



INTRODUCTION AND OBJECTIVES

The purpose of this this GENDER EQUITY TOOL KIT is to provide appropriate resources in order to approach, discuss and look for solutions to gender based dilemmas, both realistic and theoretical.

Specifically it aims to give tools to women and interested parties/individuals by providing resources to understand the concept of gender equity so that gender based problems can be tackled. The support materials are relevant to possible actions and models. They includes related information around topics such as human rights and gender rights, government policy, community, laws and protocols relevant to gender issues and topics.

In making this available through GWI it can be accessed by the membership to gain support, knowledge, resource material, and possible lesson plans to advance individually and collectively the realisation of rights for women and girls. The aim is that within the online kit knowledge and experience related to girls' and women's human rights in a global context would be represented.

Perhaps a longterm objective could be that this would contribute to an outline curriculum on gender-based human rights education.

Sustainable Development Goals 4 (Quality Education), 5 (Gender Equality and Women's Empowerment) and 16 (Promote just, peaceful and inclusive societies) are a main focus in this Toolkit as they are for GWI and the NFAs, through their mission and goals. It is accepted that gender equality is cross-cutting through all the other 14 SDGs.



*The toolkit was constructed by the GWI Education committee (2018)
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The online resource tool kit provides a framework for an on-line grouping of relevant materials within the on-line toolkit section of the GWI website.

Topics and resources included are:

- BACKGROUND TO HUMAN RIGHTS and WOMEN'S/GIRLS' RIGHTS
- ISSUES WHICH COULD BE INCLUDED IN A LESSON PLAN
- DEFINITIONS OF KEY CONCEPTS
- INTERNATIONAL PROTOCOLS
- UN SDGS
- FACT SHEET (to be regularly updated)
- SAMPLE LESSON PLANS (to be adapted to age of participants and time available)

For further suggested lesson plans, see:

- Plan International (<https://plan-international.org/>) and their *Because I Am A Girl* campaign.

RESOURCE MATERIAL

BACKGROUND

Universal Declaration of Human Rights

www.un.org/en/universal-declaration-human-rights

The Universal Declaration of Human Rights (UDHR) was drafted by representatives with different legal and cultural backgrounds from all regions of the world and was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages.

Women's and Girls' Rights are integral to Human Rights.

Women's Movements and Feminism

Women's movements have (since around 1848) driven global and national action on gender equality drawing attention to the inequalities that women and girls face within the respective country. In these early days the restrictions were not only through patriarchy but also legal limitations. This affected their opportunities in all spheres of society – education, health, occupation, recognition of achievements etc. The Women's suffragette movement was established to ensure that women were given the right to vote. Women within these movements developed strong leadership skills which were used again in all spheres, including women moving into politics. Even in current times when structural changes are being made within a country, women need to be alert to changes which might not advance their rights.

Feminism also refers to the fight for women's rights. A 'second wave' of feminism arose in the 1960s, to take this fight further as patriarchy and even certain legal restrictions still existed. There was an emphasis on unity and sisterhood; A 'third wave' was identified in the late 1980s and 1990s, as a reaction against the perceived lack of focus on class and race issues in earlier movements. Women's movements and feminists have taken on a number of issues, relevant to their own communities or those which are global (such as the glass ceiling in the workplace, the gender wage gap, women's reproductive rights and, unfortunately, the issue of education for girls). (See *UN Women and Commission on the Status of Women.*)



ISSUES WHICH COULD BE CONSIDERED *(see sample Lesson Plan)*

- Definitions
- Gender Equity/Equality
- Gender Sensitivity
- National Laws
- International Protocols
- Gender, the Law and the Justice system
- The role of Custom, Traditions and Religion
- Women's Reproductive and Sexual Health
- Violence against Women
- Women in the Workplace
- The Role of Women in Development
- Financing

DEFINITIONS

SEX: refers to the physical and biological differences between men and women, eg women can fall pregnant or breast feed babies while men cannot.

GENDER: refers to the ideas/perceptions/opinions that people have of what it means to be a boy or a girl/ a woman or a man and what behaviour is expected from them.

SEXUAL ORIENTATION: a person's sexual identity in relation to the gender to which they are attracted; for example the fact of being heterosexual, homosexual, or bisexual. The letters LGBTQIA refer to lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual or allied.

