

GENDER EQUALITY

EDUCATIONAL RESOURCE FOR TEACHERS AND FACILITATORS



CONCERN
worldwide

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Gender Equality is an issue that affects us all, from Ireland to Malawi. In this resource you will find ways in which to introduce the topic of gender to your students, how it impacts society at home and abroad and the work Concern is doing to help bring about true equality in impoverished communities.

GENDER EQUALITY IN IRELAND



- 1884 Men get the right to vote
- 1918 Women get the right to vote but must be over 30 and own property
- 1918 First Female TD is elected - Constance Markievicz
- 1922 All women over 21 get the right to vote - the same as men
- 1932 Marriage Bar is introduced - Women are forced to give up their civil service jobs once they get married
- 1973 Marriage Bar is removed
- 1990 First Female President elected Mary Robinson
- 2016 Only 22% of TDs are female

GENDER EQUALITY A DEFINITION

'A state in which access to rights or opportunities is UNAFFECTED by the gender of a person' i.e.



You will be treated the same in society regardless of whether you are female or male in terms of rights, pay and access to opportunities

In many parts of the world women are not treated equally and are denied their basic human rights and freedoms simply due to their gender.

Discussion point

Can you think of any basic rights that are denied to women?

WHAT IS GENDER?

Gender refers to the **learned roles (what we do that makes us 'feminine' or 'masculine')**, behaviours, and activities that society considers appropriate for men and women.

These can change over space and time, and within and between cultures. e.g. (Women care for children; Men build houses; Women are emotional; Men are strong; Boys prefer blue, Girls prefer pink)



WHAT IS SEX?

Sex refers to the **biological** differences that define women and men. e.g. Breasts/testicles, women can have babies etc.



TEACHER/ FACILITATOR ACTIVITY 1

- **NEED** - paper, markers
- **ROOM** - students in groups

- Gather students in groups
- Instruct them that an alien has landed on planet earth and doesn't understand what a woman or man is
- Ask the group to divide their page into men/boys and women/girls and invite them to write down anything they associate with each word - behavior, dress, biology etc.
- Get the group to call out their answers
- Go through definitions of gender and sex above
- Ask group to go through their original answers put either put a G for gender or S for sex beside each word. *Some answers may be both*
- Ask students for feedback - was there anything surprising they noticed? Did any stereotypes emerge? Can these stereotypes be negative for women? What about men? Are any stereotypes positive?



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Useful lesson plans and statistics to show students how gender inequality can impact upon development of communities and countries

TEACHER/ FACILITATOR ACTIVITY 2



Debate It!

- **NEED** - Signs with YES, NO, UNSURE
- **ROOM** - Tables and chairs pushed back to create space
- Place YES and NO signs at either side of room
- Place UNSURE sign in the middle
- Read statements and encourage students to move towards the sign they agree with
- Question students on the position they have taken and ask the group if they want to move based on what they are hearing. For example if someone was at YES for 'girls are naturally better cooks' but another student convinces them with an argument that sways them, encourage the student to move to UNSURE or NO

STATEMENTS:

Girls and boys are born knowing that they are a boy or a girl.

Boys naturally prefer the colour blue.

Girls are naturally better cooks.

