rights and equality and recognises that citizenship is a status which includes rights. The activities also relate to the core skills of critical thinking and problem solving as pupils begin to explore the deep structure or key concepts such as rights and equality that lie beneath specific examples.



Image copyright: © Teresa Robertson

Step 1

- Pupils should work in pairs or small groups to cut out and sort the statements in the right into the three categories, *Needs*, *Rights* and *Wants* using the diagram on the right.
- Discuss the difference between *Needs*, *Rights* and *Wants*. Are they the same or different for different genders?

Needs, rights or wants?

Cut or copy out these items and place them in a large version of the diagram according to whether they are needs, rights or wants. The diagram is on the left of this page.

Discuss the difference between needs, rights and wants.

FOOD
MOBILE PHONE
SAFETY FROM HARM
FRIENDS AND FAMILY
A COMPUTER
RELIGIOUS FREEDOM
DRINKING WATER
SCHOOL

<p>Life and to live safely</p> <p>(UNCRC: Articles 6+19, UNDHR: Article 3)</p>	<p>Clean environment, clean water, nutritious food, healthcare</p> <p>(UNCRC: Article 24, UNDHR: Article 25)</p>	<p>A standard of living that meets your physical and mental needs (e.g. clothing, shelter)</p> <p>(UNCRC: Article 27, UNDHR: Article 25)</p>	<p>Education</p> <p>(UNCRC: Articles 28+29, UNDHR: Article 26)</p>
<p>Play and leisure</p> <p>(UNCRC: Article 31, UNDHR: Articles 24+27)</p>	<p>Be protected from discrimination</p> <p>(UNCRC: Article 2, UNDHR: Article 7)</p>	<p>Privacy</p> <p>(UNCRC: Article 16, UNDHR: Article 12)</p>	<p>A name and a nationality</p> <p>(UNCRC: Article 7, UNDHR: Article 15)</p>
<p>Not to be imprisoned without reasonable cause</p> <p>(UNCRC: Article 37, UNDHR: Article 9)</p>	<p>Say what you think and be listened to</p> <p>(UNCRC: Article 12,* UNDHR: Article 19)</p>	<p>Think and believe what you want</p> <p>(UNCRC: Article 14* UNDHR: Article 18)</p>	<p>Meet with whom you want to</p> <p>(UNCRC: Article 15* UNDHR: Article 20)</p>

Image copyright: © Teresa Robertson

- Invite pupils to come up with a definition for 'rights.' This might include something about them being more than basic survival needs but not extending to meet all desires.
- Refer pupils to the table made up of important examples of rights that appear in the *United Nations Declaration of Human Rights* and *Convention on the Rights of the Child* which apply to almost every country on earth.
- Explain that whilst governments are mainly responsible for ensuring that citizens enjoy their rights, citizenship also carries duties or responsibilities, which include respecting the rights of others through supporting the rule of law, or seeking to change the law by peaceful means if it is unjust.
- Affirm that this is usually the case but then ask if there are ever occasions where achieving equality means not treating people in exactly the same way.
- If no one comes up with an example, ask whether someone who uses a wheelchair should be expected to get up steps to enter a classroom like everyone else. Explain that achieving equality sometimes means balancing the effects of an unequal starting point, for example by making sure that there is wheelchair access to a classroom.
- Ask pupils to try and come up with other examples of where achieving equality means not treating people in exactly the same way in terms of recognising differing needs.

Step 2

- Ask pupils what 'equality' means. Allow them a chance to discuss with a partner before sharing ideas with the whole class.
- It is likely that many answers will follow a theme about treating people in the same way regardless of who they are in terms of ethnicity, sex, wealth or other characteristics.

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

The definitions and points coming out of class discussions around rights and equality can be shared between partner schools.

LESSON 4

Gender and equality part one

PUPILS WILL:

- become acquainted with examples of progress in gender equality rights from different cultures and in different parts of the world
- explore examples of gender equality and inequality across the world in relation to the Sustainable Development Goal 5 targets.

NOTES ON CORE SKILLS

This lesson relates to the important citizenship concepts of human rights and equality and explores what these mean, or should mean, for citizens in practice in relation to gender equality. There is also the opportunity for using critical skills within digital literacy through online research.

Access to the internet is required for the second part of Step 3, which can be omitted if it is not available.

