

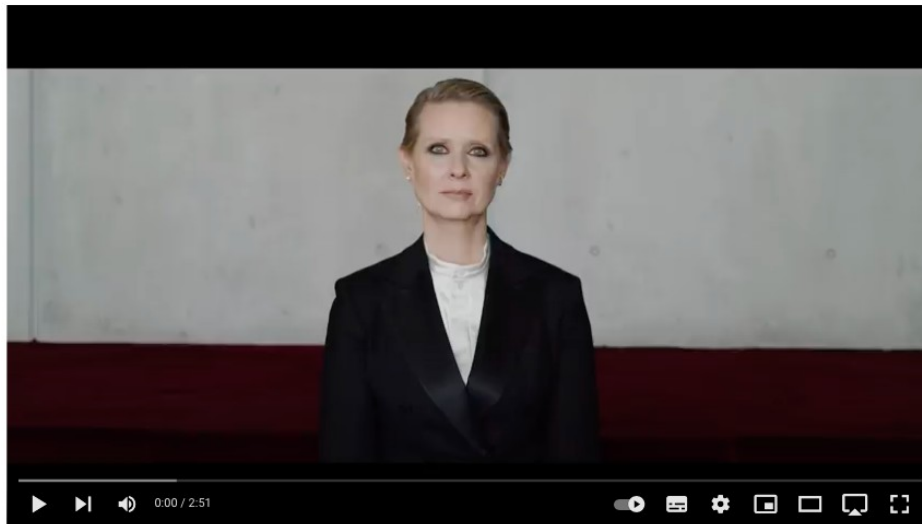
Gender Equality in Society

CLASS 10 (Scenario 10)

TOPIC	Feminism and information gap
LEARNING CONTENT - DETAILED CHARACTERISTICS	<p>The essence of the classes is twofold:</p> <ol style="list-style-type: none"> 1. familiarise students with the method of struggle for gender equality in the society, basing on the example of the social movement feminism; 2. raise awareness that one of the causes of (gender) inequality in selected areas is so-called “information gap”. <p>After classes students:</p> <ul style="list-style-type: none"> - will know: the essence of the movement, varieties, history and main assumptions of feminism(s); - will be able to answer the question what is feminism and who is the feminists? - will be able to identify situations when information gap exists and has influence on gender (in)equality.
KEY WORDS	double standards, social movement, feminism, waves and types of feminism, information gap
SUGGESTED TOOLS	laptop, projector, sheets of paper, PPT, Youtube, Google (incl. google drive)
TIPS / METHODOLOGICAL REMARKS (if applicable)	<ul style="list-style-type: none"> • Preferred: face to face formula; • Flipped class - for the purposes of the issue on (gender) information gap (see: Work card 5); • Ideally designed for a maximum of 20 students, the class can be done with a larger number of students. However, the discussions are not as effective as in larger classes and the central activity is on the shoulders of the teacher all the time; • The class requires a min. B1 level of English proficiency.
IMPLEMENTATION OF THE CLASSES	<p>STEP 1</p> <p>The classes begin with watching videos on double standards for women and men and often mutually exclusive conditions (to meet socially expected gender roles) (see: Work card 1a and 1b).</p>
	<p>STEP 2</p> <p>Based on the footage, the teacher discusses what solutions (apart from legal) can be used to fight for <i>de facto</i> gender equality in society. It aims to raise awareness of the role of social movements.</p> <p>At this stage, students are asked if they can identify the movement whose definitions they see (see: Work card 2).</p>
	<p>STEP 3</p> <p>The next step is to familiarize students with the main assumptions of feminism, its types, and the postulates, accompanying individual waves (see: Work card 3).</p>
	<p>STEP 4</p> <p>On this basis, students can perform an exercise assigning specific postulates / leitmotifs to particular waves of feminism (see: Work card 4).</p>

	STEP 5	Then, based on the previous reading of the <i>UN Women shortened report</i> (see: Work card 5), students identify areas where there is a lack of gender-based data. On this basis, they try to indicate the specific consequences of the information gap in particular area and its impact on gender (in)equality in society.
	STEP 6	As part of own work (after classes), students are asked to examine the situation regarding women and men in areas such as SCIENCE & HIGHER EDUCATION SECTOR, CAREER DEVELOPMENT & LEADERSHIP, PRIVATE SPHERE, and SAFETY in the country assigned to them, based on a template prepared by the teacher, which also includes a reference to sources that students can / should use (see: Work card 6). The results of these analyses will be needed in all subsequent classes.
	STEP 7	The classes end with a summary of the critical issues and possible clarification of doubts arising among students regarding the assigned work.
ADDITIONAL MATERIALS	1a WORK CARD	Feminism and information gap_Video
	1b WORK CARD	Feminism and information gap_Video
	2 WORK CARD	Social movements
	3 WORK CARD	Waves and types of feminism
	4 WORK CARD	Waves of feminism
	5 WORK CARD	UN report
	6 WORK CARD	Country profile template

WORK CARD 1a	FEMINISM AND INFORMATION GAP_VIDEO
	<i>Be a Lady, They Said</i> Video available at: https://www.youtube.com/watch?v=z8ZSDS7zVdU&t=85s



Be a Lady They Said - Girls. Girls. Girls. Magazine

WORK CARD 1b	FEMINISM AND INFORMATION GAP_VIDEO
	<i>Be a Man</i> Video available at: https://www.youtube.com/watch?v=KYvWhzSKoc4



Be a Man | Men | One Word | Cut

WORK CARD 2

SOCIAL MOVEMENTS

THE REMEDY FOR INEQUALITY ?