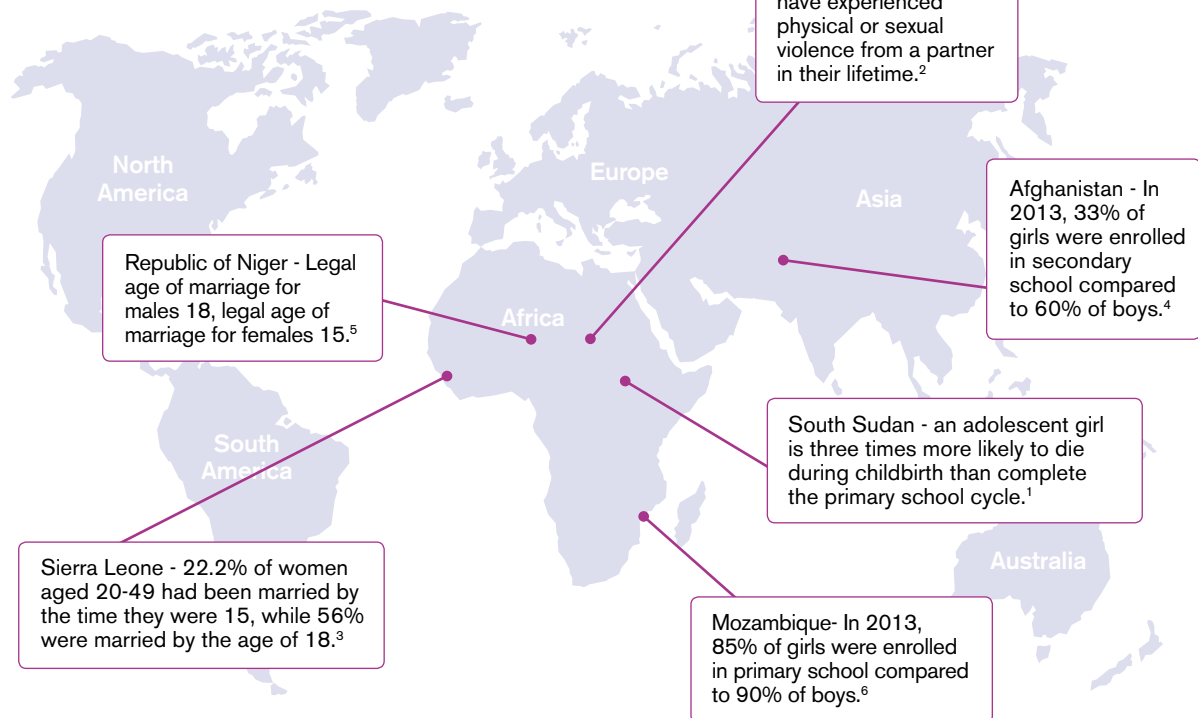
Women and men have different hormones.

Men can breastfeed.

In Celtic Ireland, women often led men into battle.

Women are more natural parents.

WHERE WE WORK



1. http://www.unicef.org/southsudan/media_15601.htm
2. OECD (2014), Gender, Institutions and Development Database, <http://stats.oecd.org>
3. Data from the 2008 Demographic and Health Survey (DHS) indicate that
4. http://www.unicef.org/infobycountry/afghanistan_statistics.html
5. <http://www.icrw.org/child-marriage-facts-and-figures>
6. http://www.unicef.org/evaldatabase/files/MOZ_02_006a.pdf

GENDER EQUALITY AND POVERTY

Both women and men living in extreme poverty suffer from great challenges in day-to-day life: they do not have the resources to provide food and clothing for themselves and their children, they are unable to send their children to school, they do not have access to clean drinking water, and they are unable to go to the doctor when they are sick.

Unfortunately in some countries where Concern works these challenges are even greater for women and make life extra hard. In poor households where resources are scarce, discrimination against women and girls is more pronounced; chronic malnutrition is higher among female children and women's access to and control over economic resources is very limited.

WHY??

Traditional Gender Roles are very entrenched within certain communities. It is seen as weak for men to help with the housework or mind the children while it is seen as a woman's natural role to look after the children and tend to housework. Girls are more likely to stay at home and help while boys go to school.

Boys are brought up with strict ideas of gender roles. They are taught at a young age that boys must be tough, rough and dominant and are encouraged to NEVER cry. This enormous pressure can inhibit both boys and men from showing emotions and developing strong, loving connections with their children and their wives. Boys and men also tend to shy away from 'women's work'.

GENDER INEQUALITY STATISTICS IN THE GLOBAL SOUTH



- 62 million girls are denied primary education
- 310 girls get forced into child marriage every minute
- 3 billion people living on \$2.50 a day - 70% of these are women
- Women spend 125 million hours each day fetching water
- If women farmers had the same access to resources as men, the number of hungry in the world could be reduced by up to 150 million

Student Recap

- What are gender roles?
- Name a traditional female and male gender role

Discussion point

How is a lack of education affecting girls in society?

Discussion point

What do you think 'women's work' could mean?

TEACHER/ FACILITATOR ACTIVITY 3



Giant Steps!

- **NEED** - Role cards, 30 red + 30 green cards
- **ROOM** - Enough space for four people to walk across in a row
- Give four volunteers a role card each and ask them to stand at top of room in a row
- Ask each volunteer to read out their role card
- Give the rest of students in the class a green and a red card
- Read the statements in the purple box on the right to both the volunteers and the class
- If the class feels that the statement is TRUE for the roleplayer's character, ask the class to hold up their GREEN cards; if the class feels that the statement is FALSE for the roleplayer's character ask the class to hold up their RED cards
- If the class votes in mostly GREEN cards, ask the roleplayer to take a step; if the class votes mostly RED the roleplayer does not take a step
- After reading some of the statements, some roleplayers should be further ahead than others

STATEMENTS:

I live in a peaceful environment in a secure home

It's likely that I will finish secondary school and go on to college

I am looking forward to my life ahead and my future is pretty secure

I get plenty of extra help when I need it

I have enough food and water to drink

People respect my voice and listen to me

I am treated equally in ALL aspects of society

DEBRIEF

- Who moved furthest and why?
- Who got left behind and why?
- What might be done to assist the life chances of (select a character from the roles)?