Step 1

1. Display or write out a timeline of some significant events that have happened in relation to gender equality across the world and throughout history (see timeline provided on next page).
2. Invite pupils to look at the timeline and to vote for the event that they feel was most significant. They could do this by making a mark on the timeline or by a show of hands as the events are read out. Discuss the reasons for the most popular choices.
3. Invite pupils to research gender equality events in relation to their own country, for example the year when women were allowed to vote, and then to create, or add to, a timeline poster.

Step 2'

1. Ask pupils to work in small groups or pairs to discuss the statistics presented on the following countries: UK, Cuba, Rwanda, Canada, Norway, India.
2. Ask if there is anything they find interesting or surprising. Invite pupils to pick the top three countries in terms of gender equality, awarding them a gold, silver or bronze medal.

Step 3

1. Invite pupils to guess the answers to some data quiz questions about gender equality by holding up the correct number of fingers – one to ten – according to what they think is the right answer. The questions and answers can be found on the resource sheet.
2. With pupils working in ten small groups, invite them to investigate gender equality across the world further according to the targets within Sustainable Development Goal 5 using maps from the [Woman Stats](#) website or the documents or photos listed below. Each group should come up with at least one quiz question drawn from their investigations to ask the rest of the class, who could either respond by holding up fingers if the answer is a percentage or by giving a verbal answer. The smaller groups should state to which Sustainable Development Goals (SDG) 5 target their question relates.
 - 1) SDG 5.1 Discrimination – see map on [Discrepancy in Secondary Education](#)
 - 2) SDG 5.2 Violence against women – see map on [Women's Physical Security](#)
 - 3) SDG 5.3 Early and forced marriage – see map on [Child marriage for girls](#)
 - 4) SDG 5.4 Unpaid care and domestic work – see [OECD document](#)
 - 5) SDG 5.5 Equal opportunities for leadership – see map on [Government Participation by Women](#)
 - 6) SDG 5.6 Reproductive health – see map on [Difference in Life Expectancy of Women](#)
 - 7) SDG 5a Equal rights to economic resources – [Practice of Property Rights for Women](#)
 - 8) SDG 5c Policies and Enforceable legislation – [Discrepant Government Behavior Concerning Women](#)
 - 9) SDG 5.2 Trafficking of Women – see map on [Trafficking of women](#)
 - 10) One group could prepare questions from the photographs detailed in the [UN Women Photo Essay: A day in the life of women](#) which is made up of 15 photographs of women around the world relating to SDG 5.

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

The gender, equality and rights timeline posters produced for each country could be shared between partner schools. Quiz questions developed by pupils could also be shared.

RESOURCE SHEET 3

Timeline

- 1807** (BCE) Sobekneferu is the first known female ruler of Egypt.
- 1200s** (BCE) The Law of Moses stated that a woman was entitled to her own private property, including land, livestock, slaves, and servants.
- 400** (BCE) The Hindu Taittiriya Upanishad specifically emphasizes that girls should receive the same level of training as boys.
- 500** (CE) Abolition of the ordeal of 'Sotah' the wife accused of adultery having to drink a specific potion, which was believed to trigger a miscarriage/abortion if she were guilty.
- 534** The appointment of mothers and grandmothers as tutors and a reduction in the death penalty for a woman convicted of adultery to banishment to a convent was sanctioned by the Byzantine Roman Emperor, Justinian.
- 632** The Qur'an unequivocally allows both single and married women to own property in their own right. Islam grants women the right to inherit property from other family members and recognises women as 'persons' in their own right.
- 653** Women in Spain and Southern France under the Code of Recceswinth could inherit land and title and manage it independently from their husbands or male relations, dispose of their property in legal wills if they had no heirs, and could represent themselves and bear witness in court by age 14 and arrange for their own marriages by age 20.
- 1500** The Sikh founder Guru Nanak Asks in the Holy Book Guru Granth Sahib, 'So why call [a woman]bad? From her, kings are born. From woman, woman is born; without woman, there would be no one at all.'
- 1870** The (UK) Married Women's Property Act allows married women to own their own property.
- 1918** Women over 30 are granted the right to vote in Britain.
- 1928** All women in Britain gain equal voting rights with men.
- 1929** Women become 'persons' in their own right in the UK, by order of the Privy Council.
- 1965** Barbara Castle is appointed Minister of Transport, becoming the first British female minister of state.
- 1968** Women at the Ford car factory in Dagenham, UK, strike over equal pay, almost stopping production at all Ford UK plants. Their protest led directly to the passing of the Equal Pay Act. This Act (passed in 1970) makes it illegal to pay women lower rates than men for the same work.
- 1975** The UK Sex Discrimination Act makes it illegal to discriminate against women in work, education and training. This is another act pushed through by the women's movement.
- 1979** Margaret Thatcher becomes Britain's first female prime minister.
- 1982** 30,000 women gather at Greenham Common Peace Camp, UK. The camp remained open for 19 years during which thousands of female protesters visited and lived in the camp.
- 1985** Campaigning against female genital mutilation by the Foundation for Women's Health, Research and Development leads to the UK Prohibition of Female Circumcision Act.
- 1990** UK Independent taxation for women is introduced. For the first time, married women are taxed separately from their husbands.
- 1993** With the help of lobbying by women's organisations around the world, the United Nations Declaration on the Elimination of Violence against Women affirms that violence against women violates their human rights.
- 1994** Rape in marriage is made a crime in the UK after 15 years of serious campaigning by women's organisations.
- 1998** The European Union passes the Human Rights Act, guaranteeing basic principles of life for everyone.
- 1999** A new law on parental leave in the UK enables both men and women to take up to 13 weeks off to care for children under age five.