REPRESENTATION: There is no reality, only representations. There is no objective transparent and truthful mechanism for viewing and describing whole cultures. Rather they construct ideas and concepts through language and discourse. Gender is an example.

GENDER STEREOTYPES: A gender stereotype is one in which categorised ideas of the individual are based on their gender. These may be generalised and oversimplified concepts about desirable or typical behaviour and attitudes for males and females. Female stereotypes include being compliant, caring, soft, relational, weak, hysterical/emotional, home oriented; male stereotypes are strength, power, dominance, confidence, and indeed authority.

GENDER MAINSTREAMING: In 1997, the United Nations Economic and Social Council (ECOSOC) defined the concept of gender mainstreaming as follows: "Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality."

POSTMODERNISM: This is a recent philosophical orientation initiated by the work of Foucault and is contradictory to realism. Key concepts are: social construction, the "other", and the idea that there is no such thing as truth. It is helpful in explaining gender stereotypes and patriarchy as it deconstructs how hegemony works in making one position ie the dominant one in a society or culture seem normal and natural.



SUBJECTIVITY: This refers to the active conscious experience and defined reality of an individual based on their current ongoing experience. It is relevant to gender in that one can be the “subject” or “object” of one’s lived experiences....the self determining “I” or the passive “you”.

IDENTITY FORMATION: This refers to the distinct personality of an individual regarded as a persisting entity. “A person's identity is shaped by many different aspects. Family, culture, friends, personal interests and surrounding environments are all factors that tend to help shape a person's identity.” Gender, race and class are major factors in creating or constituting identity. (https://en.wikipedia.org/wiki/Identity_formation)

GENDER EQUALITY: This is when women and men enjoy the same rights and opportunities everywhere, including decision making, economic participation etc. Women and men are equally respected and valued in society and before the law.

GENDER EQUITY: This relates to fair treatment for both sexes. It is the process of allocating resources, programmes, and decision making fairly to both males and females without any discrimination on the basis of sex and must also address any imbalances in the benefits available to males and females. It does not necessarily mean making the same programmes and facilities available to both males and females. Gender equity requires that girls and women be provided with a full range of activity and programme choices that meet their needs, interests and experiences.

Gender Equity also requires further structural examination, such as organizational practices and policies. These may be found to hinder or prevent women and girls from participating fairly. These could include recruitment practices; resource allocation, types of activities, including women and girls in decision making positions especially when issues directly affecting women and girls are being discussed/decided. Marketing should ensure images of both men and women (girls and boys) and should prevent stereotypical or negative portrayals.

Currently there is a world-wide drive to highlight the achievements of women throughout history (whereas before they were “hidden”).

NON-STATE TORTURE (NST): Non-State torture (NST) is torture committed in the private or domestic sphere. For instance, NST is committed by parents, spouses, other kin, guardians, neighbours, trusted adults, strangers, human traffickers, johns, pimps, or pornographers in various public and private places. www.nonstatetorture.org

NATIONAL LAWS: Specify the laws which are applicable in your country/society (which apply in all aspects of a woman’s/girl’s life including education, lifelong learning and the workplace/economy). Implementation by Government at all levels and enforced by police and judiciary.

INTERNATIONAL PROTOCOLS: (if your country has signed these, it must provide national legislation to support the protocols and then implement these laws) Regular reporting to United Nations is required.

Such as

Beijing Platform of Action: The 1995 Beijing Platform for Action flagged 12 key areas where urgent action was needed to ensure greater equality and opportunities for women and men, girls and boys. It also laid out concrete ways for countries to bring about change. UN Women works with governments and partners to ensure such change is real for women and girls around the world. (<http://www.unwomen.org/en/news/in-focus/csw59/feature-stories>)



12 critical areas

- | | |
|--|------------------------------------|
| 1. <i>Women and poverty</i> | 7. <i>Women and health</i> |
| 2. <i>Women and armed conflict</i> | 8. <i>Institutional mechanisms</i> |
| 3. <i>Women and the media</i> | 9. <i>The girl child</i> |
| 4. <i>Education and training of women</i> | 10. <i>Women and the economy</i> |
| 5. <i>Women in power and decision-making</i> | 11. <i>Human rights of women</i> |
| 6. <i>Women and the environment</i> | 12. <i>Violence against women</i> |

CEDAW (Convention for the Elimination of Discrimination against Women): The Committee on the Elimination of Discrimination against Women (CEDAW) is the body of 23 independent experts on women's rights from around the world and that monitors implementation of the Convention on the Elimination of All Forms of Discrimination against Women.