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Giant Steps! - Role Cards

JANE O'TOOLE

My name is Jane. I am 14 and live in Kilcullen, Co. Kildare. I wake up at 8 am and go to school every day. I am supported at home and my parents both help with the housework and cooking. I play on my local GAA team. Even though the girls team are performing better than the boys team, we don't get the gear or support the boys do. I get on well in school and I plan on going to college. My dream is to work with Concern Worldwide.

MEMORY NOAH

My name is Memory Noah. I am a 15 year old girl and live in Mtchinji, Malawi. I wake up everyday at 4.30 am and do chores. My brothers and father rarely help. I go to school at 6 am and would one day like to become a nurse but I'm not sure where I can study. I love playing netball. There is a drought at the moment in Malawi and food is scarce. We sometimes don't have a lot to eat. I am treated differently to my brothers and sometimes they are treated better than me.

FATIMA SENAI

I am 15 years old. Everyday myself and my mother are the first to get up at 5 am to begin our daily chores. The most important task I have is to collect water. The nearest water well is a 5km walk and I must go there to fill our water can 3 times a day. It is hard, work and leaves little time for anything else. A full water can weighs 20 litres and I have to carry it all the way home. I never had the opportunity to complete school. I have many brothers and sisters and with limited money, my parents decided that I should stay at home to help my mother while the others went to school. I find reading and writing very difficult.

Discussion point

What was holding certain people back?

How is gender a factor in people progressing in life?

How would this impact on their community?

ALEXANDER WEBER

I am 16 years old and live in Berlin, Germany. I wake up at 7:45 and go to an all boys school. My favourite subjects are drama and biology. I am not a big fan of sports and sometimes feel quite alienated from the other guys in school. I am interested in doing a course in drama after school but my father is very against it. Both my parents work and we have a nice life with many comforts. I really enjoy life in Berlin.

WHAT IS CONCERN DOING TO CHANGE ATTITUDES TO WOMEN AND MEN IN COMMUNITIES?

ENGAGING MEN

Many of Concern's programmes had focused on working with women's groups on gender equality issues. However many women reported the following:

'The greatest barriers we face to improving our lives are our husbands'

'I know my rights but they don't apply in my home. When I come home, I leave my rights at the door.'

Concern now works with groups of men so they can discuss issues like traditional gender roles and behavior and how they can impact both families and communities negatively.

Both women and men have found the Engaging Men programme to be really positive - women are reporting that they have better emotional relationships with their husbands, they now share household chores, they experience freedom from violence and better family life.

'he did all decisions on his own, now he discusses with me - now it's much better as we decide for the family together.'

Through discussion and group work, Concern is helping men break down traditional gender roles for the benefit of not just families, but the entire community.



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FINDINGS FROM FOCUS GROUP DISCUSSIONS



Chibala, 55, cooks outside his home in Zambia with his wife Catherine, 43, sitting next to him. Through attending gender training as part of Concern's programmes, he has now 'learnt to help' his wife. He said: "working together has made our love deeper". Photo: Gareth Bentley, Zambia 2014

EMPOWERING WOMEN

Concern Worldwide have been training many animal health care workers in countries like Malawi. These workers are similar to vets. Concern Worldwide trains these workers in order to provide jobs in villages and to ensure healthy animals for farmers.

Lexina is an animal health care worker in Lilongwe, Malawi. Concern Worldwide trained Lexina to give animals vaccinations. Concern Worldwide then gave her some equipment to vaccinate the animals. Lexina could earn money from vaccinating animals with this equipment and use this money to buy more equipment such as needles. Lexina has benefitted greatly from the training that Concern Worldwide offered and is now a very important member of the community.

Lexina said before she was trained:

Men had very little respect for me and every woman in the village. Women had so many expectations and were so badly treated. Now we (women and men) are treated equally



Transforming Concern into Action!



- Raising awareness of gender equality through a poster display in your school
- Peer to Peer learning: Train your TY group to use these activities on younger class groups to spread awareness
- Contact Concern to take part in a Concern workshop: schools@concern.net



The Sustainable Development Goals (SDGs) launched by the UN highlight 17 key issues or GOALS for the world to achieve by 2030.

SDG 5 aims to Achieve Gender Equality and empower all women and girls.