RESOURCE SHEET 4

Appendix Three: Global comparisons on gender inequality (page 1)



Gold Star
Image: Wikimedia Commons
Author: Rhanyeia



Silver Star
Image: Wikimedia Commons
Author: Lestatdelc



Bronze Star
Image: Wikimedia Commons
Author: Lestatdelc

Country Statements

Maternity and Paternity Pay	
Rwanda	In Rwanda the law states that both mothers and fathers are entitled to maternity and paternity leave. Mothers are given 84 days off work at full pay. Fathers are given 4 days off work at full pay.
India	In India the law states that only mothers are entitled to maternity leave. Mothers are given 84 days off work at full pay. Government employees or those working for companies with more than 10 employees are entitled to 182 days at full pay. Women working for smaller employers are given 84 days off work at full pay.
Canada	In Canada the law states that only mothers are entitled to maternity leave. Mothers are given 105 days off work at full pay. Parental leave at half pay is available for fathers and mothers following the maternity leave.
Cuba	In Cuba the law states that either a mother or father is entitled to parental leave. Mothers are entitled to 126 days at full pay and then either parent can take a further 280 days parental leave at 60% pay.
UK	In the UK the law states that both mothers and fathers are entitled to maternity and paternity leave. Mothers are entitled to 273 days off work at 90% pay. Fathers are entitled to 14 days off work with 90% pay. Both parents can share 259 days of Statutory Shared Parental Pay (£145.18 per week or 90% pay).
Norway	In Norway the law states that mothers and fathers are entitled to parental leave with 343 days at full pay divided between both parents.

RESOURCE SHEET 4

Appendix Three: Global comparisons on gender inequality (page 2)

Pay	
Rwanda	In Rwanda men and women do not receive the same pay for the same work.
India	In India men and women do not receive the same pay for the same work.
Canada	In Canada the law states that both men and women should receive the same pay for the same work.
Cuba	In Cuba the law states that both men and women should receive the same pay for the same work.
UK	In the UK the law states that both men and women should receive the same pay for the same work.
Norway	In Norway the law states that both men and women should receive the same pay for the same work.
Labour Force	
Rwanda	In Rwanda 1.38% of the female labour force are currently unemployed compared to 1.20% male.
India	In India 4.16% of the female labour force are currently unemployed compared to 3.32% male.
Canada	In Canada 5.72% of the female labour force are currently unemployed compared to 7.07% male.
Cuba	In Cuba 2.95% of the female labour force are currently unemployed compared to 2.31% male.
UK	In the UK 4.20% of the female labour force are currently unemployed to 4.42% male.
Norway	In Norway 3.50% of the female labour force are currently unemployed compared to 4.81% male.