Background: On 18 December 1979, the Convention on the Elimination of All Forms of Discrimination against Women was adopted by the United Nations General Assembly. It became an international treaty on 3 September 1981 after the twentieth country had ratified it. By the tenth anniversary of the Convention in 1989, almost one hundred nations have agreed to be bound by its provisions. (<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>)

The Convention explicitly acknowledges that "extensive discrimination against women continues to exist", and emphasizes that such discrimination "violates the principles of equality of rights and respect for human dignity".

Discrimination: As defined in article 1, discrimination is "any distinction, exclusion or restriction made on the basis of sex...in the political, economic, social, cultural, civil or any other field". The Convention requires States parties to take "all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men" (article 3).

National Reports: At least every four years, the States parties are to submit a national report to the Committee, indicating the measures they have adopted to give effect to the provisions of the Convention. During its annual session, the Committee members discuss these reports with the Government representatives and explore with them areas for further action by the specific country. The Committee also makes general recommendations to the States parties on matters concerning the elimination of discrimination against women.

The Council of Europe Convention on Preventing and Combating Violence Against Women: Violence against women is a common problem in the world regardless of race, marital status, age, etc. Violence against women is a major obstacle to the full advancement of women. "The Council of Europe Convention on Preventing and Combating Violence Against Women and domestic violence – Istanbul Convention" - signed in Istanbul on 11 May 2011, is based on the understanding that violence against women is a form of gender-based violence that is committed against women because they are women. It calls on every country to sign it. It could be a widespread treaty in future, similar to CEDAW. It is a treaty dedicated to governments, parliamentarians to design and implement the policies required by the Convention. It has a control mechanism GREVIO.

The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa, better known as the Maputo Protocol, guarantees comprehensive rights to women including the right to take part in the political process, to social and political equality with men, improved autonomy in their reproductive health decisions and an end to female genital mutilation. It was adopted on 11 July 2003 by the African Union in the form of a protocol to the African Charter on Human and Peoples' Rights in Maputo, Mozambique.



SUSTAINABLE DEVELOPMENT GOALS

UNITED NATIONS SDGS (SUSTAINABLE DEVELOPMENT GOALS) TO 2030

The 17 sustainable development goals are:

- GOAL 1: No Poverty
- GOAL 2: Zero Hunger
- GOAL 3: Good Health and Well-being
- GOAL 4: Quality Education
- GOAL 5: Gender Equality
- GOAL 6: Clean Water and Sanitation
- GOAL 7: Affordable and Clean Energy
- GOAL 8: Decent Work and Economic Growth
- GOAL 9: Industry, Innovation and Infrastructure
- GOAL 10: Reduced Inequality
- GOAL 11: Sustainable Cities and Communities
- GOAL 12: Responsible Consumption and Production
- GOAL 13: Climate Action
- GOAL 14: Life Below Water
- GOAL 15: Life on Land
- GOAL 16: Peace and Justice Strong Institutions
- GOAL 17: Partnerships to achieve the Goal

Each Goal has Targets and Indicators attached. The Indicators are to ensure that implementation can be evaluated and monitored. These are therefore extremely important – both to check if your country has provided relevant indicators and that it has then adequately implemented them. UN Review mechanisms exist to help monitor this.

SUSTAINABLE DEVELOPMENT GOALS





GRAPHICS Resources

To be developed within the workshop

DEMOCRACY TREE

FRUIT – THE BENEFITS OF DEMOCRACY

- You are entitled to your own opinion
- Bill of Rights
- Education including Higher/Further Education
- Government provides for the people through our taxes (including public hospitals, clinics, schools, roads, services, grants etc)
- Government must implement policies and laws for the betterment of all society – otherwise society must hold government accountable
- Acceptance of others
- Respect for self and others
- Exercise of equal rights
- Majority will but Minorities respected/heard
- Full and free discussions on any issue

ROOTS – THE PRINCIPLES OF DEMOCRACY

- Government of the people for the people by the people
- Regular fair and free elections/ multiparty
- Decentralisation – taking power to the lowest levels
- Curbing of abuse of power (using your position to get things your way) through Balance of Power (eg three levels of power = Judiciary, Legislature (Parliament) and Executive (government) and three tiers of government ie National, Provincial and Local
- Rule of Law
- Media and community organisations provide information to community and help hold government to account
- Human Rights and Equality



Possible answers as provided here could be handed out after the discussion

After discussions on the various laws and protocols (national and international) the following might be emphasized:



WHAT PROBLEMS STILL EXIST – possible answers?

