

GENDER JOURNEY

A Youth Empowerment Toolkit



Credits

We would like to thank the European Union for their support during this project, it is by funding projects such as this that equality will become a continuing meaningful reality for all.

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Quotations have been adjusted in order to fit with the design of the text, but are referenced and we hope they hold true to the spirit of the original sentiment.

Some names and images have been changed and adjusted on request.

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Foreword

This book has been produced by young people from all over the world. It is the result of much hard work – from workshops, meetings in different countries, and discussions in the day and late into the night. I have been privileged to be part of some of these. What struck me most - as someone who has worked on gender and women's issues for most of her life - is the enthusiasm and interest shown by all the young people on this project as they struggled to make the issues real and relevant to their own lives and those of their generation.

It was not an easy task. 'Gender' means so many different things to so many people. Many young people find the word 'feminism' hard to relate to. 'Gender' doesn't set the world alight either. Young men felt it had nothing to do with them; young women were alienated by a term that seemed to single them out.

And yet the origin of this project was a very practical one – to discover why so few young women applied to Peace Child's youth-led development projects, and to encourage them to apply in future. Peace Child also wanted to find more ways to empower young men and women in general and to help them think about gender in ways that had relevance for their lives.

In the course of producing the book, the team were able to share their very different stories of how boys and girls in their countries were brought up; what they felt about being a young man or a young woman; and how this had affected them in their own culture. They were able to recognise and to celebrate the differences between them, and to share in each other's struggles. They tested out ideas for different activities on each other, they laughed a lot, they argued and debated. How can a young Estonian man relate to the ways in which a young woman in South Africa defines herself as young and a woman? Or a young woman in Argentina understand how a young man from Sierra Leone views the relationships between women and men? These were not easy issues; in the old feminist language, the political really did become personal, and vice versa.

It is easy though to see why this book is called 'Gender Journey'. It truly has been a journey for all those involved; from confusion to understanding, from disagreement to consensus (sometimes!) and from a group of strangers who became a group of friends. I hope that it will take its readers on a similar roller-coaster. I hope that in taking this same journey, they will begin to be able to grapple with what it is to be a man or a woman in today's world. And I hope that in this way we will begin to bridge



Nikki van der Gaag

Nikki Van Der Gaag
Author, Editor and Gender Expert

Partners and Contributors

Fatma Nur Zengin (27), Turkey

I've been engaged in youth work since 2003. I also study English Literature in Cairo, Egypt. East and West have been combined in my mind and soul, because I have travelled and lived in various different places this gives me a different perspective on social issues. I write weekly articles for a newspaper, and work for 'E-Gençlik' and the World Youth Congress.



Marina Mansilla (26), Argentina

I've worked with Peace Child International since 1995, coordinating many Argentinian programmes on education for sustainable development and youth-led development and empowerment. I joined Ashoka's Youth Venture programme in 2007, catalyzing young people's potential to make a positive community change. I've worked closely with UNEP to support youth working on environmental issues. I have an Environmental Sciences BSc and a Environment and Development MA.



Amaidhi Devaraj (28), India

As a child I interacted with children from marginalized backgrounds as both of my parents work in the social sector. It opened my eyes to the challenges people face. I have a Law Degree, specialising in Human Rights Law. As the Director of Peace Child India, I run educational and awareness projects in schools and with street and working children. I want to improve the quality of life for those Indian citizens who have the least advantages.

Marília Moschkovich (22), Brazil

Online I'm known as Mari Moscou. I was raised as a feminist with a sharp gender perception. "Mom, isn't it true that women are more mammals than men?" was one of my first insights about gender, at the age of three. As I grew up I realised that all of the interesting differences between men and women had become ways to maintain inequality. Since then I've never stopped fighting against it.



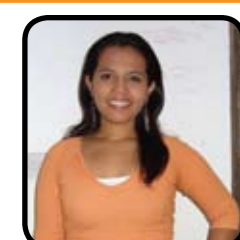
Dorecas Kosgei (32), Kenya

I am a mother of two and Chair of Jumuiya Women's Group, founded in 2001. We run two programmes: 'Women in Sport' and 'Gender and Economic Empowerment for Women'. I have a Diploma in Tourism and Travel and certificates in HIV/AIDS and gender issues. I have a love for sports and travel. Working with those who are less fortunate in society, especially vulnerable women, gives me a real sense of purpose and drive.



Mariana Felipe (21), Brazil

A student of journalism and a feminist activist, I campaign for communication democratisation. I'm a member of several different groups such as a Women's Group for Baixada Santista, and networks like Oasis Mundi. I take part in COMUNI, a local and community communication study group. I've organised workshops on these issues and participated in 'Warriors Without Weapons' and work for Ohana, Peace Child Brazil.



Tania Romero Lopez (26), Mexico

While being Executive Director of Rescue Mission Planet Earth (PCI Mexico), I'm studying for a Master's in Education. I have a degree in International Affairs. As well as participating in environmental and leadership events I run conferences and workshops specialising in youth leadership, sustainable development, environmental issues and sexual education. It is my commitment to help construct a better world, so I am happiest working for others and the community.

Zuo D. Taylor (25), Liberia

Growing up in a destabilised nation, the impact of violence on youth concerns me greatly. I established Youth Crime Watch of Liberia, empowering young people to tackle crime in their communities. I am also the Youth Employment Network Youth Focus Person for Liberia and a Youth Consultant to the UN Industrial Development Organisation. I advise the Liberian Bank for Development & Investment and co-facilitated 'Youth Employment in West Africa' at the 2008 World Youth Congress. I study Public Administration.



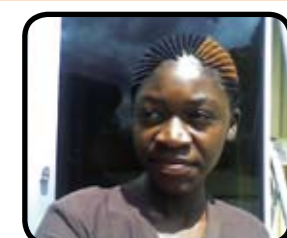
George Freeman (23), Sierra Leone

After my mother died when I was nine, I was a street child for 5 years. By doing odd jobs, I managed to pay my school fees and eat. I started a street kids group, now an organisation called 'Concern for Children and Youth Organisation Sierra Leone'. Now I have several diplomas, including one in Human Rights Advocacy. I am a Country Representative for Peace Child's "Be the Change" programme.



Taisi Valdlo (23), Estonia

I was born in Tallinn, Estonia. I am currently finishing my Master's in Political Science at Tallinn University. I have worked for non-governmental organisations for a year now on projects ranging from active citizenship to intercultural dialogue. In 2009 I became a co-founder of my own NGO.



Priviledge Mutanga (23), Zimbabwe

I study Banking and Finance and am also the Gender and Human Rights Secretary for the Zimbabwe National Students Union. My focus is to represent young people, especially female students, on a national level and advocate for their rights. I like to read and write, particularly on women's rights issues. Zimbabwe needs active young women to help get our country back on track.

Vassili Golikov (23), Estonia

I'm from Sillamäe in north-eastern Estonia. I have been involved in community projects for almost as long as I can remember, as my mother founded and runs Sillamäe Society for Child Welfare. At 16 I began to take on a more active role in the organisation and developed my own initiatives. I am currently finishing my Master's in Political Science.



Sofia Russo Munné (22), Argentina

While studying Human Resources Administration I volunteer for Peace Child Argentina. I've been involved with organisations and social movements since I was ten, mobilising against injustice, poverty, inequality and human rights violations. With Junior Achievement Córdoba I created a young person's personal development group. In 2007 I helped run an income-generating project in a Córdoba slum, funded by Peace Child. The following year I was Peace Child International's Latin-American Desk Officer.



Regina Umutoni (21), South Africa

I'm a refugee from Rwanda. In 2007 I started International Refugee Youth Focus and South African Youth with Joseline Uwineza and other refugees. Gender equality is a particular problem in refugee communities, making me even more passionate to take action. Recently we worked in a partnership headed by People Opposing Women Abuse, promoting issues about young refugees and gender at the 45th African Commission of Human and People's Rights (Gambia 2009).



Peace Child's Gender Journey

Welcome to the Gender Journey. Gender affects everyone. When we wake up in the world we are unaware what is waiting for us; some have mountains of opportunity to be whatever they want to be, others must live up to the anticipation of those around them, making few choices for themselves. This inequality is partly caused by what is termed 'gender'. What do we mean by 'gender' and how does it cause inequality? What can we do about it? We hope that this book opens up some of these issues for you, spurring you to act as well as to think.

Three things motivated this book about Gender Empowerment:

1. In Morocco when we worked with youth-led projects we met a young woman, 'Hafeza'. She was selected to be a project leader. Let's take a peek at her diary:

Can't sleep, too excited! My project starts tomorrow- so nervous! We've done so much planning, booking the hall and organising the kids. I spent yesterday talking to local leaders who might support us with a banner advertising the day. The weather's warm- a good sign!

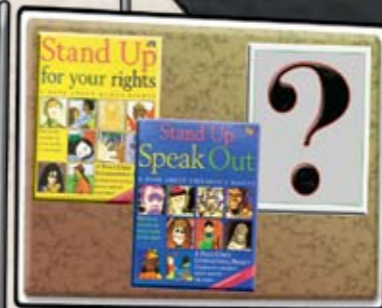
Dad's not very happy with me, he doesn't like me being out so much and talking to lots of people I don't know. He knows it means a lot to me. I'm not sure he realises how much I've learnt working on this. If only he understood how great it makes me feel- I just don't know how to get him to!

Hafeza did not appear at the hall that day. A colleague discovered that Hafeza's mother had said she could not take part in the project. Her father would not let her. "Why?" her Peace Child colleagues wondered. Was there anything we could have done?

2. Only 22.8% of Peace Child's Be The Change Projects, in Africa, are initiated and run by young women. Why is it difficult to increase women's participation? What stops women putting themselves forward to lead a project?



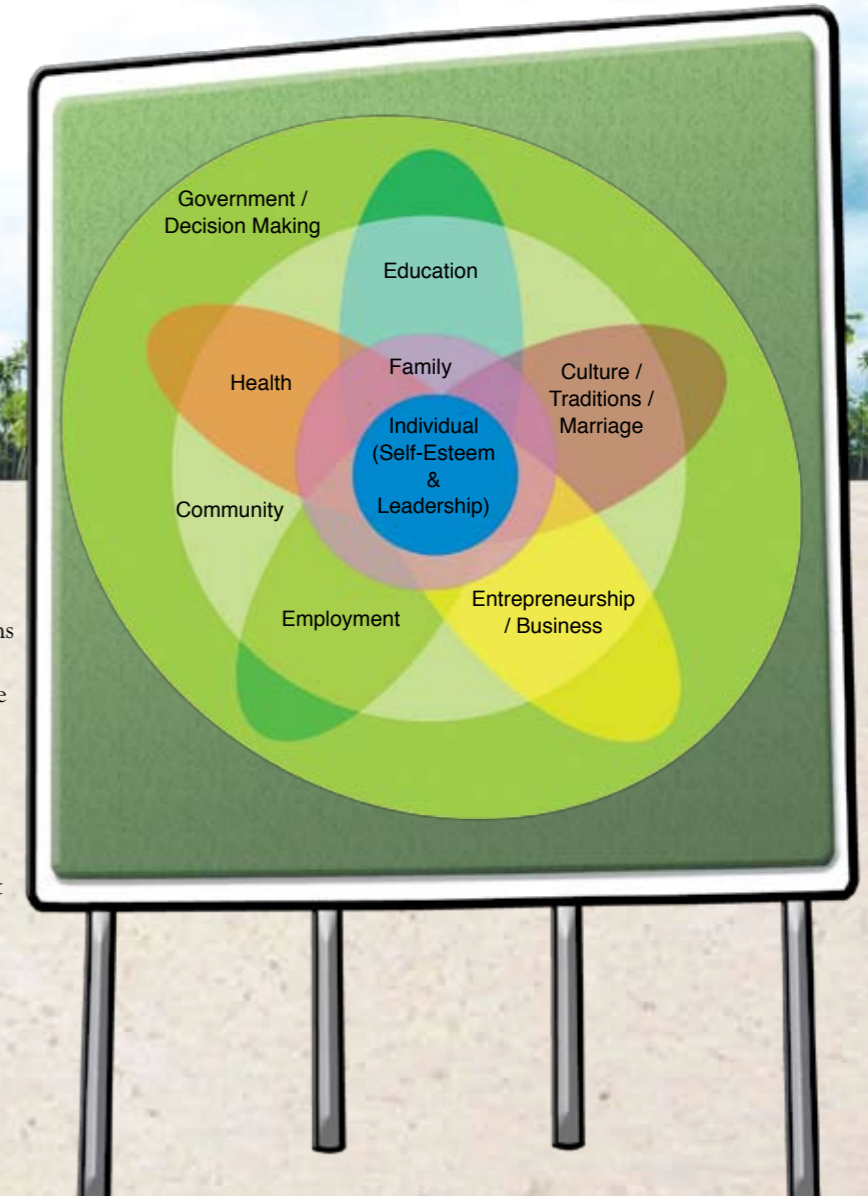
3. Having written children's versions of the conventions on Human Rights and Children's Rights, Peace Child wanted to write one on the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). Most countries have signed up to the Convention, but many people have not heard of it. Clearly, it was not helping young women like Hafeza.



These 3 things made us ask; why? And what can Peace Child do about it? With our partners we began to discuss the issue at length. Sometimes we were very confused because there were many different views. How could we talk about this complex issue in a simple and practical way? We wanted to make sure the crucial elements were highlighted. Throughout the project we've tried to keep this in our minds.