RESOURCE SHEET 4

Appendix Three: Global comparisons on gender inequality (page 3)

House Ownership	
Rwanda	In Rwanda both married men and women have the right to own a house. This has been law since 1999.
India	In India both married men and women have the right to own a house. This has been law since 1874.
Canada	In Canada both married men and women have the right to own a house. This has been law since 1884.
Cuba	In Cuba both married men and women have the right to own a house. This has been law since 1917.
UK	In the UK both married men and women have the right to own a house. This has been law since 1822.
Norway	In Norway both married men and women have the right to own a house. This has been law since 1888.

Parliamentarians	
Rwanda	In Rwanda 61.3% of national parliamentarians are female.
India	In India 11.8% of national parliamentarians are female.
Canada	In Canada 27% of national parliamentarians are female.
Cuba	In Cuba 53.2% of national parliamentarians are female.
UK	In the UK 32% of national parliamentarians are female.
Norway	In Norway 41.4% of national parliamentarians are female.

School	
Rwanda	In Rwanda 78% of girls and 78% of boys progress from primary to secondary school.
India	In India 89% of girls and 88% of boys progress from primary to secondary school.
Canada	In Canada 100% of girls and 100% of boys progress from primary to secondary school.
Cuba	In Cuba 99% of girls and 98 % of boys progress from primary to secondary school.
UK	In the UK 100% of girls and 100% of boys progress from primary to secondary school.
Norway	In Norway 100% of girls and 100% of boys progress from primary to secondary school.

RESOURCE SHEET 5

Statistics

1. In the world, 781 million people are illiterate. This means that they cannot read and write. Of these 781 million people, what percentage/proportion are women? (for the finger voting method, 1 finger = 1/10, 2 fingers = 2/10 etc)

ANSWER: 64% or 6/10

Source: UN stats 2015 <http://unstats.un.org/unsd/gender/chapter3/chapter3.html>

2. Of all the land in the world, what percentage is owned by women?

ANSWER: 10%

Source: World Economic Forum <https://www.weforum.org/agenda/2017/01/women-own-less-than-20-of-the-worlds-land-its-time-to-give-them-equal-property-rights/>

3. Of all the politicians in the world, what percentage are women?

ANSWER: 24%

<https://data.worldbank.org/indicator/SG.GEN.PARL.ZS>

4. Looking at the top 100 companies in the UK, what percentage of their executive directors are women?

ANSWER: 6%

Source: Fawcett Society 2018 <https://www.fawcettsociety.org.uk/news/uk-sex-and-power-index-reveals-men-dominate-in-every-sector>

5. Of the 1.2 billion people living in poverty in the world, what percentage are women and children?

ANSWER: 70%

Source: [Womankind Worldwide]

6. What percentage of women will experience violence at some point in their lives

ANSWER: 33% It is estimated that 1 in 3 women in the world (that's over 1 billion) will experience violence at some point in their lives.

UN stats 2015 <http://unstats.un.org/unsd/gender/chapter6/chapter6.html>

LESSON 5

Gender and equality part two⁸



PUPILS WILL:

- learn from two inspiring case studies from different countries.

NOTES ON CORE SKILLS

This lesson relates to the important idea of citizenship as a practice, demonstrated through examples of citizens taking action to ensure that citizens enjoy their rights and feel a sense of inclusion.

Either use the plan below or use the alternative non-internet lesson resource on page 28.

Step 1

1. Recap with pupils about the idea of rights and responsibilities covered in lesson three.
2. Introduce Awra Amba using the background sheet and web and film links, if accessible.
3. Display the cropped photographs of residents of Awra Amba on the slides and ask pupils what daily tasks are being carried out, by whom, and why?
4. Reveal the pictures and ask if pupils are surprised.

5. If you are able to, show this [Awra Amba gender equality film](#), it is just over five minutes long.⁹

6. Ask pupils how they think that gender equality is maintained in Awra Amba.

Step 2

1. If you are able to, show pupils the [film about Oli](#), aged 12 from Bangladesh who has successfully campaigned against child marriage.¹⁰ (See Resource sheet 10 for non-internet)
2. Invite pupils to share other examples of active citizenship to claim rights relating to gender equality. You could also show this short interview with [Malala Yousafzai](#)¹¹ and two other examples: [Being a Girl Journalist in Rwanda](#)¹² and [Consolée the guitarist](#)¹³

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

Examples of people taking action for gender equality

RESOURCE SHEET 6

Awra Amba



Awra Amba is a unique community of fewer than 500 inhabitants located in the rural region of Amhara in Ethiopia.

