

5 - Gender Course Script

Introduction

In this course we want to explore gender (in-)equality, stereotypes and how we can create change to achieve equality. If we want to understand behaviour and ideas we need to look closely at what we think of each other. Let's not waste any time, and get down to business.

Mission 1 - Right to be equal

In this mission we look at the ideals and ambitions on Gender Equality set by international conventions and declarations, then see how they check out in relation to what statistics tell us about equality in our day-to-day life.

Objective 1 - Gender Equality is a Human Right

Explore

Gender Equality is not a luxury. It is a necessity and a basic human right. Explore why here!

UN Declaration of Human Rights

<http://www.un.org/en/universal-declaration-human-rights/>

Gender equality - a human right human rights <http://beijing20.unwomen.org/en/infographic/human-rights>

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

http://www.unicef.org/gender/files/CEDAW_In_Brief_For_Adolescent-Web_Version.pdf

CEDAW review - what did your country report?

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=3&DocTypeID=29

Create

CEDAW is a legally binding document ratified by 189 countries and monitored by the CEDAW committee which reviews countries' progress and make recommendations every four years.

- Check out your country's review. What are the three things that struck you the most?
- Pick an article from CEDAW and make 3 suggestions on what your government can do concretely to improve gender equality.
- Imagine you are the leader of your community. What will be your first step to take to achieve gender equality?

Objective 2 - Gender Equality in Statistics

Explore

Ideals and ambitions are often not the reality. What do statistics tell us about gender (in)equality today? Take a look.

5 - Gender Course Script

Global Gender Gap Index 2014

<http://reports.weforum.org/global-gender-gap-report-2014/rankings/>

Gender wage gap, OECD

<http://www.oecd.org/gender/data/genderwagegap.htm>

Infographic: Women in politics 2014

http://www.unwomen.org/en/what-we-do//www2.unwomen.org/~media/headquarters/attachments/sections/library/publications/2014/wmnmap14_en%20pdf.ashx?v=1&d=20141013T121453

Create

Now let's see what these statistics tell you about gender equality.

- Share with us some of your most immediate reflections on these statistics:
- Use the Global Gender Gap Index to check your country's score vs sample average. Describe the result here.
- Do the statistics reflect the ideal that gender equality should be a human right? Why/Why not?

Objective 3 - Gender Equality and Your Reality

Explore

Explore the materials here to understand what gender equality is and why it matters.

Emma Watson's speech at the launch of HeForShe campaign

<https://youtu.be/Q0Dg226G2Z8>

Why is gender equality important?

<https://youtu.be/nbhjXK2mMe8>

Infographic: Where are we today?

<http://www.unwomen.org/en/digital-library/multimedia/2015/9/infographic-gender-equality-where-are-we-today>

Create

Gender equality affects all of us in various ways. Now it's time to reflect about your life from this perspective. How would you describe gender equality...

- ...at home
- ...in school
- ...in your community

Objective 4 - Barriers to Gender Equality

What's stopping the world from achieving gender equality? Here are some examples of barriers to gender equality.

Explore

What's stopping the world from achieving gender equality? Here are some examples of barriers to gender equality.

Advertising's Image of Women

https://youtu.be/PTImho_RovY

5 - Gender Course Script

What we can hear

https://youtu.be/9yMFw_vWboE

What we can experience

<http://www.economist.com/blogs/graphicdetail/2015/03/daily-chart-1>

Create

- Do you find or experience barriers to gender equality? Give us examples of barriers to gender equality that you find where you live.

Mission 2 - Gender perceptions and stereotypes

In this mission we look at gender inequality as a result of gender stereotypes manifested in your everyday life.

Objective 1 Who Does What at Home?

Explore

Cooking, cleaning, washing... these are the things that need to be done in every home, no matter where you live. Take a look at the list below.

Common household chores

1. Grocery shopping
2. Cooking
3. Cleaning
4. Laundry
5. Ironing
6. Managing the family budget
7. Being the first person called if there's a problem at school
8. Doing/supervising homework
9. Looking after children at evenings and weekends
10. Taking time off work to look after poorly children

Create

Now, let's see how we can look at household chores from a gender perspective.

- Which chores are mostly done by a girl/woman?
- Which chores are mostly done by a boy/man?
- Who decides on "who does what"?

Objective 2 - Man or Woman?

Explore

Rules for this exercise:

1. Each person has pen and paper ready.

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2. Read the list of jobs in the document one by one. Write down your IMMEDIATE response. DON'T PAUSE AND THINK. When you read the occupation, do you see a man or a woman?

Man or Woman?

When you read the following words, do you immediately see a MAN or a WOMAN in your head? There is no right or wrong answer, so be honest :)

1. Pilot
2. Engineer
3. Politician
4. Teacher
5. Police Officer
6. Fire Fighter
7. Film Director
8. Lawyer
9. Flight attendant
10. Kindergarten teacher
11. Chef
12. Dancer
13. Bus Driver
14. Farmer
15. Hairdresser
16. Salesperson
17. Manager
18. Banker
19. President
20. Secretary

Gender differences - nature vs nurture

<https://youtu.be/ld3UHKmwVZc>

Create

What are your answers?.