In May 2009 our partners came to Peace Child's headquarters in the UK to discuss the content of this gender empowerment toolkit. We tried to visualise how gender affects things in different ways and produced this diagram:



In a simple form this illustrates how we co-exist. There are three broad categories: individual, family and community. Within these broad terms are sub-circles depicting how they interconnect. It shows how gender impacts an individual's role in the family, their position in the community. Think of yourself, then consider all the different ways in which you're affected by the world locally, nationally and internationally. Then consider all the different ways in which you influence the world at these various levels. A bit confusing isn't it?

Meeting and talking with our partners made us realise that understanding was only the beginning of the story. Young men and women needed to know how they could work for gender equality. The aim of this book is to be a practical toolkit. We challenge you to consider gender issues and the expectations that come from gender stereotypes and then find ways to tackle discrimination. To achieve this we've produced two sections:

1. Looking at the issues and problems of gender empowerment, while trying to give practical and positive suggestions to engage young people, communities and governments in gender empowerment.
2. A collection of activities to be used in workshops, tried and tested by our partners. Try them yourself, adapt them and tell us about doing it. To be extra helpful we've also suggested a workshop plan!

Definitional Sign Posts

Here at Peace Child we think that you can find practical ways to tackle difficulties, but we realise that to think, talk and act about gender we have to do a little explaining...

The biological difference between male and female.



Gender is not the same as biological sex. It's more complicated than that. We talk about masculinity or femininity but men can have a "feminine" side and women can have a "masculine" side. This is not determined by sex. Over time masculine and feminine stereotypes have evolved into expectations about how men and women should behave, according to culture and values, and where you live. These stereotypes are problematic when they limit our potential.



Everyone is unique. There is a difference between a person's personality and whether they are male or female. It is crucial to acknowledge and respect each other individually. Not all differences are gender differences, other dimensions of economic and social status, like wealth, social group or age also affect empowerment.



When a person is discriminated against because of gender, sex and difference, this leads to inequality. We want fairness on the gender equality playing field for all people to have equal opportunities to develop their talents and follow their desires. It means enjoying the same human rights and access to resources. Gender equality is not just equality between men and women, but also woman to woman and man to man. The meaning may vary from country to country; some places think equality between families and communities is of higher value than equality just between individuals.



Empowerment is about developing a sense of self-worth and control over your life. If you are empowered, you have the ability to make choices about your life and also to influence change in your community and society.



Key Concepts used in the Book...

Self esteem: Value yourself

Valuing yourself and maintaining self esteem is crucial to gender empowerment. When you believe in yourself it is possible to do so many things. People can lose confidence for all sorts of reasons, by measuring themselves against some of the images in the media for instance. The attitudes of other people towards a person can make it hard for them to believe in themselves, especially for young women.

Men's issue

Talking about gender can sometimes make men feel uncomfortable. Empowering women does not mean disempowering men. When we think and talk about expectations, we are also thinking about the expectations and stereotypes that men face, for example boys are expected to be strong and not show their emotions. When it seems we're focusing more on women it is because historically women have faced more disadvantages. In order to achieve change we need everyone to collaborate, men and women, together.

Different approaches

What works well in one place, may be disastrous somewhere else. Effective gender empowerment means we have to remember that the world is complex and the approach needs to be adapted according to the situation. It is important to remember that even though we are diverse we can still talk to our global neighbours and share our ideas.

Renewed conviction....

Gender empowerment is not a steadily improving scale. In many countries, there has been an improvement over time, but in others it has deteriorated. Iraq, for instance, once had a progressive attitude towards women. Even under Saddam Hussein, women held senior government positions in government, in universities and in hospitals. They were free to work, attend school and to wear whatever clothes they liked. The security situation, however, has led to a huge increase in kidnappings and violent crime, including attacks on women. This variable progress is also a worldwide trend; for example women's representation in parliamentary and congressional seats is only 18%. Every day gender empowerment requires a renewed conviction to watch with open eyes. Gender work is not easy work.¹

“*“Talking with my cousins in Algeria, I realise how lucky I am to live in France. When I was 18, I went to university and had the chance to follow my dreams and start a career. But young women in Algeria are expected to get married and have a family- this is the life of a woman. When I visit Algeria, my family is very supportive of me and celebrate that I live and work in England. It’s a paradox, if I had stayed in Algeria I would not have had the same choices, but because I moved everyone is proud of me and wants me to use my freedom to achieve all I want.”*”

Fatiha Fekih, A 24 year old, French-Algerian working at Peace Child International

“If my grandmother had followed her mother’s way while raising my mother, and if my mother had followed her mother’s way while raising me, the world would never have developed.”

Fatma Nur Zengin (27), Turkey”

Family and Community



What's Family got to do with it?


Gender is learnt through subtle processes. When young children see their parents doing certain things they copy them and a stereotype is formed- 'this is how I should behave,' they think. Values are created through a wider societal view of how women and men should be and behave. This means it is deeply connected to culture and religion and is handed down through generations. Behaviours which prevent gender empowerment or restrict women can be learnt through the family and wider society. As we grow we begin to assert ourselves more and make more decisions ourselves. We begin to realise the strength of the values we've grown up with. As young people we often feel this keenly, but we have to remember that it is different for everyone, everywhere. Some have more space to learn to make decisions for themselves. Wherever you are, you cannot escape that your family's values that have shaped you, whether you've rejected them, accepted them, or changed them.

Expectation and Respect

Sometimes there are different expectations and responsibilities for boys and girls, which creates an imbalance in families. Let us compare Vladimir with Bakari, a 28 year old from Kenya. Both want to provide for their families, but they have different ideas about what it means. Vladimir's family income is from his wife's job and he respects his wife's decision to work. They make decisions together. Bakari on the other hand believes that he alone should make decisions in his household. So as well as changing our expectations of women, we need to consider the expectations of men too. Some cultures believe that it is the man's duty to be the decision maker. How do you think decisions should be made in a family?

Valuing Girls and Boys

Some cultures place greater value on boys than on girls. There are a variety of reasons that sustain this deep-rooted preference for sons which deny girls the same opportunities as boys. One attitude that drives this contrast, for example, is that a boy will grow up and look after his family whereas the girl will marry into another family. Throughout their lives, girls and women are often valued less than boys and men. The effects are seen from the first moments of life. In some countries and cultures, a boy's birth is a joyous occasion and a girl's



Vladimir

Vladimir, 35, Estonia

I'm 35 years old, and I'm married with 3 children. My wife and I agreed that I would stay at home and look after the children until the youngest was three years old. I really enjoy being able to spend time with my children while they are young. I used to have a job in a factory but now we rely on my wife's job as a teacher for income. We receive financial support from the government, which supplements our family income. This support is also available to any mother or father in Estonia who wishes to stay at home while their children are young.

Equal Responsibilities

Who earns money, does the washing, tidying, cooking and shopping in your family? Vladimir looks after the young children in his family. In many places, however, this would be the responsibility of the wife or the older girl children. Vladimir's culture supports his family's choice but others would not. Equalising the responsibilities in a household challenges the idea that there are set roles for men and women in a family. We are shaped by, and develop, values like these when we are young. This does not mean, however, within a family that an individual's choices should be limited. In Zimbabwe, for example, Miriam's mother taught her to be strong and to believe that with the right support she can work hard to do what she wants. She is now the Chairperson of her community sewing group. Miriam wants people to have a positive attitude to women who have roles outside the home and men who have roles inside the home by explaining how they help the community economically. Miriam's children see that you have duties inside and outside the home, no matter who they are.

Respect by Example

Respect is very important to develop balanced relationships. Iranian Nobel Peace Laureate, Shirin Ebadi says "gender equality was impressed on me first and foremost at home, by example. My father's championing of my independence, from the play yard to my later decision to become a judge, instilled a confidence in me that I never felt consciously, but later came to regard as my most valued inheritance". Her father's support played a key role in her life. A family should be based on an equal respect between all its members. But we don't enter this world already knowing that, we need help to grow into mature responsible people who value equality at the core of society. Building this equality into families is a crucial step. Mothers and fathers treating and considering each other as capable and intelligent exemplifies gender empowerment and sets a good example for children. Are the roles performed in your family equal?³



Nobel Peace Laureate, Shirin Ebadi

a commiseration. Sometimes this discrimination begins before birth. Girls are so unvalued in some societies that a female foetus is more likely to be aborted, girl babies left exposed or even killed. The UN estimated in 2005 that if Asia's sex-ratio were in line with the rest of the world there would be 163 million more women and girls.²

Positive and Negative of Home

Home is not just a physical thing; all of us, like the snail, carry our homes with us everywhere we go. The effects of our home, our upbringing and our families can be both good and bad:



Early Marriage

Getting married at an early age like Catia did can limit women in many different ways. The Organisation for Economic Cooperation and Development says girls who marry young are much more likely to have fewer rights than their husbands and suffer from restricting rules and traditions such as parental rights. They are also more likely to have to leave school and take up a domestic and more limited role in the home. Young girls are also physically at risk if they have babies before their bodies have matured and they may be likely to struggle to support their children as well as improve their own lives with education and training. Younger wives are likely to be treated like children and this maintains the view that wives are not equal to their husbands, they need to be disciplined and their opinions are of little importance.⁴

Everyday Violence

Home, often thought of as a safe and caring place, is where a girl is most likely to face violence or abuse. UNIFEM estimates that globally, at least one in three women will be beaten, raped, or otherwise abused during her life. In most cases, the abuser is a member of her own family. All people deserve to feel safe, protected and know that they will be listened to if something does happen to them. Sadly many women who report being raped or beaten are not believed or find it difficult to make themselves heard. A World Health Organisation study in 2005 found that at least 1 in 5 women reporting physical abuse had never told anyone about it before. Domestic violence undermines a person's sense of self-worth. But it is not just men who excuse violence. In Turkey 63% of women aged 15-19 think it is right for a husband to beat his wife if there is a reason for it. It is significantly harder to challenge this practice when women feel they deserve to be beaten. No one ever deserves to be beaten.^{5, 6, 7}



Catia

Catia, 29, Brazil

I have 8 children and have been married 3 times. I married my first husband after my mother abandoned me when I was 14. He just wanted someone in the house to use, abuse and keep under his control. My second husband was jealous of the skills he taught me and abused me as well. My third husband took drugs and slept with prostitutes. When I left them, I left with nothing. I set up an ecological project, determined to do better for myself. Recycling even the smallest things can generate profit as well as save the planet. My clients support and respect me for the hard work I put in.

Feeling Fear

*This morning I felt different
This morning I felt shame
This morning the mirror was not my friend
This morning the mirror was scared*

*Last night the words started kind
Last night the words were laughter
Last night the words turned to anger
Last night the anger made me scared*

*This morning I am bruised
This morning I am broken
This morning I must look fear in the face
For with you, I will always be scared.*

Angharad Faulkner⁸

Break the Silence

There are all sorts of reasons domestic violence is not talked about in communities: embarrassment; a lack of self-worth; fear of retribution. Silence means violence continues or worsens. We must talk more, at home and in public, and question why it is normalised.

Pink Chaddi Campaign

In 2009 a group of young women in Mangalore, India, were physically attacked for behaving 'immorally' in a popular bar in the town. The police did little to start with but The Pink Chaddi (Pants) Campaign sparked countrywide protests and the attackers were then arrested. The campaign, started by Nisha Susan, an Indian writer, sent pink underwear to those who supported the attacks. It should not require protests and campaigns for police and governments to take action.

Women's Aid UK Campaign

In 2009 Women's Aid UK campaigned against domestic violence with a film called 'CUT the movie'. Actress Keira Knightley was beaten by her spouse. It sparked conversations and debates which have impacted our understanding and rejection of domestic violence by putting the issue into the public mind and increasing awareness.