Using the link below you may wish to contextualise the village within the country and continent working the plus/minus (zoom) options:
http://www.visitawraamba.com/?page_id=1265

A visionary leader called Zumra Nuru who had observed much inequality and injustice throughout his own childhood and sought to bring about positive change founded the movement, yet initially faced violence from others for his revolutionary ideas.

However, 40 years on, with the help of 19 like-minded individuals, his dream is now a reality, and Awra Amba is a thriving village whose inhabitants live by fair values, which are all laid out in a manifesto.

Areas covered range from gender equality, to education, elderly care, marriage and children, health, and sustainable growth, and are closely monitored by 13 committees:
http://visitawraamba.com/edit/wp-content/uploads/2013/12/Text_13committees-1.png

To discover more, watch this short introductory film:
<https://www.youtube.com/watch?v=v-iJWhb7c3w>

Citizens of Awra Amba actively challenge traditional gender roles with men taking on childcare duties and cooking, and women participating in manual labour. To advance your understanding, this short video portrays the rights and responsibilities of those living in this community.

Awra Amba - Gender Equality Film (5.05):
<https://www.youtube.com/watch?v=yUiwxoouuT4>

To find out more about Awra Amba, the following links may be useful:

Awra Amba, 'Utopia in Ethiopia' (2010)
<https://www.youtube.com/watch?v=Out5aigb5Ls>

A thirty minute long documentary about life in Awra Amba:

<http://www.visitawraamba.com> or

https://twitter.com/Awra_Amba

LESSON 6

Planning to make a difference

PUPILS WILL:

- identify issues of gender inequality in their school or community on which they could plan to take action.

NOTES ON CORE SKILLS

This lesson relates to the important idea of citizenship as a practice, and helps pupils to identify issues and possible actions to take to make a difference using tools for participation from the [Get Global](#) resource.¹⁴

Step 1

1. It is often easier and makes more sense to focus on one of the causes of an issue rather than trying to tackle the big issue itself head on. In small groups, ask pupils to choose an issue in school or in the wider community relating to gender inequality and write it in the first box on the left on the diagram provided (Resource Sheet 7).
2. What are the possible causes of the problem? Ask pupils to write two of the possible causes in the second two boxes. What are the causes of those two? Pupils should write these in boxes pointing to them. The chain should be carried on until there is something which could be changed by an action by the pupils.

Step 2

1. Pupils should arrange the nine cards in a diamond pattern from Resource Sheet 8. The single actions at the top and the bottom of the diamond are the most and least preferred, respectively. The two actions below and above these are in the next order; the three actions across the centre are of middle-order importance with little to differentiate them. Pupils may substitute their own ideas for those on the cards if they wish.
2. Invite pupils to compare their diamonds with another group.

Step 3

1. Invite pupils to sort their action cards into the impact matrix (Resource Sheet 9). This matrix could be used for possible actions generated by pupils around a particular issue relating to gender equality. Any actions placed in the bottom right hand corner are probably not worth doing.

