World's Largest Lesson and Gender Equality

1 Introduction

The Sustainable Development Goals (SDGs) (also known as the Global Goals) were launched in September 2015, with the targets due to be achieved by 2030. These follow on from, and build on, what was achieved by the Millennium Development Goals, and aim to address the issues considered to be most important globally based on answers received from eight million respondents. There are 17 Global Goals, all of which are important and relevant to today's world (see section 3). The Global Learning Programme (GLP) in England aims to build global learning knowledge, skills and values into the curriculum and life of schools, so that pupils can understand the challenges our world faces and think critically about how to deal with issues such as poverty, inequality and sustainability. Global learning encourages critical examination of global issues and an awareness of the impact that individuals can have on them. The issues raised in the SDGs can be presented effectively to pupils when seen within the context of this broader global learning framework, and this approach will ensure that the issues are engaged with critically and in depth.

While there are 17 goals, this resource focuses specifically on Global Goal 5, gender equality. Across the world, simply being **born** a girl means not always getting the same chances in life as a boy would. This varies by country and community, but means that:

- In many countries, girls and women are less likely to go to school, less likely to get a job, less likely to have a bank account and less likely to own a property.

- Girls and women in some communities have less power to decide whether to marry, to whom and when to have children.

2 How to use this resource

This resource will help teachers to understand and examine some of the issues and challenges that girls face around the world today, by helping them to think critically about these issues, and offer their own ideas and solutions.

The next sections take you through the key problem of gender inequality and look at some specific issues that affect girls in more depth. Suggestions for existing teaching and learning resources that can be used to introduce the topics covered are provided, supplemented by additional material and resources at the end of the booklet to broaden the focus if desired and widen understanding.

This resource will help you to:

1 introduce the topic of child rights and gender equality

2 understand issues and challenges related to gender in development

3 explore **one** particular challenge facing girls around the world – the right to an education

4 understand the role of gender equality in the fight against global poverty

5 identify ways in which girls' voices and decision-making can be supported to create positive change.

3 Girls' and women's rights and the Sustainable Development Goals

Among the most significant international efforts to reduce poverty in the global south has been the pursuit of the UN's Millennium Development Goals (MDGs), which were reviewed in 2015. Progress has been mixed – while the number of people living on less than $1 a day has halved globally, much more work needs to be done. The MDGs were replaced by the Sustainable Development Goals (SDGs) in 2015. These 17 goals have an increased focus on protecting the natural environment and reducing inequality. They establish ambitious targets for every country in the world, which are to be achieved by 2030.

THE GLOBAL GOALS
For Sustainable Development

If the goals are achieved, then more children will go to school, fewer people will die from preventable diseases, and girls and women will have the same opportunities as boys and men. This resource, created to support the World's Largest Lesson in 2016, focuses in particular on Global Goal 5: Achieve gender equality and empower all women and girls.

Suggested activity resource: girls, women and the SDGs

Aim: To understand the SDGs and the links with women and development

- Explore the SDGs using one of the many interactives and lesson plans on the GLP list, for example those from the World's Largest Lesson, focusing particularly on the aim of the goals.

- Print copies of the SDG graphics and cut into cards (one SDG = one card). Get pupils to identify which SDG/s involve girls/women directly. Discuss which involve them indirectly, and how. Draw a concept map to show their involvement and how the Goals are linked.

Activity links

Development and the SDGs

- A variety of information sources and teaching resources about the SDGs
  http://glp.globaldimension.org.uk/page/10743

World's Largest Lesson:

- Animation and lesson plans to introduce the SDGs, including a lesson for Global Goal 5
  http://worldslargestlesson.globalgoals.org/

4 Giving girls a voice

Since 2000 there has been a lot of improvement in tackling poverty and development; however, there is still a long way to go, in particular in supporting girls and young women. For example, the UN reported in 2013 that in many countries:

- girls still often have fewer opportunities for education, future careers, and participation in government

- girls tend to be less secure in their work, being limited to more vulnerable employment, and to enjoy fewer social benefits

- girls continue to suffer from violence and abuse

- secondary education is often withheld, especially from older girls, among poorer families.

The empowerment of girls is vital to achieving a fair and equal world.