Safe Spaces

Domestic violence can be psychological or physical. Catia suffered both. We cannot expect women to be able to stop domestic violence without the support of the men in her life so equality means challenging attitudes as well as behaviours. What is acceptable about physical, verbal and psychological abuse? Nothing. Men who stand alongside women to say "it is not ok to beat and attack women" help to make advances toward safer communities. They can join the international 'White Ribbon Campaign'. Identifying safe places for people who experience violence is a necessary part of the response. You could make a map of the safe places in your community, marking places where you would be supported and not feel scared. Some countries have help-lines specifically for children who can call for advice and support in situations of violence.⁹

Serious Solutions


Ban Ki-Moon, UN Secretary General, said "there is one universal truth, applicable to all countries, cultures and communities: violence against women is never acceptable, never excusable, never tolerable." Why did Catia not go to the police when her husband abused her? It takes courage to report abuse, but sometimes victims are not believed. The service designed to create safety and security does not do so. Brazil tried to tackle its culturally ingrained brutality against women by setting up police stations solely for women. In the 300 stations women feel safe and at ease to talk about these intimate and difficult problems. They represent a crucial step towards ending the type of violence Catia suffered. In 2008 UNIFEM awarded \$19 million to end violence against women, more than any of its previous grants put together. If we want domestic violence to become a memory instead of a reality, we must take it seriously and act to tackle it.¹⁰

Access to Education

Women make up the majority of the world's illiterate people. Young women are also less likely to go to school than young men- in 2005 only 1/3 of countries had gender equality in both primary and secondary education, although several did achieve it at primary level. Between 1999 and 2006 the number of children not in school decreased from roughly 100 million to 75 million. UNESCO says that girls constitute 55% of all out-of-school children. That's 41.5 million girls not in school. In some countries the gap is much wider. In Afghanistan, according to UNICEF, only 30% of girls attend school. In eastern and southern Afghanistan the numbers are even lower. Its not simply a question of getting girls into school. Many schools don't and can't offer good quality education; classes are too large and the resources are of a poor standard. There is a danger that where boys are valued more highly, families will send their sons rather than their daughters to school, and the school's resources will go to the boys.¹¹

Boosting Numbers

In recent years, girls school attendance has grown and grown. But sometimes families place greater value on staying at home and domestic work than on education for girls. 'Education for All' is a campaign helping to improve the numbers of girls enrolling in school. But it is also important to ensure that everyone completes their education. This is a key part of the Millennium Development Goals agreed by the international community. Oxfam has been working with local groups to develop approaches to education that are gender conscious, helping to encourage girls into school. But measuring enrolment does not measure the number of girls that finish school at the end of the year, or those who manage to continue on to secondary school and



Hussen

Hussen, 28, Tanzania
Hussen, aged 28. I'm from Tanzania but I live in South Africa as a refugee. I work as a car guard in a shopping centre. I have two daughters (aged three and five). I do not think my daughters should go to school because it is not in my tradition and they will be exposed to all kinds of bad things. Unfortunately in South Africa it is compulsory for children to go to school. I think of myself as the head of my household, and don't want my daughters to be exposed to things I don't agree with so at home I teach them traditional values like my parents taught my sisters.

young, and thus less likely to live in poverty. Importantly, education teaches self-worth and gives people more choices. There is also a strong link between mothers who lack education and child mortality. Educated women make communities healthier as well as richer.^{14, 15}

Quality as well as Quantity

Lessons can be on lots of different topics and be taught in lots of different styles and some of them have gender stereotypes. For instance, thinking that boys do better at science and girls do better humanities can mean the teaching becomes structured on encouraging students into these subjects. A recent OECD Europe-wide study suggested that the structure of the education system and policies may reinforce gender differences. The Science Club for Girls started in Massachusetts, USA, which helps to challenge stereotypes. The girls work with mentors on "leadership, affirming college as an expectation, and encourage to have careers in science and technology as goals". What about setting up a club where boys and girls look at gender issues?^{16, 17}

even university. In your community are girls expected to attend school and work in the home? Were you ever prevented from furthering your education?^{12, 13}

Education Tug'o' War

"Today," says the World Bank, "there are about 77 million children of school age, including 44 million girls, who are still not in school due to financial, social or physical changes". There are different sorts of reasons that prevent children from going to school and lots that encourage their attendance. We can think of these reasons as a tug of war.

Good for Families, Good for All

Education helps families and society as a whole. It gives you skills and opens your mind, whereas not attending school limits your options. Parents, like Hussen, who think their daughters should not attend school, do not see that education can stand alongside traditional thought. Educated women, who can pursue careers, bring more wealth to the family, the community and to the country. In Kenya, crop production has been shown to increase by 22% if women farmers are educated to the same level as men. Girls who know their rights are less likely to work in low paid jobs, less likely to marry

The more you know... (the better it is)

One problem in education is teaching about sex and relationships. There are debates about when and how people should learn about sex and relationships. Some think you should not learn about it in schools. But some think knowledge can prevent diseases and unwanted pregnancy. If you know about types of relationship and behaviour it easier speak out when you are abused. Some sexual abuse can also continue because the young person is not only powerless but doesn't know what is happening to them. Increasing knowledge about health and abuse reduces the taboos around sex and relationships issues which helps builds a bridge over the river of inequality that flows through societies.



The Negative Pull:

- The cost: poverty prevents education
- Hidden costs: uniforms, books, travel
- Lack of separate or decent toilets
- Lack of separate facilities or accommodation
- Expecting girls to stay at home
- Lack of female teachers at higher levels
- Lack of male teachers at primary levels
- Female teachers expected to quit once they get married
- Distance to school- parents may worry about girls' safety
- Believing education conflicts with tradition



The Positive Push:

- Free education (especially at primary level)
- Constructing separate toilets
- Recruiting female teachers
- Girls participating on school councils
- Building smaller, more local schools
- Equalising role in the home
- Strong female, educated role models
- Financial aid and incentives to the poorest families (for tuition, books, uniforms) conditional on girls' attendance
- Building wells so girls don't have to travel long distances to fetch water




Unhealthy Stereotypes

Gender and health issues are connected in a number of ways. Do you remember we talked about different kinds of behaviour being seen as masculine or feminine? To some people it is masculine not to complain about being sick, to others part of the feminine role for a woman is to think about and maintain the health of those around her. Some of these stereotypes can adversely affect a person's health. Many men in Western societies, for instance, who have been brought up to think that strong men don't complain about their health, simply don't visit the doctor. The PanAmerican Health Organisation claims that men are more heavily involved in violence, unsafe sexual contact, smoking, alcohol, drugs, poor eating habits, lack of exercise, and a higher suicide rate, which largely explains why they have a lower life expectancy than women.^{19, 20}

Quality Services

Since women's bodies are different to men's they have different health needs. There are many factors that can mean that women aren't as healthy as men. Women and girls can be prevented from getting the benefits of quality health services by a lack of education or opportunities. Simply focusing on the health needs of the woman as a mother can mean her other health needs are ignored. The World Health Organisation says that when women have experience of violence they are less likely to seek health care. They also outline some other factors that cause women's poor access to health care, such as poverty, the distance to the clinic and expecting women to be in charge of family planning and contraception. More complex cultural issues such as stigmatisation about certain conditions such as HIV/AIDS can also restrict access to decent and quality healthcare.²¹

- 1600** women die every day from preventable complications during childbirth
- 14** million adolescent girls become mothers every year, 90% in the Global South
- 450** million adult women have stunted growth because of childhood malnutrition²²
- 1.5** million new cases of breast cancer are diagnosed each year
- 61** percent of all adults living with HIV in Sub-Saharan Africa are young women²³



Bacha

Bacha, 22, Nepal

I am pregnant with my sixth child. I had a check up at the mobile health service set up by 'Advantist'. It's the first time I've received skilled pre-natal care before because the civil war stripped us of local health services. I gave birth at home alone last time, but the baby was stillborn. When I heard that the mobile health service was here for 3 days, I made sure that I had an appointment. I know that this pregnancy will be a safe one, unlike my last, because they also trained local health workers who can use their skills in the town.¹⁸

Fistula

Knowing about different health problems is often enough to help prevent or treat them. One example of a health problem that can affect women's empowerment is obstetric fistula, a condition which most people haven't heard of, but which ruins young women's lives. It is when a tear in the vaginal wall between either the bladder or the rectum happens during childbirth. It is entirely preventable. Despite this 2 million women in Africa, Asia and the Arab world suffer from it, and every year 50, 000 - 100, 000 cases are expected to develop. It is a major cause of maternal mortality (pregnancy related-death). The ongoing UNFPA End Fistula Campaign says that "the persistence of fistula is a signal that health systems are failing to meet the needs of women". Its occurrence largely in young women suggests that it could be linked to problems that arise out of early marriage and lower status in society.

Paying Attention to Health

Teaching a person about risks to their well-being, such as eating poorly, STDs and HIV or unattended births, means they have the knowledge that may help to prevent risky behaviours. Childhood nutrition affects your health in later life, yet one quarter of children under five is underweight (most of them live in the poorest countries). In Ecuador, in 2005, out of all of the children aged 1-4 who died of malnutrition, approximately 32% more were girls than boys. This shows that often girls suffer the effects of poverty more harshly. But it isn't just poor children who are malnourished. Some societies struggle to prevent childhood obesity, caused partly by not knowing that eating the right food and amount is as important as eating enough. The Millennium Development Goals make tackling poverty, hunger and gender inequality a top priority on the global agenda. Putting these issues at centre of the international stage

asks nations to take action to improve the health of all girls and boys.^{24, 25, 26}

Access to Facilities

Women's empowerment requires decent health facilities. Many women, like Bacha, suffer a range of health problems because there simply aren't any decent health centres where they live. If health care does exist near their homes, it is often too costly for poor women. In Sierra Leone an organisation called 'Mercy Ships' gives women free medical services and operations. Another example was in 2005, when a group of Indian and British youths working with Voluntary Services Overseas ran a health day in Uttaranchal, India, where medical services are scarce. They persuaded a women's speciality doctor (gynaecologist) to give her services for free for a day. 100 people were expected to attend, but through advertising in the local villages and posters, over 350 people came. Many of the patients were in desperate need to see a doctor but could not afford it. Similarly UNICEF funded midwifery training in Afghanistan giving rural women the skills to reduce health risks.

Improving Health

What would make people healthier and challenge gender related health issues?

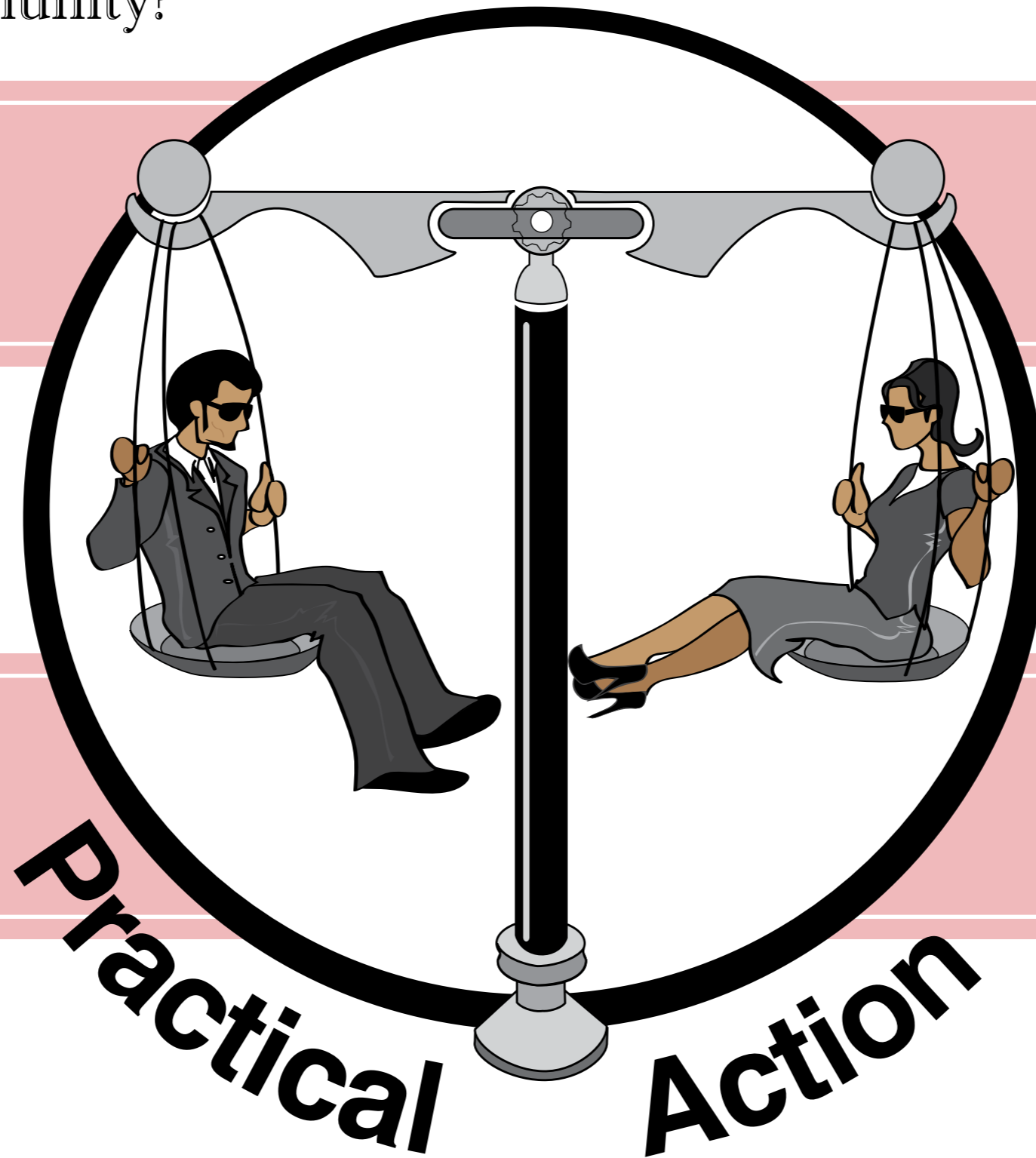
1. More female gynaecologists and female doctors, specifically in Global South countries where traditional thought says that women should not visit male doctors.
2. Training local health workers, like the ones that 'Advantist' trained in Nepal who were able to help Bacha. In South Africa studies found that training local health workers improved tuberculosis control. Such health workers serve to both increase awareness of different diseases and also how to prevent them.²⁷
3. Target campaigns on specific health problems or harmful customary practices, especially ones which are sensitive to the culture and context, such as Female Genital Mutilation showing how it harms health and equality and providing alternative rituals.
4. Campaigns like International Men's Day which promote health and gender equality, specifically targeting men. Equality is after all a men's issue too!²⁸

What Can You Do For Gender Empowerment In The Family And Community?