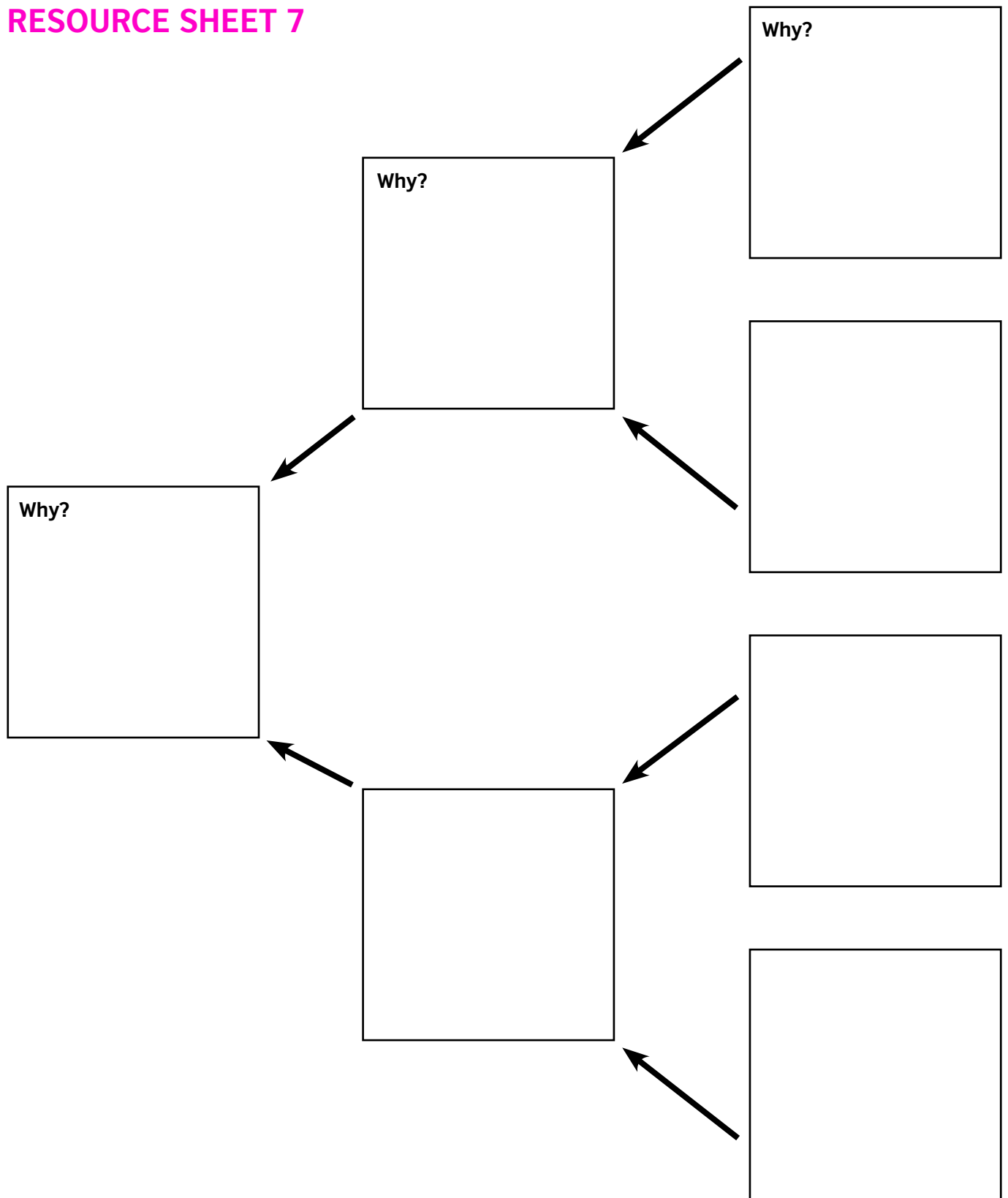
Step 4

1. If pupils feel sufficiently motivated to work together outside classroom time, encourage and support them to take their chosen idea forward.

POTENTIAL COLLABORATION WITH PARTNER SCHOOL

Examples of possible actions that pupils might plan to take in relation to gender equality can be shared between schools.

RESOURCE SHEET 7



RESOURCE SHEET 8

Two copies are provided for ease of copying

<p>The best action is to put our arguments to someone in a powerful position: write a letter or an email, sign an online petition or an opinion survey, visit them.</p>	<p>The best action is to find out which organisations can help us, and join their local, national or global campaigns.</p>	<p>The best action is to perform a play on how the issue affects people, for example in an assembly.</p>
<p>The best action is to invite a guest speaker into school to talk about the issue, or be part of a debate.</p>	<p>The best action is to make a leaflet, poster or collage on the issue and display it to people in school and in the local community.</p>	<p>The best action is to make different choices about your life based on what you have learned: change what you eat, wear and spend money on. Other people will notice and follow your example.</p>
<p>The best action is to make a video, audio or photo presentation and upload it onto social media to prompt comment and discussion.</p>	<p>The best action is to raise money and donate it to a charity working on the issue.</p>	<p>The best action is to work with the press, for example talk on local radio, invite them to an event.</p>