Empowerment

Empowerment means being able to make choices and decisions about your own life and future, and this is particularly important for young people. It can be all too easy for adults or

governments to take decisions for children without understanding, considering or acknowledging the impact they have on those children's lives.

Children's rights and the rights of women are enshrined in international conventions – notably the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination Against Women.

Many of us expect to make our own decisions about the choices we face that affect our lives and our futures, such as if and when to get married and to whom, whether we want to have a family, etc. But not all children have a voice in the decisions that affect them, and this is particularly pertinent for girls in many areas of the world where their rights are under threat.

Empowering young girls to engage in meaningful participation and decision-making about their lives ensures that the views and rights of these children are taken into account, and ultimately means that the decisions made will be more likely to improve children's lives. Engaging in participation is also important for a child's development into a responsible adult and an active citizen in their society, wherever they are in the world.

Suggested activity resource: education for empowerment

Aim: To understand the importance of empowerment through education and links to change

- Investigate case studies from different countries (such as Oxfam's 'Explore Girls' Education' or 'Welsh Bacc Education' pack.
- The following videos are available on YouTube: 'Being a Girl Journalist in Rwanda'; 'Consolée the guitarist'; 'Anita from India' (The Girl Effect).
- Which case study impresses you most? Why?
- How do these case studies link to the barriers to girls' education and the barriers to gender equality?
- You could extend the work to investigate gender equality in different countries using the British Council's 'gender equality through citizenship' activities or Oxfam's 'Bringing data to life', Key Stage 3 numeracy investigations.

Activity links

The British Council

- **'**Connecting Classrooms – gender equality through citizenship'; lesson 5 is focused on case studies of gender equality from different countries
https://schoolsonline.britishcouncil.org/classroom-resources/list/gender-equality

Oxfam

- 'Explore Girls' Education' focuses on girls' education in Afghanistan
https://www.oxfam.org.uk/education/resources/explore-girls-education

- 'Welsh Baccalaureate: Education' focuses on the barriers to education in Afghanistan and Pakistan https://www.oxfam.org.uk/education/resources/welsh-baccalaureate-education
- 'Bringing data to life', Key Stage 3 numeracy investigations focused on the empowerment of Ethiopian women smallholders http://www.oxfam.org.uk/education/resources/bringing-data-to-life-11-14

The Girl Effect:

- YouTube videos:
  - 'Anita from India on the power of education' https://www.youtube.com/watch?v=uvtF9ken350
  - 'Being a girl journalist in Rwanda' https://www.youtube.com/watch?v=hbG09CCv6yY;
  - 'Rwanda's powerful voice of change (Consolée the guitarist)' https://www.youtube.com/watch?v=NT_O5xtEhsw

5 Challenges to girls' education

Girls around the world face a number of challenges, which are related directly to their gender. These challenges limit their ability to make choices, have a voice in decision-making and overcome poverty.

Education plays a key role in overcoming poverty all around the world; for example, girls who receive an education are more likely to access better jobs and earn higher salaries, which can help lift their families out of poverty. Educated girls are more likely to wait until a later age to be married and have children, which means both they and their children are more likely to be healthy. They are also more likely to understand their rights and speak out to claim them, including the right to protection against violence. Each extra year of schooling can help increase a girl's prospective wages by up to one fifth. (Source: DFID)

Plan UK (2012 Youth Summary) lists a number of barriers to girls' education, including:

- **Early pregnancy:** Early pregnancy often follows early marriage, with girls as young as 15 becoming mothers, which gives them very little opportunity to continue their education. Early pregnancy can also be a very serious risk to a young girl's health; girls younger than 15 are five times more likely to die in childbirth than those in their 20s, and their babies are also at a higher risk of dying.

- **Household chores:** Girls are often kept out of school in order to do household chores instead, especially fetching water where there is no piped supply. Plan UK's research in Guinea Bissau found that girls often spend eight hours a day on household chores, compared to three hours for boys.

- **Poverty or schooling cost:** The cost of sending a child to school can be prohibitive to families on very low incomes. Even when schooling is free by law, as it is in many countries, there are often still costs related to uniforms or school books. Families often decide to prioritise a boy's education when funds are limited, as girls are perceived as having less chance or ability to get a job or earn a good income. Instead they are expected to stay home and support the family.