- Compare your results with each other. Which are the jobs that your group associated with women?
- Find local examples of people whose occupations are considered unusual for their gender. What are the occupations?
- Talk to one or more of these people with "unusual" occupations. Ask them why they choose their occupations. What's their reasons?

Objective 3 - Gender Stereotypes around us

Explore

"Girly", "boyish".. how much of your perception of genders is shaped by what you see and hear?

List of gender stereotypes

<http://www.healthguidance.org/entry/15910/1/List-of-Gender-Stereotypes.html>

gender-bending shoots

<http://www.boredpanda.com/switcharoo-couples-switch-outfits-hana-pesut/>

What we can hear - Like a girl

<https://youtu.be/XjJQBjWYDTs>

5 - Gender Course Script

Create

In your culture, do you have expressions similar to "Like a girl", "Be a man"? Give examples and explain their connotations.

Objective 4 - Gender Stereotype Investigation

Create

Go through old magazines and newspapers. Cut on images from advertisements and make a collage. On the left half, show images of men in advertisement. On the right half, show images of women in advertisements. Take a photo of your collage and show us

Objective 5 - Gender Stereotype Analysis

Create

Let's continue with real life investigation and analysis on gender.

- Watch TV for an hour, preferably a channel with commercials. Take notes on how men and women are portrayed: What are their occupations? What are their roles? How will you describe the power relations?
- Analyse the two top pop songs in your country at the moment. Tell us the names the songs, the artists. More importantly, tell us how men/boys, women/girls are portrayed in these songs!
- What are your thoughts on the correlation between gender stereotype and gender equality?

Mission 3 - Where gender inequalities are

A closer look at three main areas of concern in relation to gender inequality - media portrayal, participation in decision-making and gender-based violence and discrimination.

Objective 1 Portrayal in the media

Explore

Often, what we see shapes our belief on what we can be. If many people believe women to be weak and submissive, is it because women really are, or because the media portray them as such?

See Jane, Be Jane

<https://youtu.be/Bumlt2pIRuw>

Infographic: Women and the media

<http://www.unwomen.org/en/digital-library/multimedia/2015/11/infographic-women-and-media>

Infographic: Gender bias without border

<http://seejane.org/symposiums-on-gender-in-media/gender-bias-without-borders/>

Create

How is gender portrayed in your country's media?

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- In your country's media, are women and girls also less seen and have less voice? Describe some examples in your answer.
- Take some time to discuss and reflect in the group. How has this affected you as a young people, both boys and girls?

Objective 2 - Your portrayal of gender

Create

Present gender in media - your way!

Create an advertisement for a thing, a place or an activity that's close to your heart. Keep in mind how you want to portray gender roles. Use image, colour and words to communicate your message.

When you are done with the advertisement design, take a photo of it and show us!

Objective 3 - Decision-making

Explore

Half of the global population are female, but this is hardly reflected in political decision-making. What can this mean for societies and your community?

Quiz: Women in power and decision-making

<http://beijing20.unwomen.org/en/get-involved/quiz/decision-making>

Infographic: women in decision-making

<http://beijing20.unwomen.org/en/infographic/decision-making>

Woman in power and decision-making (EU)

http://mms.businesswire.com/media/20141217005034/en/445809/5/EIGE-Infographic-Women_in_Power_and_Decision-Making.jpg?download=1

Create

Find an example in your country or regional policies that is disadvantageous to women and girls. In what way(s) does this policy deepen gender inequality?

- Find out the representation of men and women in your local council or decision-making body.
- Have a chat on gender equality with a person in a decision-making position in your community (e.g. a politician, a school principal, an employer). Briefly share with us what you talked about. What does that person think is a good way to improve gender equality?

Objective 4- Gender-based violence (GBV) and discrimination

Explore

GBV is generally defined as acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, most commonly against women and girls.

Infographic: violence against women

<http://www.unwomen.org/en/digital-library/multimedia/2015/11/infographic-violence-against-women>

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Quiz. 5 questions.

<http://www.unwomen.org/en/digital-library/multimedia/2015/11/quiz-violence-against-women>

Create

As a result of gender discrimination and their lower socioeconomic status, women and girls, when facing violence, have fewer options and less resources at their disposal to avoid or escape abusive situations and to seek justice.

- What forms of GBV is most prevalent in your country? Such statistics may not be easy to find. Try the internet or ask your local council for assistance.
- Have you noticed any GBV around you? Describe some examples without revealing people's identities and names.
- Awareness and speaking out is an important first step to start change in a community. How will your group speak out to stop GBV? Who will you involve?

Mission 4 - Creating change

Let's explore how we can bring about change on gender equality, how to break a vicious cycle and include all stakeholders in the process.