<p>The best action is to put our arguments to someone in a powerful position: write a letter or an email, sign an online petition or an opinion survey, visit them.</p>	<p>The best action is to find out which organisations can help us, and join their local, national or global campaigns.</p>	<p>The best action is to perform a play on how the issue affects people, for example in an assembly.</p>
<p>The best action is to invite a guest speaker into school to talk about the issue, or be part of a debate.</p>	<p>The best action is to make a leaflet, poster or collage on the issue and display it to people in school and in the local community.</p>	<p>The best action is to make different choices about your life based on what you have learned: change what you eat, wear and spend money on. Other people will notice and follow your example.</p>
<p>The best action is to make a video, audio or photo presentation and upload it onto social media to prompt comment and discussion.</p>	<p>The best action is to raise money and donate it to a charity working on the issue.</p>	<p>The best action is to work with the press, for example talk on local radio, invite them to an event.</p>

RESOURCE SHEET 9

Impact Matrix

	High Impact	Medium Impact	Low Impact
Easy to do			
Moderate to do			
Hard to do			

RESOURCE SHEET 10

ALTERNATIVE NON-INTERNET LESSON RESOURCES

Lesson 5, Step 1

1. Recap with pupils about the idea of rights and responsibilities covered in lesson three.
2. Display the cropped photographs of residents of Awra Amba on the slides and ask pupils what daily tasks are being carried out, by whom, and why?
3. Reveal the pictures and ask if pupils are surprised.
4. Tell the students about Awra Amba in Ethiopia using Resource Sheet 6 and the information below as a replacement for the videos.

Awra Amba was founded by Zumru Nuru when he grouped with like-minded individuals and created a community. Awra Amba has its own manifesto based on equal rights and opportunities. In Awra Amba, men and women work collectively and work isn't differentiated between them.

For example, in Awra Amba:

- women take on jobs that would usually be done exclusively by men. Some women handle the oxen that plough the fields. Women also help weave the cotton. They say this makes them feel independent. Elsewhere, women are expected to only engage in work in the home.
- men in Awra Amba spin cotton, although spinning cotton is usually regarded as a woman's job.
- men fetch the water as well as women. In other Ethiopian communities men would regard it as shameful to carry water themselves. So much so that if the wife was sick, the husband would ask a female neighbor to fetch water, rather than get it himself.
- men cook as much as women. One member states that: "Women aren't the only ones who eat. I also eat, therefore I also cook"
- The men and women of Awra Amba are proud to live in gender equality. Both see their independence and capabilities enhanced by their way of living.

5. Ask the pupils why they think some jobs are thought more appropriate for specific genders and what the benefits are of living as they do in Awra Amba.

6. Ask pupils how they think that gender equality is maintained in Awra Amba.

Lesson 5, Step 2

1. Instead of showing the film about Oli, tell the pupils about the problem of child marriage in Bangladesh.

20% of Bangladeshi girls become wives before their 15th birthday (2012 data). Some get married as young as 10. This is despite the legal marrying age being 18. The child marriages are arranged by the family. Families sometimes marry their children off at young ages because of the financial pressure of having to pay a dowry if their daughter gets married at an older age. Also many parents cannot afford school, so they marry their daughters off instead.

2. Ask the pupils to think of some problems of marrying at such young ages.

Possible answers:

- young brides will drop out of school
- childhood cut short
- emotional trauma from young brides having to move away from their family and friends
- fistula: very uncomfortable illness from becoming pregnant before the pelvis is fully developed. Many women are abandoned by their husbands if they develop the illness.

SOURCES OF FURTHER INFORMATION

Human Development Report 2016 - Gender Equality Index <http://hdr.undp.org/en/data>

Information about [The Áwa](#)

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The Gender Respect Project 2013-2016

<http://genderrespect2013.wordpress.com/>

One Billion Rising

<http://www.onebillionrising.org/>

UN Convention on the Elimination of all forms of Discrimination Against Women ([CEDAW](#))

<http://www.un.org/womenwatch/daw/cedaw/>

The White Ribbon Campaign

<http://www.whiteribboncampaign.co.uk/videos>

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- ¹¹ The Guardian. (2016). *Malala Yousafzai on The Daily Show – video*. <http://www.theguardian.com/tv-and-radio/video/2013/oct/09/malala-yousafzai-daily-show-video>
- ¹² YouTube. (2016). *The girl effect: Being a girl journalist in Rwanda*. <https://www.youtube.com/watch?v=hbG09CCv6yY>
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