1. Can you think of a helpline or website that you can contact if someone hurts you, or you have a problem you can't talk to anyone about? These services are sometimes anonymous. If you know of one, why not help promote it in your community with posters or a fundraiser, or a post on your internet page (like Facebook, Twitter or a blog).

2. Draw a map or write a guide to safe places in your area. Try to think of a shelter, a friend's house, a family member's house or a community group (like a religious house or charity). Get together with your friends to produce one that you could give to other people. This both helps promote the issues in your community and makes you and your peers feel safer.

3. Set up a mentoring scheme in your school, college, university or in your community between younger girls and boys and good role models for education or equality. This can be an enriching experience for both. The younger person sees what they are capable of and receive support to achieve what they want. The elder person feels that they are sharing their experience and helping to encourage gender empowerment.



4. Hold a fundraiser to raise money to support education. Choose an educational charity and make cakes, sweets, badges to sell and raise money or gather old books to donate to a local school. Put up posters of famous, local, educated or inspiring women. This helps to promote the value of education and gives genuine assistance to the cost of education.

5. Who are your role models? Make a list of role models for gender empowerment- women, men, young, old. For instance, Michelle Obama, the First Lady of the United States, Aung San Su Ki, the democratic opposition leader in Myanmar, or Ban Ki-Moon, Secretary General of the UN, are all great supporters of gender empowerment.

6. School is not the only place you can learn. You could start a club to learn about business or read a book together. By doing this you may all learn new skills and support your own personal development.

“

"We must remember that unless and until women are given their rightful place, no society or country can progress."

Prime Minister Inder Kumar Gujral, India

"Gender equality is not only about ensuring equal distribution of roles and responsibilities between men and women, but also securing equal access to opportunities. In a world where gender equality existed, access to opportunities would not be restrained to anyone on the basis of his/her sex."

Marina Mansilla (26), Argentina

"Respecting both male and female contributions toward society equally is the key to gender empowerment."

”

Amaidhi Devaraj (28), India

Economic Empowerment



Money Money Money

Money enables people to feed, clothe and house themselves. It gives a sense of freedom and ease, but is a source of worry when there is uncertainty about where it will come from. This chapter explores how the economics of finance, work and the attitudes to this affect gender empowerment. "If we truly want to tackle poverty, we must do things differently: we must empower women to succeed in business and trade, and change the business environment through policies that support women," - Patricia R. Francis, Executive Director, International Trade Centre, United Nations. Different women will have different thoughts on what money means to them and how empowering it might feel. Jessica built her business from little without much financial help. To understand the importance of finances for empowerment we need to walk a little in someone else's shoes.

Power to Do

Who and how money is controlled varies greatly across cultures, class and country. People value it differently. Some cultures believe home is a feminine realm, money a masculine one. UNICEF noted that in Malawi 65.7% of women said their husbands made all the decisions about household expenditure. In Saudi Arabia, women need their husband's permission to open a bank account. Women have different levels of access to money. Some women have their own bank account, some don't, some have a joint one, and some are only given 'pocket money' or an allowance. A problem arises when there is no genuine choice to control the money in your life. No access or control means you are powerless. Jessica knows it takes effort to generate money but it gives you a sense of its importance, and your own responsibilities.²⁹

Business Support

All businesses need investment to start and to improve. It can be difficult, however, for women, especially young women, to access funding. Without funding and the capacity to develop livelihoods they cannot secure their own well-being. Jessica needs to be able to secure



Jessica

Jessica, 23, Sierra Leone

I'm 23. I'm a certified nurse but I cannot find work so I sell oranges from a basket. I'd like to open a drug store but I don't have any financial support or any medical equipment. I borrowed money from a friend to start my fruit trading business, but I would need 2000 dollars to start a drug store. I constantly face harassment from men who want to have sex with me and offer money or help with my business if I do. Women who are financially handicapped are vulnerable to sexual exploitation. Men should learn to respect the rights of women, and our bodily integrity, and actively support women-led initiatives.

a loan to help set up her business. Confidence in your own abilities is crucial to a successful business but can be undermined by a lack of financial support. But what about women who can finance their own business or company? Making a business successful also requires support from your family, friends and community. The harassment Jessica experiences is one example of not being backed and encouraged by her community.

- Preventing Understanding:**
- Not having access to a bank account
 - Never doing the shopping
 - Paying for a service without getting a contract or a receipt
 - Not talking about money and cost
 - Not planning and saving your money

- Money Control**
- Being determined to have control and understanding of our own money means that we not only spend it more wisely but we save it more effectively as well. Financial empowerment is good not just for individuals, but for families, communities and societies. What does and doesn't help someone's understanding of money?

- Helping Understanding:**
- Knowing where your money comes from
 - When and how it is best spend
 - Understanding saving and credit
 - Get a contract to guarantee the service you've paid for
 - Talking to your peers, pool your collective knowledge



Learning Finances

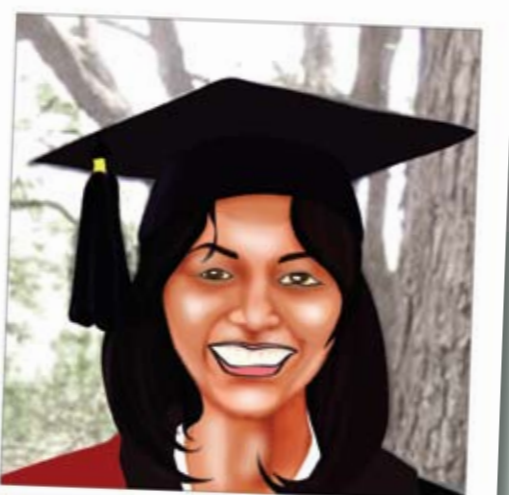
How do you change negative attitudes about women and money? We looked earlier at the importance of education and how it supports women's empowerment. As well as teaching school children legal and political rights (and how they differ across the world), practical lessons in business and entrepreneurship are really important. You could set up a mock-business in your school or community group to gain experience of how business works. Then you could invite local business people to give you advice. Similarly, work experience can provide insight into the different kinds of jobs available. There are advantages for a local business, company or organisation as well when young people come and learn about what they do. In Argentina, Monica, age 24, is a member of a women's group. They share their problems, ideas, and projects. This has improved her knowledge of finance and boosted her self-esteem. Developing real skills and knowledge challenges gender stereotypes about work and at the same time increases the capacities and skills of an individual.

Rich and Poor

Although there are different opinions about microcredit schemes, Nobel Peace Laureate, Professor Muhammad Yunus' Grameen Bank is a good example of a way to empower women financially. Its approach to banking is based on mutual trust, accountability, participation and creativity rather than being secured on other assets. 97% of its 7.86 million borrowers are women. It provides financial security by giving women an entrance into the competitive and predominantly male market. In the same way, the Asian Development Bank provides Technical Assistance (TA) loans for women. It also gives advice on 'gender-mainstreaming', considering how gender affects all enterprises. France has taken action too with their FGIF Fund . Any new or young female-led business is eligible for a loan to finance their minimum costs and expenses. These strategies strengthen women's economic roles, increase their contribution to the family income, and build their self confidence in the public sphere through a sense of ownership.^{30, 31}

The Top and the Bottom

Nidhi's social background gave her the opportunities to study and train. But she is an exception. Most of the world's poor are female and poverty reduces people's opportunities. Globally there are more unemployed women than men, but poverty is not just caused by unemployment. In the industrially developing world nearly half of the working women (48.4%) make a living from informal jobs such as domestic service and the agricultural sector. Yet working can be a double edged sword for women. It gives a valuable feeling of independence and financial security, but women are more likely to be exploited, underpaid and undervalued by employers. Women have struggled to be represented in the top professions like Judges or CEO's. 62% of the top 250 richest companies in the UK (the FTSE), for example, have no women representatives on their Board of Members. Although Nidhi has excelled, she is taken less seriously simply because she is female.^{32, 33, 34}



Nidhi, 26, India

I practise law in Bangalore. I was educated privately and then studied law at a top college. I find the legal profession chauvinistic, especially towards younger women. I've been mistaken for my boss's secretary and the office receptionist. With clients I have to be deferential, making it harder to prove my worth and gain respect. I want to challenge this and excel in my work. Both men and women should have roles inside and outside the home. I don't think that our sex determines where we spend our lives; if it did I never would have been able to pursue my career.

Learning Empowerment

Empowerment is more challenging the poorer you are because learning and funding opportunities are fewer. Alleviating poverty by teaching skills is a key way to empower people. On a small scale creating a community emergency fund for the neediest families could benefit all. Every girl, with help and support can ask for more; more education, more participation, more respect to try to tackle the poverty and unemployment they face. The International Labour Organisation funds local projects that provide education and skills specifically directed at young women and youth employment. Governments can also be a part of the solution. Every extra year of school a girl completes increases her future wages by 10-20%. Good policy and action on getting girls education and into decent jobs will speed up the process of empowerment for individuals and communities. Call on your local representatives on councils and in parliaments to put more gender on the agenda. See Entrepreneurship Diamond Ranking Activity in the toolkit.^{41, 42}

(House)Work

Women and girls have less time for school and play because they spend more time on unpaid domestic work than boys. In South Asia women spend 3-5 hours more a week fetching wood and carrying water. Women who work full time in the UK spend 30% more time on childcare than men. Regular chores like cooking and cleaning are often not valued as highly as work outside the home; it is often women who do much of this work. By conforming to this expectation they also perpetuate it. It limits everyone's choices, especially for young girls. We need to alter the cycle of expectation by making the time spent on domestic work by men and women equal, ensuring everyone has enough time for leisure.^{35, 36}

it is 17%. The pay-gap varies by region but even women who are well educated still earn less than men. One year after graduating, women can expect to be paid 20% less than men in the USA. Women who work part-time find the difference is larger still. In the UK pays is on average 36% less. Girls in developing countries also have worse work prospects and as a consequence a harder road to empowerment. Increasingly they work in manufacturing, service industries and private health care. On the whole these jobs might be easier to access but they pay less and aren't very secure. If it is harder to find better jobs, necessity drives people to work for less, for longer.^{37, 38, 39, 40}

Being paid less

Even though in many places girls are outperforming boys in school and university, women generally earn less than men. This is called the 'pay-gap' and it's the average difference in earnings between men and women. Internationally for full time work the figure is 22%, in Europe

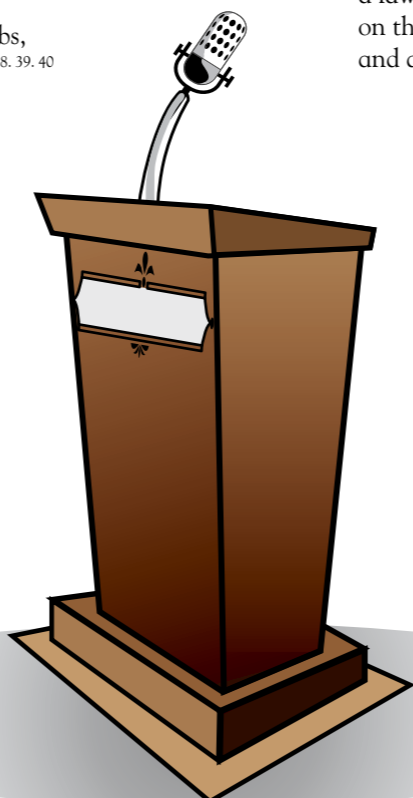
Debating Positive Discrimination

A controversial way to create better representation in the job market is Positive Discrimination. It secures a gender balance in professions and institutions where there is inequality. A model of good practice is also created. For example, a 'quota system' can be established, which means fixing a number of positions or a percentage that have to be represented by female employees. Norway has a law making all businesses have at least 40% women on their governing boards. There are arguments both for and against Positive Discrimination:

Fair Pay for Valuable Contributions

"Gender equality... is [also] an issue of economic efficiency and thus at the basis of creating a more prosperous world," Augusto Lopez-Claros, EDF-Global Consulting network. Women make up half the global population. So many people can produce an awful lot, economically and socially. When a state neglects women in its economic plans, a state neglects itself. In India if there were 10% more female workers there would be an 8% increase in the income of the country generated by production (the Gross Domestic Product). Governments can bridge inequality with concrete measures in their legislation and economic policy. The UK is currently passing a new Equality Bill that has tougher measures to try to close the pay-gap. Governments need to look at the main causes; the discrimination against women by employers, the type of work that women traditionally do being undervalued, maternity leave issues, and a culture of long working hours. Do you know what the pay gap is in your country? See the Resources Section to find out more about the pay-gap and regional statistics.^{43, 44, 45}

- Against**
- Any kind of discrimination is bad
 - Laws will not change cultural attitudes
 - The policy is too complex to succeed
 - The most qualified person may not be selected for the job
 - It is hard to limit this kind of policy
 - It is complicated to implement and measure the effectiveness



- For**
- Overcomes negative attitudes
 - Many highly skilled women still struggle to be represented
 - Creates a gender balance immediately
 - Equality is celebrated
 - Gives equal opportunities to all
 - Sets a trend of equality in all professions