Objective 1 - Breaking the cycle

Explore

Sometimes, all it takes for changes to happen is make ONE change at the right time in the right place. (You know this already if you have taken the Poverty course :))

The Girl Effect

<https://youtu.be/1e8xgF0JtVg>

Equality: Now

<https://youtu.be/4viXOGvuu0Y>

What stands in the way of women being equal to men?

<https://youtu.be/ajj9EVc2ZLI>

Create

Time for some reflections! In The Girl Effect film, at which point do you think the bad cycle is broken and the upward spiral starts? Share with us an experience when a change at one point triggered a chain of positive changes.

Objective 2 - Draw a Problem Tree

Explore

Understanding a problem is an important first step in tackling a problem. Drawing a problem tree of gender inequality will help you think of solutions. Take a look at how to draw such a tree.

5 - Gender Course Script

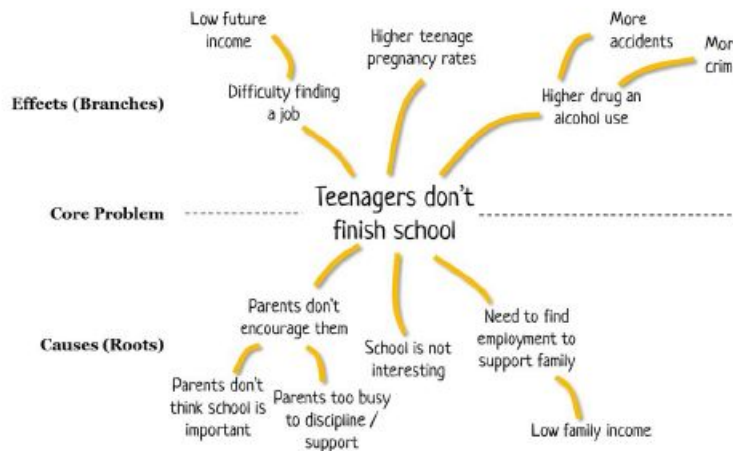
How to draw a Problem Tree

There are three main parts to a Problem Tree:

- The Problem you want to tackle (the tree trunk)
- Causes of the problem (the roots)
- Consequences of the problem (the branches and leaves)



Here is an example of how a Problem Tree looks like:



Create

Choose one of the issues you have learnt about so far and draw a Problem Tree for it. Identify its roots (causes) and branches (consequences). Be as detailed as you can and share with us a photo of your tree!

Objective 3 - From problem to solutions

Create

Now that you have identified the causes and consequences of your problem, it's time to take the next step and think of solutions.

- Discuss different ways to address the causes of the problem, or to address the consequences. Name three ways that you can apply in your community. Which one of the three ways can you start applying immediately? What will be your first step?

5 - Gender Course Script

Objective 4 - Involve everyone!

Explore

A common misconception is that gender equality is a women/girls-only issue. It is not! Let's look at how we all benefit from a gender-equal society.

Involving men and boys - white ribbon

<http://www.protectthehuman.com/videos/patrick-stewart-on-violence-against-women-2>

I am a real man

<https://youtu.be/ispTJ08V0UM>

Men Engage network resources

<http://menengage.org/resource/>

Bonus! play a game

<http://breakawaygame.com/about.php?lang=EN>

Create

If we can see it, we can be it. What roles would you want to see for men and women, girls and boys to achieve equality? Give concrete examples.

Mission 5 - Global Goals for Gender Equality

It's time to use your understanding of gender equality to analyze the world's progress on this and to contribute to a gender equal community, everywhere.

Objective 1 Looking back on Gender in the MDG era

Explore

Addressing gender was a big part of the Millennium Development Goals. Take a look at the MDGs. What are the MDGs for gender? What progress did we make in the past fifteen years?

MDG on Gender

<http://www.un.org/millenniumgoals/gender.shtml>

MDG Report 2015, Summary

http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20Summary%20web_english.pdf

Create

Let's take a look at the MDG text, and its progress by 2015.

- What do you think is the most impressive achievement of the MDGs on gender?
- What do you think is most disappointing about the gender MDG where we should have done more?
- What is missing in the MDGs with respect to gender equality?

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Objective 2 Looking forward to the SDGs on gender

Explore

Among the United Nations Sustainable Development Goals, we have one core goal on gender equality and many other goals that interact with each other.

Gender SDG Overview

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

<https://sustainabledevelopment.un.org/?menu=1300>

Create

Now let's take a closer look at the goals that will help the world achieve gender equality.

- What do you think Goal 5 means, in your own words?
- Looking at the other SDGs, which ones do you think are also important to achieving the gender goal? In what ways are they important?

Objective 3- Achieving gender equality locally

Create

The gender SDG sets an ambitious goal - to reach gender equality by 2030. Each person has a role to play in their own communities to make sure that this goal is a reality. So, we need to figure out what this goal means for our own countries and communities.

- At home, in school, in your community and public life - choose ONE arena to create change.
Which arena did you choose?
- What would the ideal, gender-equal home/ school/ community be like?
- How can you, as individuals, help to make that ideal a reality?