- **Violence in schools/teacher abuse:** In many places around the world, school is not the safe environment that it should be – especially for girls. The reasons for this are complex, and are often a result of embedded attitudes about discipline, gender or authority, and includes physical and psychological violence, sexual violence and bullying. Girls are often most vulnerable where gender discrimination and unequal power relations between children and adults exist.

- **Distance:** In poorer, more rural areas of the world, having to travel a long distance to the nearest school can present significant challenges, such as the cost of transport or the time it takes for a girl if she has to walk. Long journeys are often associated with risk and danger, for girls in particular.

Suggested activity resource: standing up for girls' education

Aim: To understand the importance of education in terms of impact on girls' life chances, and choices and links to development

- Investigate the impact of child labour or early marriage on girls in some developing countries. Plan International and The Girl Effect have videos you could show about the impact on girls' lives. Oxfam's 'Explore girls' education' activities focus on Afghanistan in more depth.
- You could use the UNESCO interactive to explore the gender gap in education in a variety of countries
- What are the reasons shown as to why some people are trying to stop girls going to school? What effect do the girls feel this will have on them? What other reasons might there be?

Activity links

Oxfam

- 'Explore girls' education'; presentation and activity about access to education in Afghanistan
  http://www.oxfam.org.uk/education/resources/explore-girls-education
- 'Girls' education in Afghanistan: Nazifa's story' blog and YouTube video
  https://www.oxfam.org.uk/blogs/2011/02/girls-education-in-afghanistan-nazifas-story

  https://www.youtube.com/watch?v=YrEQ2zV5bRQ

The Girl Effect

- The Clock is Ticking: animation about the importance of education in realising girls' potential http://www.girleffect.org/media?id=3453

- YouTube video: 'I dare you to see I am the answer' https://www.youtube.com/watch?v=-Vq2mfF8puE

Plan International:

- 'Because I am a girl': videos and case studies, available at https://plan-international.org/

UNESCO

- 'Mind the gap' interactive website explores the gender gap in education in different countries http://www.uis.unesco.org/Education/Pages/mind-the-gap.aspx?SPSLanguage=EN

6 Patterns of gender inequality

The reasons for gender inequality

Gender inequality is a significant barrier to girls around the world living their lives freely, and fulfilling their potential in a safe and enabling environment.

Gender inequality is a highly complex issue, with many of its roots in traditional social norms (widely shared beliefs and behaviours) and historic perceptions of the place, status and role of women in the home and in wider society. However, the issue is not confined to the developing world. In the UK, women are under-represented at the higher levels in many key professions, including politics, business and the legal system. The vote was only extended to all women in 1928 in the UK; equal pay in 1970. According to the Trades Union Congress (TUC), women in full-time employment still earn £5,000 a year less than men, on average.

Some key reasons for this gender inequality in claiming rights both in the home and in the world of work are:

- **Traditional gender roles:** Girls and boys are often seen as having specific, socially acceptable roles, which relate historically to the perception of women as a 'weaker' sex and therefore less able than men to perform particular jobs or roles. In many places, girls are required to keep the home and look after the family rather than get an education, work or take part in wider society. Men often face expectations to be the main breadwinners and protectors of families.

- **Social:** Girls are often seen as having a lower 'social status' than boys; boys often have more freedom, whereas girls are sometimes seen as under the control of the head of the family. Religious beliefs can also be seen to affect the perception of the 'value' or role of girls in some societies.

- **Economic:** Girls can be seen as a financial burden on families as they are often perceived as not being able to get jobs or earn salaries. Because of this, many girls are taken out of school early to work in the household, which perpetuates the vicious circle. Discrimination also exists in many places of work around the world, meaning that women do not always have the same opportunities, rights or rewards as men in the workplace.

The effects of gender inequality

Investing in girls is transformational – for their family, their community and for their country. Investing in girls and women is good for them in their own right but can also translate into better educated and healthier children, breaking the cycle of poverty across generations. So investing in girls and women is widely seen as a priority for development.

Today, many girls and women face inequality both in having a voice in decisions that affect them, and in their ability to make choices about their lives. The results of this are very significant on a global scale, as Women Deliver suggest.

Half the world's population are women, and yet:

- women make up over two thirds of the world's poor

- women also make up two thirds of the world's illiterate adults

- a quarter of the world's women are abused physically or sexually during pregnancy

- over 100 countries have laws restricting women taking part in the economy.