Customary Restrictions

“Independent and effective land rights for women are vital for welfare, food security, gender equality, empowerment, economic efficiency and poverty alleviation”. Although inheritance and land rights are complex issues and vary according to culture and context, the ability to control your own land and home is an important factor in women’s empowerment. Uganda has no actual laws that bar women from owning land yet few have property rights because the customary practice is to give land to male family members. Where it is common for women to marry into another family, and for men to stay in their own family, male-only inheritance ensures that land stays within the same family. There are many types of customary laws, but all are maintained through widely held beliefs by both men and women.⁴⁷

Owning Land

Disempowering customary assumptions can be reinforced by land ownership laws. Many countries in sub-Saharan Africa are in various stages of amending laws which prevent women from gaining access to land and property. There is, however, a long way to go. In Kenya women provide 70% of agricultural labour but only own 1% of the land they farm. The HIV/AIDS crisis has accelerated these pressures, of the 30% of female headed households in southern Africa, few can claim ownership of their home. In countries significantly affected by the HIV/AIDS pandemic, stripping women of their land and shelter has devastated the lives of many vulnerable women, placing their lives at greater risk.^{48, 49}



Inheriting Empowerment

Wealth is not only generated by working hard in most societies but is often inherited and can be a fundamental way to secure your livelihood. In some Middle Eastern countries, where practices are based on Shar’ia Law, a woman’s inheritance share is half that of a man’s. This deprives women of both their assets and their home, losing their marital savings, and when a widow does not work she is left with nothing. Such practices contribute to the ‘feminisation of poverty’. A woman’s right to inherit is protected by International Human Rights Law, and yet in Jordan one report showed evidence that some women are subjected to systematic harassment, bullying and beating, by both their female and male elders, until they agree to give up their inheritance to their brothers.^{50, 51}



Maha

Fadia Fagir, UK/Jordan

“When my cousin Maha refused to give up her inheritance, her mother was the first to rebuke her, saying that she would destroy her brothers’ livelihoods by dividing the land between them. ‘The land will go out of the hands of the family and clan and become property of her husband’s family’ she reprimanded. Maha insisted, but she was subjected to systematic harassment, bullying and beating... finally they held a gun to her head and she signed away the deeds. Maha’s husband decided to marry another woman. She roamed the mountains. People said that she went mad. She was totally broken.”⁴⁶

Careful Lawmaking

Securing land and inheritance rights ‘is a critical dimension for ensuring gender equality’ says Anna Tibaijuka, Executive Director of UN-Habitat. But it is not simply a question of changing the law. Combating discrimination based on customs or traditions requires different approaches depending on where it is happening as well as what form it takes. Women who make a living from working common lands might not be helped by changes in land-ownership laws alone. Any land reform law would need to guarantee equal access to it. Challenging the tradition of male-only inheritance could do a lot to advance and equalise the position of women. Customary practices can also be challenged by writing a will, outlining who you wish to inherit your property or

wealth. By giving you a formal document, witnessed by an independent person, a will gives a person authority over their lives, an important element in empowerment.⁵²

Recognising Inequality

Not owning property also contributes to women’s lower social status and increases their vulnerability to poverty. “Women who do not own property are far less likely to take economic risks and realise their full economic potential.” The South African Development Community adopted The Gender and Development Protocol in 2008. This improves the legal status of women by recognising that women often have unequal status in relation to property rights. Where women are discriminated against, the government can shore up the foundations of women’s rights. The Protocol recommends that states reform policies and laws which determine access to and control of land. Decisively, it explicitly calls for states to protect widows against the property grabbing like that which Maha experienced. By giving a route to legal protection it confronts the cultural house of discrimination in which women are currently expected to live as lesser than their male fathers, brothers, uncles and sons.^{53, 54}

Who Can Help?

International organisations that fight for women’s rights in law and raise awareness in communities:

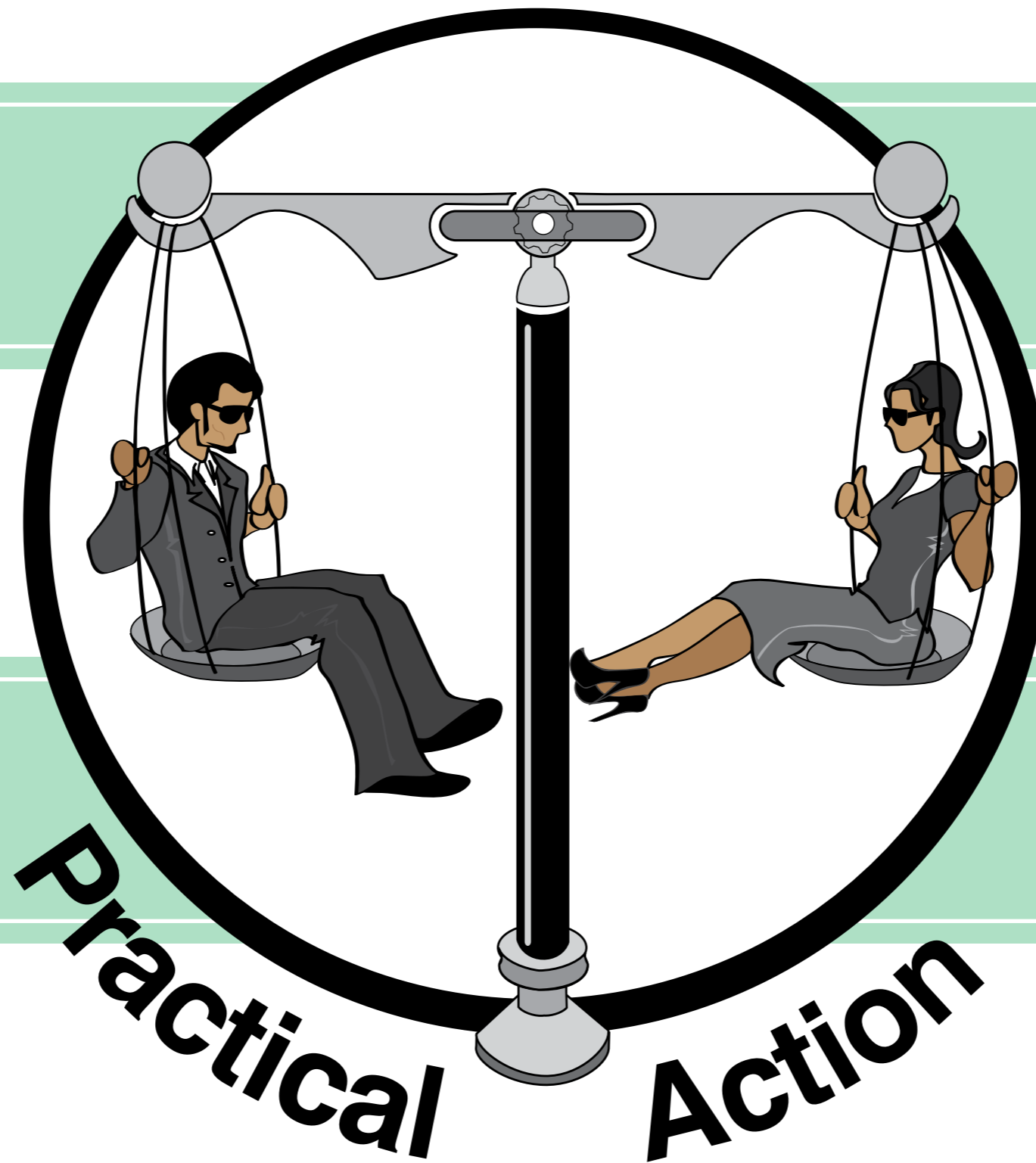
- Human Rights Watch campaigns to protect the rights of people all over the world, investigating and exposing violators and abusers.
- The Centre on Housing Rights and Evictions is a leading international organisation that campaigns to protect housing rights and prevent forced evictions.
- UN-Habitat is the agency for human settlements, promoting socially and environmentally sustainable cities. Aims to ensure adequate shelter for all.
- Women’s Land Link Africa is dedicated to the improvement of women’s land and housing in Africa, enhancing and supporting existing good practice.
- National Law Center on Homelessness and Poverty (USA), their mission is to prevent and end homelessness.

What Can You Do For Economic Gender Empowerment?

1. Set up a mock or practice business to learn skills.
• You could ask a successful local business to advise you and show you how it might work. Or offer to volunteer for a local business to gain work experience.

2. Find out about micro-credit schemes in your area
• and investigate how effective they are. If you think it is good, help to promote it. From this you learn about credit schemes and highlight schemes that support gender empowerment.

3. Hold a party or event and charge a small amount
• for entry, except make it cheaper for women by 22% which represents the global average pay-gap.



4. Start a small co-operative in your area to learn
• to save and invest together. In Nairobi there is a young savers' club set up by Tap and Reposition Youth (TRY). Each group has 20 -25 members and they have weekly meetings with a mentor. One girl said it helped her save because the money is in the bank and can only be accessed by the account holder.

5. Nominate someone you know or your country for
• a 'Housing Rights Award', given by the Centre for Housing Rights and evictions. They have awards for 'Violators', 'Protectors' and 'Defenders'.

6. Start a club that helps to challenge stereotypes!
• Invite mentors from your community to give workshops, such as 'Basic Mechanics for Girls', 'Cooking for Boys', 'Girls and Boys Learning to Grow Food Together'. There are organisations that can support you to do this and you can apply for start up funding from providers (such as Peace Child's 'Be the Change', see the resources page for more details)

“*Every social trait labelled masculine or feminine is in truth a human trait. It is our human right to develop and contribute our talents whatever our race, sex, religion, ancestry, age. Human rights are indivisible*”

Wilma Scott Heide, Author, USA

“The challenge is to make visible the gender concept, in the planning and implementation of governmental and non-governmental projects and programmes. To spread and transmit the concept among younger generations we need to appropriate it and make it real in our daily lives”.

Tania Romero Lopez (26), Mexico

“We need not just a new generation of leadership but a new gender of leadership”

Bill Clinton, 42nd President, USA

”



The Bigger Voice: International Agreement

Have you ever noticed that lots of people always make a point louder than only one person? It's the same when governments get together and agree on things they want to see happen in the world. In the last 20 years we've seen powerful inter-governmental agreements and institutions promoting gender equality, some of which we've discussed previously: lets explore a few important ones

Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)

Adopted by the UN General Assembly in 1979, it is like a women's Bill of Rights. It defines discrimination against women as "any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field." States ratifying the convention have to make gender equality a part of their own legislation and repeal all discriminatory laws. Six UN member states have not yet signed; Iran, Nauru, Palau, Somalia, Sudan and Tonga. The United States has signed but not yet ratified the Convention (see jargon buster).

The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa ('Maputo', 2003).

The document guarantees women comprehensive rights including the right to political participation; social and political equality; control of their reproductive health and an end to Female Genital Mutilation (FGM). It is signed by 45 of the 53 countries that comprise the African Union, but has only been ratified by 25 of them.

The Millennium Declaration

There are eight Millennium Development Goals (MDGs). 202 countries and all the world's leading development institutions have pledged to achieve them by 2015. They include halving extreme poverty and tackling the spread of HIV/AIDS (UN). There are three that specifically focus on improving the position of women: Universal Education, Gender Equality and Maternal Health.⁵⁵

The European Union

A lot of European legislation is dedicated to equality between women and men. They address issues such as access to employment, equal pay, self-employment, social and occupational security, maternity protection and parental leave. The European Court of Justice is also a key way for European women to have legal recourse against discrimination.⁵⁶

Governance?


Understanding how we run ourselves as a society is crucial to gender empowerment: we call this governance. It covers lots of different things like leadership, parliaments, laws, policing, councils, village or local groups. It is what a government does. So far we've thought about how gender empowerment is influenced by and impacts families, communities and cultures, as well as health, education, employment, and finances. Governance is a powerful force in people's lives, because it is about all of these things, so the role that women play in it is key.

- How many men and women are there in your government?
- Do you have the right to vote?
- When were women given the right to vote?
- Do you have laws protecting the rights of children?
- Does your country ensure education equality for all?
- Are young women and men encouraged to start community projects or schemes?
- Are there effective laws against domestic violence?
- Is there any public (government or otherwise) funding aimed at promoting gender equality?



