



GENDER INEQUALITIES



BIG IDEAS & LEARNING OUTCOMES



REFLECTION TOOLS



WHAT IT IS

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 150 countries have at least one law that is discriminatory towards women.

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.

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 WWI 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 as Egypt, than in later times.² The introduction of new technology (e.g. the plough) has had negative as well as positive effects on equality.

1. *The Guardian*, 11 Aug 2014
Women's rights and their money: a timeline from Cleopatra to Lilly Ledbetter,

> <https://www.theguardian.com/money/us-money-blog/2014/aug/11/women-rights-money-timeline-history>



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.

PATRIARCHAL AND MATRIARCHAL SOCIETIES

Many societies today have a predominantly **patriarchal** history. This means that the control of power, whether resources or positions (such as in government), is held by men, therefore women have faced barriers in holding these positions. However, some societies are matrilineal, where the line of descent is traced through the mother, and in some cases land and property is passed down through mothers to daughters. This is witnessed within the Asante people in Ghana and the Minangkabau in Sumatra, Indonesia, along with other societies across the world.



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.

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.

WOMEN AND GENDER INEQUALITY

2. <https://www.bbc.co.uk/news/world-41844875>
3. http://www3.weforum.org/docs/WEF_GGGR_2017.pdf
4. <https://www.mckinsey.com/mgi/overview/in-the-news/the-economic-benefits-of-gender-parity>

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.² 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. 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)³ and could add as much as \$28 trillion or 26 percent to annual global GDP.⁴ 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

- > 5. <https://www.weforum.org/agenda/2015/11/18-countries-where-women-need-their-husbands-permission-to-get-a-job/>
- > 6. <https://www.un.org/sustainabledevelopment/gender-equality/>
- > 7. <http://www.unwomen.org/en/about-us/about-un-women>

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.⁵ 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.

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*”.⁶ UNWomen is the UN organisation dedicated to support this.⁷



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

Students are aware that Gender discrimination affects 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.⁸

- > 8. 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.

GENDER-BASED VIOLATIONS

- > 9. At least 200 million girls and women alive today have undergone FGM, UNICEF 2018
- > 10. <http://www.who.int/news-room/fact-sheets/detail/adolescent-pregnancy>
- > 11. 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)*⁹ 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.¹⁰ Every year 13 million women and girls are **trafficked**, mostly for sexual exploitation,¹¹ 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.

WOMEN'S RIGHTS GROUPS

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 denounced **misogyny**, and 18C Sojourner Truth campaigned for women's rights. In the late 18th C Mary Wollstonecraft wrote *A Vindication of the Rights of Women*. **Feminism** is the advocacy of women's rights on the grounds of equality. 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.

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*”.¹² UNWomen is the UN organisation dedicated to support this.¹⁴ **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.) 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.

> 12. <https://www.un.org/sustainabledevelopment/gender-equality/>

> 13. <http://www.unwomen.org/en/about-us/about-un-women>



Students can name the global framework of which gender equality is a goal. 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.*

BENEFITS OF GENDER EQUALITY FOR DEVELOPMENT

- > 14. <http://www.worldbank.org/en/news/opinion/2015/09/10/discriminating-against-women-keeps-countries-poorer>
- > 15. <https://thecircle.ngo/six-positive-impacts-educating-girls/>

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 GDP¹⁴. 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 change¹⁵. 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 problems.



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.



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REFLECTION TOOL GENDER INEQUALITIES



NAME

SURNAME

W H A T
G E N D E R
E Q U A L I T Y
W H A T

WHAT

→ 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

→ WHAT INFLUENCES GENDER NORMS?

> Name things that influence Gender norms:

.....

> Rank the following in terms of their impact on Gender differences: (Tick as appropriate)

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

WHAT

→ WHAT ARE PATRIARCHAL AND MATRIARCHAL SOCIETIES?

> Patriarchy means that the control of power, whether resources or positions (such as in government), is held by men

- true mostly true mostly false false

> In some matrilineal societies, land and property is passed down through mothers to daughters

- that does not exist never heard of it that's weird it's very common

→ WHAT ARE GENDER EQUALITY AND GENDER EQUITY?

> Tick as appropriate

- policies to address women's social disadvantages
 - equality equity none of them
- 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 look for men and women
 - equality equity none of them
- same actual conditions at work for men and women
 - equality equity none of them
- equal access to resources and services for men and women
 - equality equity none of them
- men and women have the same roles
 - equality equity none of them



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NAME

SURNAME

W H A T
G E N D E R
E Q U A L I T Y
H O W



• REFLECTION TOOL



WHAT

→ WHAT ARE THE ECONOMIC CONSEQUENCES OF GENDER INEQUALITY?

> 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

→ WHAT IS GENDER BASED VIOLENCE?

- It is an issue typical of some countries in the world
- 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

→ WHAT CAN BE DONE AGAINST GENDER BASED VIOLATIONS?

> When did people start to advocate for women's rights?

- 24 centuries ago
- in 19th Century
- in 20th Century

> Name either a group or an individual woman who has denounced discrimination against women

.....

WHICH / HOW

→ WHICH INTERNATIONAL, NATIONAL AND LOCAL ACTION ARE ADDRESSING GENDER INEQUALITY?

United Nations Sustainable Development Goal #5 aims to.....

.....

> What should governments provide for women and girls?

.....

> Name 3 people who fight for Women's Rights in their country:

.....

.....

→ HOW DOES EMPOWERING WOMEN BENEFIT EVERYONE?

> Some benefits to the community and to the country:

.....

.....

> Name some media campaign combating discrimination against women:

.....

.....

> What consequences could empowering women have for the global economy?

- Bad effect
- No effect
- Little improvement
- Great improvement