Rape
Trafficking
Forced marriages
Child marriages
Child labour
Girls discouraged from continuing their education
Virgin testing (this led to quite a bit of discussion)
Lack of dignity/value/respect
Sexual harassment
Male dominated industries
Girls/women seen as merely “baby factories”
Sexual harassment
Male dominated industries
Girls/women seen as merely “baby factories”

WHY ARE THERE STILL THESE PROBLEMS?

Laws not taken seriously ; people do what they want
Patriarchy = men assume position of power
Mindset – customary roles
Equality seen as bewitching

The participants should be asked to think of possible solutions.



CITIZENSHIP – possible answers?

Belonging to a country
Legal status (born, naturalized) and passport/ID
Identity (sense of belonging)
Sense of Unity
Active participation to ensure that democracy is not weakened
Democracy = government of the people, by and for the people



EQUALITY LAWS AND PROTOCOLS

NATIONAL

Provide a list of your country's laws which relate to equality.

These could include:



The Constitution and Bill of Rights

Labour Relations)

The Choice on Termination of Pregnancy

The Basic Conditions of Employment

The Domestic Violence

Maintenance

Recognition of Customary Marriages

Employment Equity).

The Promotion of Equality and Prevention of Unfair Discrimination

The Women Empowerment and Gender Equality

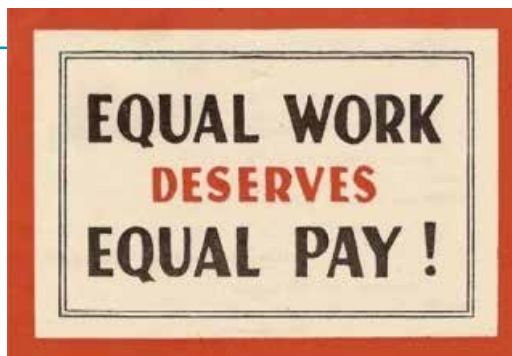
INTERNATIONAL

Beijing Declaration and Platform for Action 1995

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 1979

Sustainable Development Goals

UN Review Mechanisms



WHAT IS INEQUALITY AND WHAT ARE ITS EFFECTS





FACT SHEET

Find out the current situation within your own country



21 Facts About Gender Inequality You Need To Know Now

By MAKERS Team. March 1, 2018

www.makers.com/blog/21-facts-you-never-knew-about-international-gender-inequality

1. In 2016, just 57 percent world's working-age women are in the labor force, compared to 70 percent of working-age men. Microlending programs like Kiva help women start and sustain their own businesses. (Department of Labor, USA)
2. Women with full-time jobs still earn only about 77 percent of their male counterparts' earnings. Talk about how much you earn, and report inequality. Learn about how to file a charge of discrimination with the EEOC here. (White House, USA)
3. African-American women earn 64 cents and Latina women earn 56 cents for every dollar earned by a Caucasian man. Lean In offers resources for negotiation in the workplace. (White House, USA)
4. 62 million girls are denied an education all over the world, and former First Lady Michelle Obama started shining a light on this issue through her Let Girls Learn initiative in 2015. #Up-ForSchool wants to continue to fight to change that. Sign their petition here. (UN Foundation; 62 Million Girls)
5. Every year, an estimated 15 million girls under 18 are married worldwide, with little or no say in the matter. Girls Not Brides studies the problem and is working to find workable solutions. They know that education and empowerment for girls are the first steps. You can help by sharing the facts or donating to projects making a difference.
6. 4 out of 5 victims of human trafficking are girls. The Malala Fund raises awareness and funds for girls to get out of this cycle and into school. (Malala Fund)
7. According to the UN Foundation, "At least 250,000 maternal deaths and as many as 1.7 million newborn deaths would be averted if the need for both family planning and maternal and newborn health services were met."
8. On average, 30 percent of women who have been in a relationship report that they have experienced some form of physical or sexual violence by their partner. The National Coalition Against Domestic Violence offers volunteer opportunities, and you can support them at their events by checking their calendar here. (WHO)
9. Female genital mutilation (FGM) affects more than 200 million girls and women alive today in 30 countries. It is recognized internationally as a human rights violation. Equality Now offers specific points that will help you take action against FGM worldwide. (WHO)
10. American women serving in Iraq or Afghanistan are more likely to be raped by a comrade than killed by an enemy, and the rate of sexual harassment reports is higher than ever. In 2016, service members reported 6,172 cases of sexual assault compared to 6,082 in 2015. The Service Women's Action Network helps achieve equal opportunities, protections and benefits for women in the military. Learn about their mission. (Pentagon; NBC, USA)