A Long Way To Go

Equal representation is improving but slowly. New Zealand gave women the right to vote in 1893 but some countries are only just managing it today. In Saudi Arabia women don't have the right to vote and in Brunei



President Johnson-Sirleaf

President of Liberia

*Previously jailed and exiled by political rivals, in 2006 she became Africa's first female elected head of state. "I hope when history passes judgement on me, it will not just remark that I was the first woman to be elected President in Africa. I would like to be remembered for raising the bar for accountable governance in Liberia and across the continent; for designing institutions that serve the public interest; for turning a failed state into a thriving democracy with a private-sector-driven economy; for sending children back to school; for returning basic services to the cities and bringing them to rural areas."*⁵⁷

no one does. Kuwaiti women first voted in 2006. There has never been a female President of the World Bank, or Managing Director of the International Monetary Fund or Secretary General of the UN. So Dee Dee Myers, a former White House Press Secretary, is right to say: "women are still held to a different standard than men".⁵⁸

Implementation and Paper Rights

International agreements such as CEDAW are most effective when they are properly implemented nationally and at grass roots level. But "governments are not living up to their promises under the Women's Convention (CEDAW) to protect women from discrimination, violence such as rape and female genital mutilation". If a state does not follow up its call for action with funding, policies and national laws, the power of its claim is weakened. In 2008 the UK failed its CEDAW Committee assessment for not incorporating its provisions sufficiently. There needs to be a way of making countries accountable when they fail to uphold their commitment to a convention. International agreements are worthless when they are only 'paper rights'. What rights does your country guarantee for you? Has your country implemented CEDAW?^{59, 60, 61}

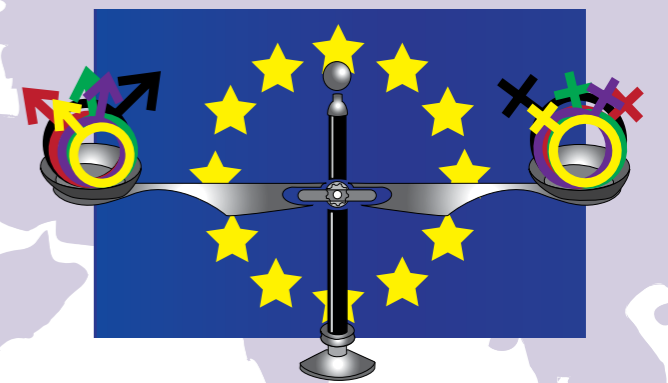
Mainstreaming Gender

Gender mainstreaming is a means to achieve equality. It advocates applying a 'gender perspective' to all governance. It asks if a policy or piece of research helps generate gender equality. It looks at whether a law is fair to all (and non-discriminatory), whether resources are allocated to both men and women and how an activity is implemented. Importantly, employing gender mainstreaming means monitoring how effectively it is employed. The Euro-Mediterranean Human Rights Network produced a Gender Mainstreaming Reference Kit in 2008, aiming to help organisations put gender policies into practice. The Women's Budget Group in the UK, works to answer the question 'where do resources go, and what impact does resource allocation have on gender equality'? By assessing this it ensures that funding and support goes to projects that promote equality.

Equal Representation

"Although women make up 51 percent of the world's population, they hold only 16 percent of parliamentary and congressional seats worldwide". Turkey, for instance, has 550 members of parliament, but only 40 of them

are female. Having equal numbers of female and male leaders sends a clear signal to everyone that men and women are equally capable, and shows what can be achieved. UNICEF in 2006 reported that countries using a 'quota system' (like positive discrimination), where a proportion of the seats in the parliament are reserved for women, are the countries that have the highest level of female representation. They become role models for equality and advance change. In 2009 the Rwandan Parliament was 55% female, partly because of its 30% quota for women. In 1999 Sweden became the first country to have more female ministers than male.^{62, 63}



The European Union's 50/50 campaign calls for the EU parliament to have equal numbers of female and male members.

Youth Voices

"It is important to listen to what children say- even very small children- because they know the reality of their own lives," says Awa, aged 21, from Senegal. Awa, who used to work collecting shells from the beach, was the only child to speak at the UN conference on the Millennium Development Goals. She was elected by the African Movement of Working Children which is run by the children themselves. Youth representation ensures that organisations truly understand the wants and needs of the world's youth. They also act as role models for their peers. The UNFPA has a Global Youth Advisory Board, for example, ensuring that the youth voice is included in their work. The board is gender balanced and opens up a dialogue with youth and international institutions. The UN has also taken a gender approach to its peace keeping activities with a programme known as 'PeaceWomen', increasing the number of women peacekeepers and recognising that women's contribution to peacekeeping has to be valued and utilised.^{64, 65, 66}

GENDER EMPOWERMENT TOOLKIT



Introduction

Part two of this publication is about you – the reader, the activist; and what YOU can do to encourage participation and active change. It needs an open mind and clear communication to produce individual and collective success within your community.

The toolkit is a series of activities to assist you and workshop participants to achieve goals. They will stimulate discussion, and get you started in a positive direction. The activities were created and tested by our partners. The result is a collection of the best activities produced by young people, for young people. Remember; always think carefully about what you wish to achieve at the end of each workshop and the message you want to convey.

This toolkit is only a guide. As the facilitator you are in control so do not be afraid to modify the activities, or to use your own activities. You are the one who knows how to get the most effective results in your country and community.

We've included suggestions and reminders and a lesson plan to get you started. Before you start planning and running the workshops please read these notes:

Notes to the facilitator:

- Choose the activities for each session carefully.
- Read the instructions fully, preparing thoroughly, considering the cultural context and be prepared for the unexpected.
- Be clear in your aims for the workshop.
- Make sure you know how many participants you will be working with.
- Get comfortable with the activities you have chosen. Practice beforehand to see what works well.
- Adjust the activities according to the age group.
- Explain how each activity works.
- Good time keeping is ESSENTIAL. Make sure you start and finish on time, without skipping parts of the activity.
- Think about what kind of group you are working with; young, old, only girls, only boys or a mixture?
- Organise a good location for the workshops.
- If you want to run the workshop at a school think about when you approach the school. For example, doing them towards the end of the school term may not be a good idea. But this depends on the school system you have in your area so make sure you have checked this in advance.
- Ensure you have clear communication with the teacher. Negotiate the amount of time allocated to you in advance.
- As a facilitator it is important to be neutral.
Encourage the participants to contribute in their own capacity- don't put words in their mouths.
- HAVE FUN!!

Sample Training Schedule

Facilitators and Responsibilities:

Date:

Time:

3-Hour Session

| Time | Activity | Venue | Facilitator |
|-------|----------------------------------|--------|-------------|
| 9.00 | Introduction | Room 1 | |
| 9.15 | Establishing Ground Rules | Room 1 | |
| 9.25 | Ice Breaker- Dance from Brazil | Garden | |
| 9.30 | Activity 1: 'Who's your leader?' | Room 1 | |
| 10.00 | Activity 2: Role Play | Garden | |
| 10.30 | Break | | |
| 10.45 | Activity 3: Individual Road Map | Room 1 | |
| 11.00 | Activity 4: Presenting Road Maps | Room 1 | |
| 11.15 | What's next? | Room 1 | |
| 11.30 | Fill out Evaluation forms | Room 1 | |
| 11.45 | Closing- Song- 'Side by Side' | Garden | |

Evaluation:

Make sure you evaluate the workshop at the end, there is a form at the end of the following pages that you can use.

If you are working with participants who have difficulty writing, you can have the evaluation verbally. For example:

- Set up a long piece of string running across the room. One end represents 'strongly agree' and the other end 'strongly disagree'.
- Ask participants to stand on a point of the line that they feel describes their thoughts.
- Record the numbers on a group evaluation sheet.
- Where there are more detailed questions, ask the participants to briefly explain their position and record it on the sheet as well.

Make sure you – as the facilitator – also fill out an evaluation form and write a follow-up report.

Stereotypes

Description:

Role-playing stereotypical gender roles

Presented by:

Niina Golikova
(Estonia)

Time:

30 minutes.

Themes:

Self - Esteem, Individual, Family, Community

Objective:

- Highlight common gendered stereotypes and discuss their effect.
- Participants consider both another person's point of view and their own.

Tips:

- This can be a sensitive topic so set up the activity carefully.
- Facilitators could find out the background of the participants beforehand.
- Research local stereotypes and labels so you can answer any questions.
- Participants don't need to talk if they don't want to! Respect their choice to participate or not.

Materials:

Post-it notes, Markers, Safety pins (to pin labels on the participants' backs).

Step-by-Step:

1. Without showing the participant, pin a tag on to each person's back with a stereotypical role or character.
2. Everyone sits in a circle where they can all see each other.
3. One by one, participants take turns to go into the middle of the group.
4. The participants make typical comments or hints based on the stereotype the person in the middle has pinned to them without actually saying who they are.
5. The person in the middle has to guess what their label says.
6. Once he/she has discovered who he/she is, the participant talks about how he/she felt about their role.
7. After everyone had guessed who they are, have a group discussion to highlight the roles and stereotypes used by the group or society in relation to some of the characters of the game.

Goals and Challenges

Description:

Overcoming obstacles by working together

Presented by:

Sofia Russo
(Argentina)

Time:

30 minutes (10 minutes activity + 20 minutes discussion).

Themes:

Self - Esteem, Individual, Family, Community, Employment, Entrepreneurship

Objectives:

- Awareness of the obstacles we face when trying to reach our goals.
- Start a discussion about positive ways to overcome obstacles.
- Build knowledge about barriers and challenges that indirectly influence our plans.

Facilitation tips:

- Do a risk assessment before the activity. Participants may be blindfolded.
- It would be ideal to have a safe and contained space.
- Explain all rules of the game clearly at the start.
- Set some specific questions to debate later. For example: How did it feel when you achieved the goal? How did it relate to you personally?

Materials:

Paper, Pens, Blindfolds

Step-by-Step:

1. Give each participant a piece of paper that gives each a goal they have to achieve, such as drawing a picture or to find out who everyone is.
2. Give a few participants a challenge, such as being blindfolded, or not being allowed to speak, or not using their hands. Tell one person that they are not allowed to help anyone and another that they have to help everyone.
3. Some participants will have individual goals and some will have common goals, but all will have to work together.
4. Ask them to leave the room for few minutes while the space is being prepared.
5. Start the role-play when they return.
6. After all participants have reached their goal, sit back in a group.
7. Discuss what they thought about the game, and how it relates to real life situations. It's crucial to identify obstacles in the activity and then reflect on obstacles in life that they might not have been aware of before.

Side-by-Side

Description:

Using case studies to perform a S.W.O.T. Analysis

Presented by:

George Freeman
(Sierra Leone)

Time:

1 hour.

Themes related:

Individuals, Family, Community, Governance, Employment, Education, Self Esteem, Entrepreneurship, leadership

Objectives:

- Analyse the strengths, weaknesses, opportunities and threats(S.W.O.T) for both women and men in a specific situations

Facilitation Tips:

- Research and use specific as well as thorough case studies to focus the discussion.
- You could divide the activity by sex, one S.W.O.T. for men and one for women.
- Try to make the workshop as physical as possible so that it's not like a lecture
- Modify the case studies if necessary to fit the environment, and try to find a range of case studies from around the world.

Materials:

Flip-Chart papers, Markers, Case Studies

Step-by-Step:

1. Divide the participants into small groups, randomly or according to their sex.
2. Give each group a case study and two S.W.O.T. analysis tables; one focusing on men and one on women.
3. Read and discuss in the groups then fill in both tables with the Strengths, Weaknesses, Opportunities and Threats found in the case study for each sex.
4. Group discussion exploring the differences and similarities in the challenges and opportunities faced by both men and women.

Sample Case Studies:

1. Justina Chuc-Can, (45) from Mexico. She leads an embroidery cooperative of 15 women. None of these women were given support from their fathers to continue studying. Justina's father told her it wasn't worth paying for women to study because they usually get married and don't work. He thought Justina and her sisters didn't really need an education. When Justina's youngest brother left school before graduation, their father was shocked and began to understand that education is important no matter what gender you are. Through her work at the group, Justina is now able to help her daughter go to university and follow her dreams because she has had the opportunities that Justina had to struggle for.

2. Intuma Bangura is 24 years old from Zimbabwe. She sells items on the main road of Kroo Market in Freetown. Her friend gave her loan to start her business. Intuma works all day, but sometimes does not earn enough to take care of her kids. She has been robbed and beaten up. She has been molested by men who come to buy items, but then want to have sex with her. Sometimes she has sex with them so that they will buy more, otherwise she wouldn't make enough to provide for her children, but she doesn't like it. She thinks men should stop using women as sex slaves because it is very disrespectful.

Who is the Leader?

Description:

Evaluating leadership characteristics

Presented by:

Teboho Semela
(South Africa)

Time:

20 to 30 minutes.

Themes related:

Self Esteem, Leadership, Individual

Objectives:

- Reflect on what makes a leader effective and ineffective.
- Explore good and bad leadership characteristics by evaluating ourselves and those of prominent leaders.
- Emphasising our own effective characteristics.

Facilitation Tips:

- Highlight that one person can have both negative and positive characteristics, and this doesn't necessarily make them an ineffective leader.
- Remember that interpretation of positive and negative characteristics may vary from each individual.

Materials:

Flip chart, Markers, Scrap paper, Pens

Step-by-Step:

1. Divide participants into groups and ask them to think of one leader (male or female, dead or alive) they admire and one they disapprove of
2. Brainstorm the characteristics that make leaders effective/ineffective.
3. Participants share their choice of leader and the reasons why they admire or disapprove of them.
4. Write the reasoning on a flip chart in two columns (effective/ ineffective).
5. Each person reflects on their answers and makes 2 lists about their own leadership style, one giving 3 effective and one with 3 ineffective characteristics.
6. As a whole group they compare their own list with the characteristics of prominent leaders, to see how many qualities, good and bad, that they share with these leaders. (Participants do not need to share if they feel uncomfortable).
7. Discuss what they learned about themselves and what surprised them.

Road Map Planning

Description:

Working out how to achieve goals

Presented by:

Joao Scarpelini
(Brazil)

Time:

30-40 minutes.

Themes:

Individuals, Family, Health, Education, Marriage, Entrepreneurship, Finances

Objectives:

- Identify problems and define goals.
- Analyse the causes of the problems and reflect on what makes goals achievable.
- Discuss in depth the problems they face.
- Mapping allows participants to define an action plan.