[...] is a range of socio-political movements and ideologies that aim to define and establish the political, economic, personal, and social equality of the sexes (WIKIPEDIA)

[...] the belief in social, economic, and political equality of the sexes (BRITANNICA)

[...] the belief that women should be allowed the same rights, power, and opportunities as men and be treated in the same way, or the set of activities intended to achieve this state (CAMBRIDGE DICTIONARY)

[...] Political stance and commitment to change the political position of women and promote gender equality, based on the thesis that women are subjugated because of their gendered body, i.e. sex. (EIGE)

WORK CARD 3

WAVES AND TYPES OF FEMINISM

WAVES & TYPES

1st wave



2nd wave



3rd wave



5th wave ?



4th wave



WORK CARD 4	WAVES OF FEMINISM			
TASK	Assigning specific postulates / leitmotifs to particular waves of feminism: <ul style="list-style-type: none"> • Intersectionality • #metoo • equal pay • right to abortion • diversity • electoral rights • gender studies • right to education 			
	First-wave feminism	Second-wave feminism	Third-wave feminism	Fourth-wave feminism

WORK CARD 5	UN REPORT
	<p><i>UN WOMEN. Making women and girls visible. Gender Data Gaps and Why They Matter.</i></p> <p>Report available at: https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Issue-brief-Making-women-and-girls-visible-en.pdf</p>



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Summary

Gaps in gender data and the lack of trend data make it difficult to monitor progress for women and girls. Unless gender is mainstreamed into national statistical strategies and prioritized in data collection, gender data scarcity and gaps will persist. Investment in national statistical capacity is central to improving the coverage, quality and timeliness of data for monitoring gender equality and the SDGs. But beyond this, making sure that data represent the lived reality of women and girls in all their diversity by addressing deep-seated biases in concepts, definitions, classifications and methodologies, is essential to making women and girls visible.

Background

The 2030 Agenda for Sustainable Development is a landmark agreement negotiated and signed by the 193 Member States of the United Nations. Comprised of 17 Sustainable Development Goals (SDGs), 169 targets and 232 indicators, it aims to address the economic, social and environmental dimensions of sustainable development.¹ The SDGs global indicator framework is far more ambitious and comprehensive than its predecessor, the Millennium Development Goals (MDGs) framework. It includes 54 gender-specific indicators² that are integrated across different goals and covers areas that are new to global monitoring efforts such as unpaid care and domestic work and violence against women and girls. The expanded scope and mainstreaming of gender-specific indicators across the SDGs is a big accomplishment, but large hurdles remain.

This issue brief reviews the global indicators framework from a gender perspective, showing how gender statistics is central to monitoring and accountability. It argues for further gender mainstreaming throughout the framework, and for advancing data disaggregation to identify and monitor progress for groups facing multiple inequalities and deprivations. It calls for greater investments in and support to national statistical systems, and more collaboration between producers of official statistics and other producers and users of gender data.

Issue

Monitoring the SDGs from a gender equality perspective is constrained by three main challenges: first, uneven coverage of gender-specific indicators, with some goals lacking indicators to capture gender equality outcomes; second, gaps in gender data, including on women and girls experiencing multiple and intersecting inequalities; and third, quality and comparability of available data across countries and time.

Uneven coverage of gender-specific indicators



WORK CARD 6

COUNTRY PROFILE TEMPLATE

File available at:

https://docs.google.com/document/d/1TCkTZVA4C18tkvq_h5uQRZqJpyc5HXS F/edit?usp=sharing&oid=105549461712655249048&rtpof=true&sd=true

GENDER EQUALITY IN THE SOCIETY_2022 |
[country profile [template](#)]

COUNTRY	Name of the Researcher
[.....]	[.....]
<p>EQUALITY BODY in ENG (+full name in the national language) (esp. with reference to gender issues) + mandate to deal with (with reference to gender issues) + grounds and fields of discrimination covered by the equality body (with reference to gender issues) + website</p>	
SCIENCE & HIGHER EDUCATION SECTOR	
<p>Graduates of tertiary education (GEI) Tertiary students in education, health and welfare, humanities and arts (GEI) Proportion (%) of women among doctoral graduates (SHE FIGURES)</p> <p>Proportion (%) of women among academic staff, by grade and total,</p> <p>Glass Ceiling Index (2018)</p> <p>Proportion (%) of women on boards, members, and leaders (2019)</p>	