11. Until recently, women in Saudi Arabia weren't allowed to drive and are still discouraged from working jobs that would put them in contact with men. The unemployment rate for women is 33 percent for women, 7 percent for men.
12. At least 1000 honor killings occur in India and Pakistan each annually. Honor based crimes are distinguished by the fact that they are often carried out by a victim's family or community. The Honour Based Violence Awareness Network includes resources for victims and allies. (HBVA)
13. As of early 2017, 223 colleges in the United States had a total of 304 pending Title IX sexual violence investigations (quadrupled from 2014). Learn how you can help stop sexual assault at It's On Us. (NPR,USA)
14. Women around the world aged 15-44 are more at risk from rape and domestic violence than from cancer, car accidents, war and malaria. (UN)
15. Around the world, only 32 percent of all national parliamentarians are female. That's more than double the number in 1995, but still a marker of slow change. Running Start is an organization that helps bring young women into politics. Learn about their programs and events here. (UN)
16. By 2020, there will be 1.4 million open technology jobs in the U.S. and, at the current rate of students graduating with degrees in computer science, men will outnumber women 4:1. Girls Who Code aims to educate and expose at least 1 million girls to computer science by 2020. Learn more about what they do here. (Microsoft Research)
17. One in five women on U.S. college campuses have experienced sexual assault. End Rape on Campus offers resources for survivors and supporters, working to bring more cases to court and raise awareness. (AAUW)
18. Women currently hold 24, or 4.8 percent of CEO positions at S&P 500 companies. Mentorship programs like Step Up help keep girls in school, getting them that much closer to an executive position. Learn how you can play a part. (Catalyst)
19. More than 43 million people around the world are forcibly displaced as a result of conflict and persecution. Half of all refugees are women. Zainab Salbi founded Women for Women International to help women in war-torn countries build their own futures. (UN)
20. Less than 30 percent of the world's researchers are women. Google has a program to inspire the next generation of tech innovators. Learn how to help girls gain exposure to careers in science and technology. (UNESCO)
21. One in three women worldwide have experienced either intimate partner violence or non-partner sexual violence in their lifetime. Amnesty International pushes for laws that recognize this statistic, and its website has a list of ways to get involved in the change. (WHO)



Gender Inequality: a Persisting Problem even In the workplace

<http://www.excite.com/education/blog/gender-inequality-in-the-workplace>

Gender inequality is defined as a phenomenon where an individual is discriminated against or receives unequal treatment based on their gender. It is something which has emerged out of skewed perceptions and socially constructed roles for each gender.

In the workplace, it is common for most women to encounter some form of gender bias. This problem persists despite the fact that women have made numerous strides towards greater equality in the last fifty years. In addition, many companies also make pointed efforts to encourage diversity and equality. But none of that changes a simple fact that women still occupy lower paying positions and consistently earn less than their male counterparts.

Women continue to push through gender barriers and more and more of them are choosing careers in traditionally male dominated fields such as technology and engineering. And yet, for all of their efforts, women still get recognized and rewarded less than men. This gender bias is not only unfair; it's ultimately detrimental to overall corporate performance as well.



11 Gender Wage Gap Statistics

www.bustle.com/p/11-gender-wage-gap-statistics

According to the World Economic Forum, women around the globe earn on average \$12,000 a year, compared to \$21,000 for men. This statistic is just the tip of the iceberg when it comes to discussing the complexities of the issue, though. While these scary gender wage gap statistics may seem like the stuff of nightmares, they're fact, not fiction.