Facilitation Tips:

- Works best when it is focused on specific community issues.
- Ensure each participant gets the chance to express themselves.
- Be aware of different levels of literacy skills and use visuals and drawings in the designing of the roadmap.
- Make sure to give the groups 5 separate flip chart papers
- Make a mock-example of the end-product.
- Try modifying the activity, looking at personal or individually based responses.
- The activity worked well in the UK; in Liberia it was most effective when combined with the S.W.O.T analysis, from the side-by-side exercise above.

Materials:

Flip chart, Markers, Pens

Step-by-Step:

1. Divide participants into groups and give them 5 numbered flip chart papers
2. Tackle the papers in this order:

- Paper 1: brainstorm the problems men and women face (in two different columns) related to a specific subject.
- Paper 5: brainstorm the perfect situation for men and women.
- Paper 2: reflect on the barriers /causes of the problems identified in paper 1
- Paper 3: what tools /strategies would enable the perfect situation (5).
- Paper 4: HOW? – Plan how to get from paper1 to paper 5? What needs to be done to get from one point to the other?

3. As a whole group, share and discuss the different road maps

Silent Discussion

Description:

A structured debate

Presented by:

Candia Crosfield
(UK)

Time:

30-40 minutes.

Themes:

Self Esteem, Individual, Family, Community, Governance, Employment, Health, Education, Entrepreneurship

Objectives:

- Discuss controversial issues in a peaceful way.
- Create a space for sharing where all voices are equally heard.
- Generate a collective knowledge.

Facilitation Tips:

- Be aware of different levels of literacy skills, this activity is not suitable for people who can't read or write and might be harder for dyslexics.
- Choose questions carefully, avoiding broad questions or statements.
- Be clear and precise.
- Manage the time of the activity as it can be lengthy.
- The activity can be used in two different ways;
 - to highlight broad/general issues
 - or to focus on a specific issue that you wish to tackle.
- Research the background of your statement or question before the workshop
- Examples of the Question/statement you could make:
 - What is gender or gender empowerment?
 - Is it appropriate to beat your wife if she tries to tell you about her grievances?
 - Men make better business owners.
 - Women belong in the home.
 - What is a housewife?

Materials:

Flip chart, Markers, Post-it notes of three different colours or coloured papers, pens

Step-by-Step:

1. Write a strong statement/ question on each piece of flip chart paper and place them on the floor or wall.
2. Give each participant two post-it notes and ask them to write an answer/opinion about the statement and stick it underneath.
3. Give participants a further two post-its notes (different colours). Read the first round comments and respond to them on the new post-it note, then stick them on the flipchart paper. Depending on time, do several rounds of this.
4. Each flip chart paper is given to a group who must read the "discussion" and provide feedback and a conclusion (but NOT their own personal opinion).

Ad Buster

Description:

A simple and visual way to put across a message: without speaking!

Presented by:

Rosey Simonds
(UK)

Time:

15 - 20 minutes (depending on the number of participants).

Themes:

Self Esteem, Individuals, Community

Objectives:

- An enjoyable way to put across the gender message

Facilitation Tips:

- Can be used to break up a long session.
- It doesn't need any writing skills and is suitable for any age group.
- Not good if you are short of time.

Materials:

Flip chart paper, Markers

Step-by-Step:

1. Divide participants into groups (3-6 people in each group).
2. Each group has to 'sell' the message of gender empowerment to a group of advertisers. The advertisers probably don't care and are very busy.
3. The groups have to put across their message – either by acting out a slogan/ message or by using posters and drawings.
4. You can act and use poster/drawings, BUT you cannot speak!
5. Each group receives a flip chart paper and pens.
6. Allow 10 – 15 minutes to prepare the presentations.
7. Each group then presents to the whole group.
8. Discuss afterwards, try to convey the core message of each group.

Sample Ad: Message “Go For it”.

Participants act out a skit: a young woman is told by her parents/boyfriend that she shouldn't apply for a particular job. Then the participants show another skit in which she decides to go for the job and the end message says: 'go for it!'

Entrepreneurship Diamond Ranking

Description:

Learning to prioritise and plan

Presented by:

Rosey Simonds
(UK)

Time:

15 minutes.

Themes related:

Entrepreneurship, Business, Individual, Community

Objectives:

- Generate discussion on women and entrepreneurship.
- Reflect on the steps required to create a business.

Facilitation Tips:

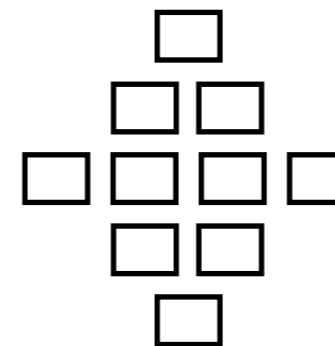
- Be clear that there is not just one answer to the exercise – they must solve it with their own opinions
- Use pictures to include people who might not have literacy skills
- It's better used in a workshop that is focused on women and enterprise given that the topic is very specific
- If participants have limited knowledge of entrepreneurship, start by asking them to define it or say what they know about it
- Sample Question: Why Entrepreneurship?
 - It provides freedom
 - It brings about healthy competition
 - It helps to fulfill the needs of citizens
 - It encourages self involvement
- Emphasise that entrepreneurship may be understood as; Business Entrepreneurship – making a profit for your business or Social Entrepreneurship - solving people problems, changing communities and changing the world for a better life.
- Do some research, questions about business registration may be an issue for example so look up the relevant addresses.
- Our Indian Partners adapted this activity looking at the basics of gender empowerment.

Materials:

Post-it notes, Flip chart paper, Envelopes of cards

Step-by-Step:

1. Divide participants into groups (4- 6 people in each group).
2. Give each group an envelope of 10 cards. Sample titles:
 - Good idea
 - Meeting a need in the community
 - Marketing your project
 - Accountancy skills
 - Start up funding
 - Business proposal
 - Confidence to lead the project
 - Supportive family/friends
 - Vision
 - Ability to deal with the unknown
3. Draw the diamond ranking on the flip chart.
4. Ask participants to discuss the cards and arrange them in order of importance.
5. Repeat: there is no right or wrong answer.
6. Return to larger group and discuss findings.



Great Expectations

Description:

An evaluation methodology

Presented by:

Marilia Moschkovich
(Brazil)

Time:

10 minutes

Themes related:

Individuals

Objectives:

- Participants share their expectations
- Evaluate the activities as a whole
- Reach group expectations as well as the individual's expectations.

Facilitation tips:

- This activity should be done in two parts: at the beginning and end of the day.
- Remind participants they are in a safe space and should feel free to write what they feel.
- At the end of the day the activity can evaluate the effectiveness of the whole workshop

Materials:

Pieces of paper, Markers, Crayons and Colour pencils, An Envelope/bag/box

Step-by-Step:

1. Place different sized sheets of paper on a table, ask participants to choose a card
2. On one side of the card, ask participants to write down ONE word that best describes their expectations of the workshop. (5 minutes).
3. Collect the cards and randomly put them into the envelope/bag/box.
4. Set aside the cards and do a few of the main activities you planned for the day.
5. At the end of the activities, revisit the cards, this time randomly giving a card to each participant.
6. Ask participants to write down ONE word on the blank side of the card that best describes if their earlier expectation was met or not.

Example:

If the group does not have a business or entrepreneurship background, the activity can be used to find out what they already know as well as their expectations.

One Day in My Life

Description:

Considering the everyday roles men and women play

Presented by:

Tania Romero
(México)

Time:

45 minutes

Themes related:

Individual, Marriage, Governance, Employment

Objectives:

- Raise awareness of men and women's different and similar areas of activity.
- Define the needs of men and women to generate equality between genders

Facilitation tips:

- Recognising and listening to the needs of both men and women.
- Encourage respectful discussions, do not force someone to participate if they don't want to.

Materials:

For Participants: Coloured card, Markers, Pens, Paper "One Day in My Life".
For Facilitators: Explanation sheet: "Activities in life"

Step-by-Step:

1. Introduce the topic and present the objectives.
2. Explain it identifies the different types of activities that men and women do.
3. Roles: "ACTIVITIES IN OUR LIFE"
 - HOUSEWORK. Domestic chores, cleaning, washing, cooking, childcare.
 - ACADEMIC. Studying, homework, reading, learning a new skill.
 - EMPLOYMENT. Generating an income.
 - COMMUNITY. Community activities, meetings, workshops and charity fairs
 - POLITICAL. Participating in organisations, local committees, parties
 - RECREATION. Sport, TV, music, parties, cinema, theatre, or camping etc.
4. Each participant to fill the sheet of activities "ONE DAY IN MY LIFE".

| Hours | Housework | Academic | Employment | Community | Political | Recreation |
|--------------|-----------|----------|------------|-----------|-----------|------------|
| 6:00- 9:00 | | | | | | |
| 9:00-11:00 | | | | | | |
| 11:00-13:00 | | | | | | |
| 13:00-15:00 | | | | | | |
| 15:00-17:00 | | | | | | |
| 17:00-19:00 | | | | | | |
| 19:00-22:00 | | | | | | |
| TOTAL | | | | | | |

5. Put participants into mixed sex groups to present and discuss their activity sheets to each other.
6. In a larger group have a plenary session, comparing and discussing.
7. Points of discussion:
 - Benefits and conflicts of the unequal distribution of activities for women
 - Benefits and conflicts of unequal distribution of activities for men?

Analyse, Symbolise, Realise

Description

Looking at how roles change over time

Presented by:

Tania Romero
(Mexico)

Time:

30 minutes (10 minutes of activity + 20 minutes discussion).

Themes related:

Individual, Community, Team work, Creativity

Objectives:

- To express creatively the perception of women in the community.
- Understand the prejudices that we construct in our own communities.
- Communicating without using usual methods (like writing or reading).
- Develop our imagination and creativity in an original way.

Facilitation tips:

- Promote creativity in each team (participants can use any material)
- Let them think for themselves, thinking about the images that relate to roles of each gender in the present, past and future.
- Form small groups, if there are many participants, make 2 teams of past, 2 teams of present and 2 teams of future.
- If you have participants from different communities, instead of past, present and future, form teams of each community and the discussion will be focused on how women have different roles according of each geographic place.

Materials:

Small ceramic/clay jar, Paint, Brushes, Water, Pastel Markers, Colour Pencils, other decorative materials, yarn/thread/wool

Step-by-Step:

1. Form 3 equal numbered teams
2. Give each team a small jar
3. Place all other materials in the center of the table.
4. Team 1 represent the 'women in the past', Team 2 represent the 'women in the present' and Team 3 represent the 'women in the future'.
5. ANALYSE: Give each team a few minutes to discuss each person's perception of role of women according to the topic given (past, present or future)
6. SYMBOLISE: Teams will decorate the jar to symbolise their topic. They cannot use words.
7. Teams first discuss what they will draw, then get creative.
8. Each group presents their work, explaining why they chose those symbols, materials and colours.
9. Regroup and discuss what has been learned about the changes of women's roles in society and what other changes they would like to see in the future.
10. REALISE: with the yarn or thread the participants must join the three jars, the facilitator emphasises that the past, present and future roles of women are continuously changing but were and are equally important.
11. Emphasise understanding the whole picture, considering the past, present, and future as powerful entities on their own but also their collective impact.

Knowledge Pool

Description:

Discovering and Sharing knowledge

Presented by:

Amaidhi Devaraj
(India)

Time:

30min – 60min (depending only on the number of participants)

Themes:

Family, Employment, Education, Governance, Community, Entrepreneurship, Business, Leadership, Health, Self Esteem

Objectives:

- Identify how much the participants know about issues in the community.
- Raise awareness on various issues in the community.

Facilitation tips:

- Make sure you have enough topics for the participants to talk about.
- Keep in mind that everyone will not be comfortable talking in public – be careful not to force participants to verbalise their views. Alternatively, have them write down what they think on sheets of paper and then read it out to the group.
- There are no right or wrong answers.

Materials:

Pieces of paper, Pens, Bowl/Box

Step-by-Step:

1. Make a list of topics that you want the participants to talk about. Write the topics on the pieces of paper fold them up and put them in a bowl.
2. Ask participants to pick out a piece of paper, and think about the topic (2 mins).
3. Ask the participants to come up and talk about the topic for a minute.
4. Remember to stress the fact that when they talk about the topic they can also add what they think of the topic and suggest solutions to a problem.

Examples:

- Role of women in society,
- Role of women at home,
- Marriage,
- Dowry (bride price),
- Sathi (widow sacrifice), India
- Child marriage.
- Honour killing,
- Equality amongst men and women.

Evaluation Form

Participant Information

Name: _____ Age: _____

Organisation: _____

Profession/Occupation: _____

Additional information: _____

Place (country and city) _____ Date _____

Participants in group: _____

Where were the other participants from? _____

Content and Effect

Title of Activity: _____

The content of the activities/methodology: _____

Do you feel you received enough information on the topics covered? _____

If not, then what kind of additional information would you require? _____

What was your main reason for taking part?

Were your expectations met?

Has taking part helped you to develop your competence in any way? If yes, how?

How much did you know about gender prior to this session?

Will you use the information gained at a professional or personal level?

Practical Arrangements

Do you have any remarks concerning the practical arrangements?

How would you describe the organisation of the activities?