Suggested activity resource: patterns of gender inequality

Aim: To understand some global patterns of gender inequality
- Build up a picture of global patterns of gender inequality through world maps, for example using the British Council's 'gender equality through citizenship' detailed lesson 4 and resources.
- Alternatively use the Country Cards and/or Gender Data File to investigate global patterns of gender inequality – see Appendix 1
- Alternatively use the Women Stats website to choose five or six maps showing different patterns of inequality, asking pupils to identify what the maps show and why it is important, then use their atlases to identify patterns such as highest and lowest countries/regions, and any common patterns across the maps.
- You could identify a range of case studies of progress in different parts of the world. Allocate these to different pupils to investigate using a common format before presenting their findings around a large world map (see Links and Case Study Template at the end of this resource).
- To summarise the work, you could use the Women Deliver website to model different types of infographics before challenging pupils to compile and draw up their own infographic to summarise the global picture.
- You could link pupils' findings to women's rights in the next activity.

Activity links

British Council

- **'**Connecting Classrooms – gender equality through citizenship', lesson 4
  https://schoolsonline.britishcouncil.org/classroom-resources/list/gender-equality

Women Deliver

- Infographics about women, development and the SDGs http://womendeliver.org/resources/

Women Stats

- Infographics and world maps showing 36 patterns of gender inequality
  http://www.womanstats.org/newmapspage.html

7 Why are girls' and women's rights important?

Teaching about gender and development

Every child has a set of rights that they share with every other child on the Earth, and it is important that these rights are supported and upheld.

As a result of their gender, in many places in the world, girls and women face significantly greater challenges in claiming their rights than boys and men. According to Women Deliver, women work two thirds of the world's hours, but earn only a tenth of the world's income. Access to education in particular has a significant impact on a girl and her future family's health, as well as affecting her earning power and potential involvement in her community. Therefore education can play a vital role in tackling global poverty. See the United Nations Population Fund (UNFPA) website on empowerment for more.

At the same time, many girls go on to bear the responsibility for bringing up children, producing food and looking after their extended family. For effective and long-lasting global development, this inequality needs to be addressed, and we are all part of making this happen no matter what our gender is or where we live.

8 Understanding the International Rights Framework

UN Convention on the Rights of the Child and Convention on the Elimination of All Forms of Discrimination Against Women

Children all around the world have rights, no matter who they are or where they live, and the United Nations Convention on the Rights of the Child (UNCRC) details what these are. This aims to protect these vulnerable members of society from exploitation. It is the responsibility of governments to see that these rights are upheld; however, in many places, they are not, and children are still at a disadvantage in terms of claiming their rights. For example, over 100

million children worldwide carry out dangerous work, often away from their families, rather than going to school. (Source: UNICEF)

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was created to ensure that women all over the world are able to claim their rights equally with men, and that discrimination based on gender is stopped. A committee of experts from across the world is tasked with holding the signatory countries to the agreement.

What are rights and responsibilities?

By having rights, people can live freely and with dignity, and participate fully in society; upholding rights ensures that everyone is treated fairly and with respect. Child rights are a set of freedoms that are protected, for example the freedom to have an education, or the freedom to practise your own religion.

For many girls in particular, choice is a rare thing; they are unable to make basic decisions about their lives, such as choosing to go to school, get married, get a job or have a family. Many of these choices are made for them, or forced upon them because of poverty or gender discrimination, in violation of the UNCRC and CEDAW.

Understanding children's rights, and in particular girls' rights, helps us to understand why it is important to support young women and girls in making choices for themselves, and in having a voice in decisions that affect them.

Suggested activity resource: understanding human rights

Aim: To understand the background and principles behind human rights

- Amnesty International provide a complete lesson: 'Everyone Everywhere – Understanding Human Rights', which includes video, lesson plan, PowerPoint® and worksheets.
- Amnesty International also provide a useful follow-up activity: 'Right up Your Street', which includes the activity and a resource sheet.
- The British Council 'Connecting Classrooms – gender equality through citizenship': lesson 3 explores needs, wants, rights and equality.

Aim: To encourage pupils to think about what their priorities are in terms of rights

- Oxfam provide a series of lesson PDFs, including: 'Developing Rights: Unit 1 Lesson Plan 1 Planet X', which explores establishing rights on a newly settled planet.