The World Economic Forum reports that women in every country face a wage gap of some kind. Exactly how wide the gender pay gap is may differ by year or by location, but it is very, very real. U.S. census data from 2015 shows that women working year-round and full-time were, on average, paid 80 cents for every dollar a man received, according to an analysis by the American Association of University Women (AAUW).

The gender wage gap is an issue significantly more complicated than this one statistic suggests, however. The next time you need to school someone in just how hard the career hustle is for women, use these 11 frightening statistics to illustrate your point.

Data from @wef Global Gender Gap report. #womensday #womensday2017 #BeBoldForChange

1. **Women in countries around the world experience a gap in pay**, according to the World Economic Forum's analysis of 144 countries. In fact, the gap persists even in Iceland, the country ranked as the world's most gender neutral. According to the Guardian, women there were recently found to earn 14 to 20 percent less than their male counterparts, spurring the country to pass new legislation aimed at closing that gap.

2. **The Globe Isn't Making Steady Progress Toward Closing The Wage Gap**

The global gender wage gap is 23%, and will take 100 years to close at the current rate of change. We need to value women's work and reduce their disproportionate burden of unpaid care and domestic work. <http://on.undp.org/Vala30iLCMG> #Timeisnow #IWD2018

While the gender wage gap may be smaller now than it was some 50 years ago, the numbers show we're not seeing steady progress. According to the Economic Policy Institute, progress in closing the wage gap stalled in the mid-1990s, and there's no reason to believe it will go away on its own.



A slowdown in progress caused the World Economic Forum to rethink their estimate for closing the global gender gap late last year. The World Economic Forum now estimates it will take 217 years, up from 170, to end gender-based disparities in pay and employment opportunities if the world continues at its current rate of progress (the United Nations, however, estimates it will take 100 years at the current rate of change). No matter how you look at it, a child born tomorrow has no shot at seeing an end to the global wage gap.

3. *The Gap Is WAY Worse For Women Of Color In The U.S.*

Rep. Pramila Jayapal @RepJayapal

The gender pay gap is all too often discussed as if it's just one number. But the truth is that women of colour experience a wage gap that is significantly larger than the gap reported for women at large.

While women are on average reported as receiving 80 cents for every dollar men that receive, numbers from an April 2017 National Partnership For Women & Families report show black women are paid 63 cents for every dollar paid to non-Hispanic white men, on average. And Latinas receive 54 cents for every dollar a non-Hispanic white male earns, the report found. That means black women won't observe their unique Equal Pay Day until Aug. 7, according to AAUW. For Native women, Equal Pay Day won't come until Sept. 27, and Latina women will have to wait until Nov. 1.

4. *Many Men (And Some Women!) Don't Believe The Wage Gap Exists*

marinashutup on YouTube

A survey of American professionals released in January found that only 61 percent of men believe the gender wage gap is real. That same survey, which was conducted by the online investing platform Ellevest, also found a not insignificant share of women surveyed didn't believe that men make more than women performing equal work: 83 percent of women surveyed said they believe in a gender wage gap.

5. *Women Lose Out On HUNDREDS OF THOUSANDS Of Dollars Over The Course Of Their Careers*

Women stand to miss out on some serious money thanks to the gender wage gap. According to The Center for American Progress, judging by the current wage gap, a woman misses out on \$430,480 over the course of a 40-year career. An African-American woman would lose \$877,480, while a Latina woman would lose \$1,007,080 over the same period of time.

6. *Research Shows Sexual Harassment Could Be A Factor*

Farrah Khan @farrahsafiakhan · Jan 5, 2018

When you are earning less, in precarious work and fearful of losing your job - you think it's easy to report sexual harassment? No. Raising the minimum wage is part of the solution to ending sexual harassment as is addressing the gender wage gap. #MeToo

In a study first published in May 2017, researchers found "sexual harassment increases financial stress, largely by precipitating job change, and can significantly alter women's career attainment." Specifically, the study found that women who reported having been sexually harassed at work were 6.5 times more likely to change jobs compared to women who had not been harassed.

Often, those women did not change to a job with a higher salary or more growth potential. Rather, researchers found women were knocked "off-course during the formative early years of their career" as they either took lower-paying jobs or moved into less lucrative industries in an attempt to extract themselves from a job where they'd been sexually harassed.