Other comments: _____

Assessment of whole event:

| Weak | | | Good | | | | Very Good | | |
|------|---|---|------|---|---|---|-----------|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | | | | | | | |

Date: _____ Signature: _____

Resources

General Resources

Books

- 'The No-Nonsense Guide to Women's Rights' by Nikki van der Gaag, New Internationalist, 2008
- 'The Atlas of Women in the World' by Joni Seager, Earthscan, 2009
- 'Focus on Gender Series', edited by Carol Sweetman, Oxfam, Oxfam.org.uk
- 'The Future of Women's Rights: Global Visions and Strategies' by J. Kerr, E. Sprenger, and A. Symington (eds.), Zed Books, 2004

UN Agencies

- <http://www.unsystem.org/> Explains the UN structure. As of September 2009 there is a singular UN Agency for Women, following a global campaign for Gender Equality Architecture Reform, a coalition of over 300 NGOs.
- DAW <http://www.un.org/womenwatch/daw/> Division for the Advancement of Women
- UNIFEM www.unifem.org Development Fund for Women
- UNFPA <http://www.unfpa.org> Population Fund
- UN-Habitat <http://www.unhabitat.org/> For a Better Urban Future
- UN-INSTRAW <http://www.un-instraw.org/> International Research and Training Institute for the Advancement of Women
- ILO www.ilo.org International Labour Organisation
- UNDP <http://www.undp.org/> Development Programme
- WHO <http://www.who.int> World Health Organisation

Organisations, Websites and Campaigns.

- www.womankind.org.uk, funds female led projects in developing countries to be 'a powerful force for change'.
- <http://apww.isiswomen.org/> Asia Pacific Women's Watch, a network which monitors and collaborates with agencies and governments to empower women.
- www.plan-international.org wants all children to realise their potential in societies that respect equal rights and dignity.
- www.becauseiamagirl.org Plan's Girl specific programme, measuring and campaigning for girls' rights
- www.genderatwork.org Gender at Work, an international collaborative that strengthens organisations to build cultures of equality and social justice.
- 'One World' (www.oneworld.net)
- Oxfam (www.oxfam.org)
- www.wikigender.org from the Organisation for Economic Cooperation and Development <http://www.oecd.org>
- The International Women's Museum www.imow.org
- www.internationalmensday.com Highlighting on men's health, promotes gender equality, and positive male role models.
- www.movember.com Annual month long celebration of the moustache, highlighting men's health issues.
- <http://londonprofeministmensgroup.blogspot.com> A group of London men who meet to discuss sexist behaviour, gender politics and discuss action.
- www.xyonline.net Gender is a men's issue too!

Online Magazines and Blogs

- www.thefword.org.uk An online magazine for contemporary UK feminism.
- www.object.org.uk Challenges the sexual objectification of women in the media and popular culture
- www.advocatesforyouth.org Champions helping young people to make informed and responsible decisions about their reproductive and sexual health.
- www.offourbacks.org A feminist news journal
- <http://www.doublex.com/> is a new Web magazine, founded by women but not just for women, launched by 'Slate' magazine in spring 2009.
- <http://toomuchtosayformyself.wordpress.com/>
- <http://theantiroom.wordpress.com/>
- <http://www.modernwomanchallenge.blogspot.com/>

Chapter Based Resources

Family and Community Chapter

- www.childinfo.org from Unicef monitors the situation of women and children
- Report on the State of the World's Children 2009 http://www.unicef.org/publications/index_47127.html
- www.camfed.org Campaign for Female Education (CAMFED)
- www.fawe.org Forum of African Women's Educationalists
- www.womensaid.org.uk Supporting Abused Women and Children
- www.endabuse.org Family Violence Prevention Fund
- www.dvirc.org.au/whenlove When love Hurts: A guide on love, respect and abuse in relationships
- www.whiteribboncampaign.co.uk End Violence to Women, includes links to sites that focus on how men can end domestic violence
- www.reclaimthenight.org Reclaim the Night Campaign, UK Branch of this global campaign to make the streets safer at night for women.
- www.stopvaw.org Stop Violence Against Women
- www.truthabouttrape.co.uk Committed to changing how society thinks about rape
- www.equalitynow.org works to end violence and discrimination against women and girls around the world through the mobilization of public pressure
- www.iwhc.org International Women's Health Coalition
- www.endfistula.org Anti-Female Genital Mutilation
- www.forwarduk.org.uk The Foundation for Women's Health, Research and Development
- www.iac-ciaf.com/ Inter-African Committee on Traditional Practices Affecting the Health of Women and Children
- www.mercyships.org A ship crewed by medical professionals, water engineers and agriculturalists giving free medical services in some of the poorest countries
- www.nobelwomensinitiative.org Six female Laureates, representing North and South America, Europe, the Middle East and Africa, who are united to their efforts for peace with justice and equality.
- www.sarprn.org.za South African Regional Poverty Network
- www.cohre.org Centre on Housing Rights and Evictions
- www.icrw.com International Centre for Research on Women

Economic empowerment chapter

- www.fawcettsociety.org Fawcett Society; Fawcett is the UK's leading campaign for equality between women and men
- www.everywoman.com For Female Entrepreneurs
- <http://www.adb.org/Gender> Asian Development Bank
- www.awdf.org The African Women's Development Fund (AWDF)

Governance chapter

- <http://www.un.org/millenniumgoals/index.shtml> Millennium Development Goals
- www.peacewomen.org Women's International League for Peace and Freedom
- www.guide2womenleaders.com Women Leaders of the world
- www.womenlobby.org European Women's Lobby;
- www.cwwl.org Council of Women World Leaders
- www.wide-network.org Women In Development Europe (WIDE)
- www.wedo.org Women's Environmental & Development Organisation
- www.gender.co.za The Gender Advocacy Programme (GAP)
- www.cwgl.rutgers.edu The Centre for Women's Global Leadership (Global Centre)
- www.neww.org The Network of East-West Women
- www.euromedrights.net The Euro-Mediterranean Human Rights Network produced a Gender Mainstreaming Reference Kit in 2008

Jargon Buster

Be the Change:

Peace Child International's youth-led sustainable development Action Programme aiming to empower young people around the world to "be the change they want to see in the world." (Mahatma Gandhi). Young people are given advice and support to create and complete projects that serve the needs of their community.

Collaborate:

Finding and working on your common goals, between individuals, groups or organisations. It is a process of sharing knowledge and experience.

Discrimination:

Treating a person or group in an unfavourable or unkind way because of race, age, sex, class, religion, nationality or another category. The UN says there are many behaviours which discriminate but all involve exclusion or rejection.

Gender Imbalance:

Where there are unequal numbers of men to women, or women to men. When there are more men in top professional jobs, for instance, this means that gender representation is not equal.

Economic/ Economy:

There are several meanings and it is quite complex. It is more than just talking about money, because it is also about goods, exchange, distribution and production. These are contained with a 'system' and there are different kinds of economic system. Economy can also mean saving money or spending money wisely.

Child/ maternal mortality:

The rate or number of children who die before their 5th birthday or during birth. Maternal mortality is the number of mothers who die during childbirth or from pregnancy related problems.

Convention:

A set of agreed or generally accepted standards, or norms. Traditional customs are conventions. Often there is no law that says it has to be a particular way, it is just accepted that it is. Conventional behaviour conforms or adheres to accepted standards.

Abuse:

Treating someone or something in a harmful way. It can be physical and mental. Domestic abuse is when someone close to you, in your family, does something harmful to you.

Gender Mainstreaming:

Assessing policy, legislation, programmes and strategies from a gender perspective. It makes women's as well as men's concerns and experiences part of the design, implementation, monitoring and evaluation of an activity to ensure that men and women benefit equally. The ultimate goal is to achieve gender equality.

Global South/ North:

The difference between 'developed' and 'developing' countries in social, economic and political terms. Generally 'developed' nations are wealthier and 'developing' nations are poorer.

Grass-Roots:

Projects or movements started at a local level by individuals, small groups or communities instead of being created and organised from 'above' – national or international initiatives. They may be working to support a larger project, party or organisation.

Literacy/ illiteracy:

UNESCO defines it as the 'ability to identify, understand, interpret, create, communicate, compute and use printed and written materials in various contexts. In short, it is the ability or inability to read and write.

Midwifery/ midwives:

A health care profession which provides care to mothers-to-be (prenatal), attend births and provide care to the infant and mother after birth (postpartum).

Millennium Development Goals:

Eight international development goals that 192 countries and at least 23 international organisations have agreed to achieve by the year 2015, including eradicating extreme poverty, promoting gender equality, achieving universal primary education and fighting disease epidemics such as HIV/AIDS.

NGOs:

(Non-Government Organisations) such as charities or think tanks who work to improve or analyse community and society, or influence and lobby decision makers.

Onus:

A responsibility, task or burden.

Ratify:

Distinct from 'signed' (see below) in relation to international agreements. Ratified means a signed document has been either agreed by the other branches of government, like parliament, or written into the national laws of that country, giving it official approval. Many international agreements are signed by more countries than have ratified it

Signed:

Having a signature attached. Signed means a government or a head of state has signed a document, but it then has to be ratified, .

Social process:

When society creates, or maintains certain ideas in society. This is a complex idea that expresses what happens when a group or collection of people, like a society, is formed or maintained. It is social because it involves communication and interaction between people.

Socially constructed:

When an idea is invented or constructed by members of a particular society or culture. The people in that culture or society might not be aware of its construction but follow it conventionally. For example, we can't explain exactly how people came to have different statuses in society, but it is often considered as a social process.

Universal truth:

Something which is true in all places and at all times. The opposite is 'relative truth', something which is only true in a certain place or at certain times.

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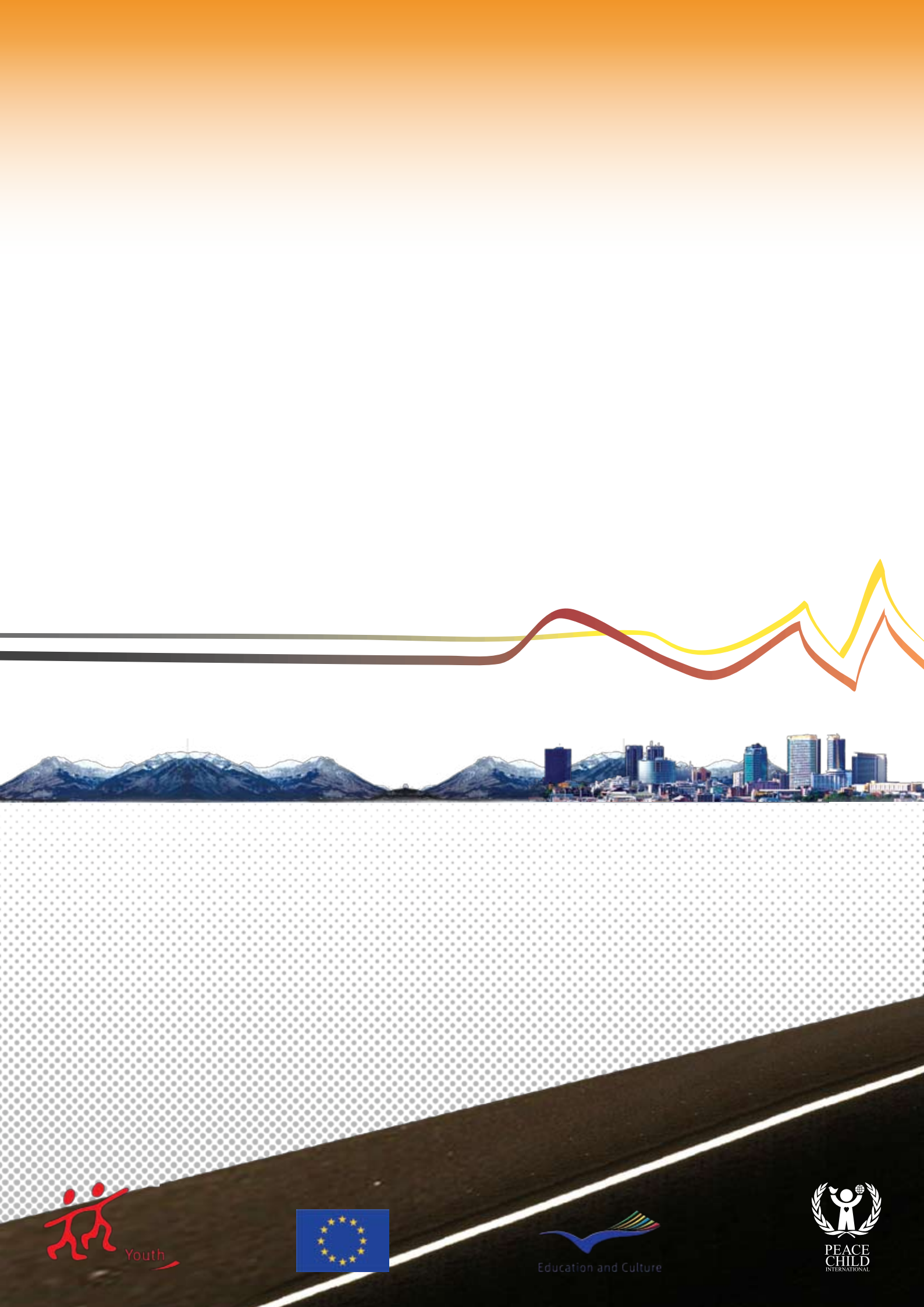
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Youth



Education and Culture



PEACE
CHILD
INTERNATIONAL