Activity links

Amnesty International

- 'Everyone everywhere': eight lesson plans on human rights
https://www.amnesty.org.uk/resources/teaching-pack-everyone-everywhere-human-rights-secondary-school#.V6sK0dQrKt8

- Primary and secondary school poster packs, including 'Right up Your Street'
  https://www.amnesty.org.uk/resources/primary-school-poster-pack#.V6sMm9QrKt8
  https://www.amnesty.org.uk/resources/secondary-school-poster-pack#.V6sMbNQrKt8

- 'Right up Your Street' https://www.amnesty.org.uk/resources/activity-right-your-street#.V6sP19QrKt8

- 'Poverty and Human Rights' includes material on the UNHDR
  https://www.amnesty.org.uk/resources/resource-pack-poverty-human-rights#.V6sQ0NQrKt8

British Council: 'Connecting Classrooms – gender equality through citizenship'; Lesson 3
https://schoolsonline.britishcouncil.org/classroom-resources/list/gender-equality

Oxfam

- Children's Rights (Key Stage 2) developing English skills while learning about the UNHCR
  http://www.oxfam.org.uk/education/resources/childrens-rights

- Developing Rights (Key Stage 3): how young people around the world are claiming their rights http://www.oxfam.org.uk/education/resources/developing-rights

9 Proposing a solution

Now that your pupils have examined the causes, impacts and interdependent factors of their chosen topic or issue, they can start looking at what needs to change to support girls to have a voice, choice and control.

One option is to make a presentation to show how their proposal:

- improves or reduces the negative impact of the issue

- helps girls to claim their rights

- supports girls' voices or gives girls a role in decision-making

- will impact on girls' lives

- can make a lasting change

- considers sustainability

- helps address the issue of poverty.

In proposing a solution your pupils might consider some or all of the following:

- What are the benefits when girls are able to make decisions about their own lives? Are there any disadvantages and, if so, how could they be dealt with?

- What do you think needs to change to help girls have a voice/make their own choices? What are your reasons for thinking this?

- What solutions are already in place (e.g. what have people, governments or others, already done)?

- How could the change come about?

- Who needs to be involved (girls/ families/society/school/government/the UN/us) and what do they need to do? Who should lead the change and why?

- How can we help this to happen?

- What could stop this happening? What dangers could be involved and how could they be overcome?

10 Links

Educational sites with resources and activities

British Council: 'Connecting Classrooms, gender equality through citizenship' – six lessons and linked resources for Key Stage 2 and 3, designed to be comparable between two partner schools https://schoolsonline.britishcouncil.org/classroom-resources/list/gender-equality

Christian Aid: secondary assembly (for International Women's Day in March) focused on poverty reduction in Bangladesh http://learn.christianaid.org.uk/TeachersResources/secondary/secondaryassembly_mar08.aspx

Plan: 'Because I am a girl' resources with a focus on education, including lesson plans and video resources, available at https://plan-international.org/

Oxfam: Oxfam has a range of resources investigating women and development, including:

- 'Bringing data to life' – Key Stage 3 numeracy investigations focused on the empowerment of Ethiopian women smallholders http://www.oxfam.org.uk/education/resources/bringing-data-to-life-11-14

- 'Raising her voice' – Key Stage 2 lessons focused on music and social change http://www.oxfam.org.uk/education/resources/raising-her-voice

- 'Explore girls' education' – presentation and activity about access to education in Afghanistan http://www.oxfam.org.uk/education/resources/explore-girls-education

- 'More or Less Equal' – Key Stage 3 and 4 resources for English, maths and geography based on data gathered in Ethiopia, India, Peru and Vietnam, including inequalities between girls and boys http://www.oxfam.org.uk/education/resources/more-or-less-equal-english

Global Dimension: 'Moriom's story' – lesson for Key Stage 4 activity and short video about access to maternal healthcare https://globaldimension.org.uk/resource/morioms-story/

World's Largest Lesson: two short lessons for ages 8–14 linked to Global Goal 5, focused on developing understanding of gender equality, together with a project activity to engage pupils in action http://worldslargestlesson.globalgoals.org/worlds-largest-lesson-2016-focus-on-goal-5-gender-equality/