7. *Women Who Earn Degrees Aren't Earning More On The Job*

Gerleene Garcia @Gerleene_Garcia

Both the White House Council of Economic Advisers and AAUW have concluded that, while women are earning degrees at a slightly higher rate than men, they continue to earn less on the job. In fact, AAUW reported in 2016 that "in some cases, the gender pay gap is larger at higher levels of education."

Data collected from federal financial aid recipients appears to support these findings. According to the Center for American Progress, men working 6 years after they enrolled in college earned approximately \$4,000 more per year than working women 10 years after enrolling. Furthermore, a 2015 report from the Institute for Women's Policy Research (IWPR) found that women with graduate degrees were experiencing the widest gender pay gap and earning just 69 percent of what their male colleagues made.

8. *Women Still Lose Out When It Comes To Unpaid Care Work*

See ActionAid Kenya's other Tweets

A 2015 McKinsey Global Institute report estimated that women's unpaid care work globally was worth \$10 trillion. What's more, the Organization for Economic Cooperation and Development (OECD) estimates that women perform two to 10 times more unpaid care work than men. That work often keeps women from being able to participate in the workforce full time, thereby limiting their employment opportunities and their earnings.

9. *Women Are Woefully Underrepresented Among Top Earners At Big Companies*

According to a 2018 report from the nonprofit group Catalyst, women make up just 5.2 percent of CEOs at S&P 500 companies — that's just 26 female CEOs. The same report also found that women made up just 11 percent of top earners and 26.5 percent of executive- or senior-level officials and managers at S&P 500 companies.

10. *Unlike A Fine Wine, The Gender Gap Gets Worse With Age*

According to research from AAUW, the gender pay gap widens as a woman ages. Data collected in 2016 showed that women ages 20-24 earned 96 percent of what their male colleagues took home. However, women ages 25-54 made 78 to 89 percent of what their male peers earned, while women ages 55-64 took home 74 percent of what men were paid. This also therefore affects the woman's retirement package

11. *There Are Economic Consequences To The Gender Pay Gap*

The gender wage gap doesn't just hurt women: It hurts families and the economy too. A 2014 study found that nearly half of U.S. moms were the main income-earners for their household. The less money a woman brings home, the less money she has to feed, clothe, and house her family, and the less money she can funnel back into the economy. And don't be fooled — women are indeed putting money back into the economy: the women's consumer advocacy organization WomenCertified reported that women spend \$4 trillion annually, making up 83 percent of all consumer spending in the United States.



LESSON PLAN (A)

INTRODUCTION - of topic; facilitators

Participants give their names – adding a word which begins with the first letter of their first name. The word must be positive (could be one which they feel describes themselves) eg Susan – strong; Michelle – magnificent; Bulelwa – beautiful etc



ICEBREAKER

In small groups three participants are asked to form a statue which portrays a stereotype of gender relationships/ women’s role in the home/society etc. Statues are held while the other participants discuss what the statue represents. Then the three must move out of that statue into another more affirming portrayal. Continue with other participants (depending on time and size of group).



BACKGROUND/ DEFINITIONS (See Resources page)

Provide handouts as required. Refer to these as you discuss the following:

	TIMING
<p>Questions: </p> <p>Has our country worked on the developing Indicators specifically for our country? How can we (civil society and our NFA) evaluate and monitor what is being done in our country / check what our government is reporting to UN?</p>	
GENDER SENSITIVITY	
<p>This is about people’s attitudes to gender which, in turn, affects all aspects of society. Gender sensitivity means being aware of the issues of gender equity and communicate and behave accordingly, even within our design of a plan/ programme etc. The mindset which is not gender sensitive is termed Patriarchal and constitutes one of the major stumbling blocks to the achieve of gender equity.</p> <p>Questions: </p> <p>What are the prevailing attitudes in our community/society? How are these gender roles created and perpetuated? (This includes how we raise our children/socialisation).</p> <p>What phrases do we use or hear which perpetuates these differing roles? (eg in English we often hear “a women’s place is in the kitchen” and “boys don’t cry”)</p>	



GENDER, THE LAW AND THE JUSTICE SYSTEM

Questions: 

- What laws provide for gender equity within our society?
- What international protocols apply?
- What hampers the provision of gender equity laws?
- What role do the police, prosecutors and magistrates/judges play in ensuring gender equity?
- What could be done to improve the role that they play?

INTERNATIONAL PROTOCOLS

Questions: 

- What international protocols have our country signed/ratified?
- When is the next reporting required?
- Do we ever hear about these Protocols?
- How can we promote their implementation?

GENDER, CUSTOM, TRADITIONS AND RELIGION

Much of the prevailing attitudes which lead to gender inequalities stem from ideas emanating from these aspects of our lives. Many of these patriarchal ideas can be challenged as inaccurate and simply the result of male interpretations and practice.

These should be identified and opened for discussion to ensure that gender equity is at the centre of any practice.

Questions: 

- Which ideas and practices do you consider to be gender discriminatory/ are inaccurate?
- How could these be opened up for discussion?
- What role does language play in perpetuating gender inequality? (eg Mr, Mrs, Miss; *he* as generic pronoun, chairman/chairperson/chair)
- What customs are used as a form of “ownership” of the girl/woman? (Even if not originally intended in that way.)
- Does male circumcision lead men to believe they are more powerful than women?
- What other customs/socialization exist which reinforce the idea that the boy/man is superior to the girl/woman?



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WOMEN’S REPRODUCTIVE AND SEXUAL HEALTH

According to United Nations Population Fund good sexual and reproductive health is a state of complete physical, mental and social well-being in all matters relating to the reproductive system. It implies that people are able to have a satisfying and safe sex life, the capability to reproduce, and the freedom to decide if, when, and how often to do so. Every individual has the right to make their own choices about their sexual and reproductive health.

(<https://www.unfpa.org/sexual-reproductive-health>)

What is needed?

- Information - to maintain one’s sexual and reproductive health, people (especially women) need access to accurate information and the safe, effective, affordable and acceptable contraception method of their choice (including family planning). They must be informed and empowered to protect themselves from sexually transmitted infections.
- Health, social and medical services - women must have access to services that can help them have a fit pregnancy, safe delivery and a healthy baby.

Questions:

What hinders women in our country from making their own choices about their sexual and reproductive health?

What services are available to women? Which are not available? Does this differ between rural and urban areas?

Why do you think there are teenage pregnancies?

What can be done to assist these teenage mothers?

WOMEN IN THE WORKPLACE

Question:

What legislation is there about gender employment equity, safety and security in the workplace, no sexual harassment and no discrimination?



VIOLENCE AGAINST WOMEN

16 Days of Activism Against Gender-Based Violence (an international campaign to challenge violence against women and girls. The campaign runs every year from 25 November, the International Day for the Elimination of Violence against Women, to 10 December, Human Rights Day.

National Women's Day (and/or International Women's Day March 8)

Question: 

If our country has its national laws on gender equality/equity and it has signed the International Protocols, why does gender inequality and violence against women and girls still exist?

DEVELOPMENT, THE ECONOMY AND WOMEN (including CLIMATE CHANGE)

Development refers to how society can best be changed to improve the governance of a country for the betterment of all and to move into a sustainable future. It includes economic, social, political, gender, cultural, religious, and environmental factors. It also, naturally, impacts on global issues.

Governance refers to structural issues (also urbanization and industrialization), national economic growth issues, global relationships, the factors of land, labour, and capital. Technology will obviously play an important role.

The emphasis on Partnerships within the SDGs would have a bearing on Development.

Questions: 

What are the positive opportunities provided to women with the prevalence of Development Theories and their possible implementation?
What can hinder women taking up these opportunities?
How does the issue of climate change impact on women and girls?

FINANCING

Questions: 

What budget amount has our government set aside to implement gender equity?
Is this sufficient? If not, what are the consequences of this lack of finance?
How could the government increase the amount?

FEEDBACK, EVALUATION

WRAP UP, WAY FORWARD, THANKS



LESSON PLAN (B)

Using the above resources, develop a case study/scenario applicable to your society.

Within the workshop, introduce the definitions/resources to the participants, discuss and ensure understanding.

As a follow-up exercise, arrange participants into small groups and provide them with the following instructions:

- a) Choose a leader and reporter within the small group
- b) Read the scenario/case study and answer the following:

Questions: 

- 1) What gender law/issues does this scenario touch on?
- 2) How would you use the kit resources to deal with these?
- 3) What policies/statutes/laws/rules/citizen action could offer solutions?

Thereafter, the small groups present back to the large group in whatever way / style they choose or design.

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