Case studies and other information sources

GLP case study: Global Goal 5 at Netley Primary School, London

Pathways of Empowerment: learning platform with a wide range of resources for secondary students, including case studies http://learningplatform.pathwaysofempowerment.org/

Plan: Plan has a number of case studies for each of its 'What we do' topics, including education for children and girls (some in modern foreign languages) available at https://plan-international.org/

The Girl Effect: website with stories and blogs about change for girls and women http://www.girleffect.org/latest-stories/ together with infographics, including about the SDGs

UK government case studies: this website includes case studies from the Department for International Development (DFID) focused on improving the lives of girls and women in the world's poorest countries https://www.gov.uk/government/policies/improving-the-lives-of-girls-and-women-in-the-worlds-poorest-countries#case-studies

UNESCO: 'Mind the gap' – interactive website focused on exploring data about gender and education http://uis.unesco.org/en/topic/gender-equality-education

UN Women: the site includes infographics and case studies linked to Global Goal 5 http://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-5-gender-equality

Women Deliver: infographics about women, development and the SDGs http://womendeliver.org/resources/

Women Stats: infographics and world maps showing 36 gender data sets from 'participation' to 'dress codes' http://www.womanstats.org/newmapspage.html

SDG links

Development and the SDGs: variety of sources information and teaching resources about the SDGs http://glp.globaldimension.org.uk/page/10743

Background information and projects

DECSY

- Gender respect education project based in Sheffield schools; blogposts describing the project and its results, and lots of practical teaching activities https://genderrespect2013.wordpress.com/

- Gender respect books for children https://genderrespect2013.files.wordpress.com/2016/05/gender-equality-books-for-children-available-for-purchase-from-decsy.docx

Geographical Association: Women and development site for older students and teachers https://www.geography.org.uk/Women-and-development

11 Appendices

Appendix 1: Activity – scoring gender equality

Appendix 2: Case study template

Appendix 3: Global Goal 5 targets

Appendix 1: Activity – scoring gender equality

Pupils look at a data set of statistics about gender equality and make comparisons between different types of scores. This may support lessons in **mathematics** related to handling data, making graphs and doing simple statistical operations, and lessons in **geography** when investigating differences in development.

You will need:

- Gender country cards

- Gender dataset, which includes:

  o a smaller 'intro data' set (for younger/less able pupils)

  o a larger 'full data' set (for older/more able pupils)

- Internet access and a whiteboard

- Access to computers with Excel® or a similar program; alternatively, print-outs of the introductory and full data tables for different groups

- A3 copies of a world map or larger display maps.

Introductory activities

Build up the big picture by investigating which countries are in the data set.

- If you are planning map activities or a display later, pupils could use atlases to identify and name the countries on an outline world map, or locate the country cards on a world map.

- You could use the 30 country cards to familiarise pupils with the countries in the data-set, for example by forming a country continuum in your classroom or hall, for example: longest to shortest time in school for girls; most to fewest women in parliament; best (lowest) to worst (highest) equality score. Prompt pupils to discuss any patterns they notice, any exceptions and surprises. You might identify some theories to test out at this stage.

- You could play Top Trumps™ using the country cards – see the GLP resources for the Women's World Cup[1] for ideas.

Investigating the datasets

- Show pupils the data for 'average years in school' or 'gender fairness' scores. Do they notice any geographical patterns about which countries have higher/lower rankings?

- Introduce the other columns in the table. What do they think the different scores mean? Discuss their meanings (see the Data sources tab). Which scores do pupils think might be more or less important to girls/women in a country?

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[1] Log in to your account and go to My GLP/Activities and Resources for the 2015 Women's World Cup activities. Not registered? Sign up here for free to access all our wide range of resources.

- Introduce the other columns in the table. What do they think the different scores mean? Discuss their meanings (see the Data sources tab). Which scores do pupils think might be more or less important?

Ask pupils to work in small groups to investigate either one or both of the datasets. They can either devise their own theories to test out, or explore the questions below, perhaps sharing them around each group. They can do this visually, by applying and using the 'filter' tools on the spreadsheet, or by making tallies/graphs to explore the questions.

Ask pupils to answer some/all of these questions:

- Are countries where women are generally better off also fairer for women? (Compare Gross National Product (GDP) per capita and gender fairness score.)

- Are countries with more women in parliament better places for women? (Compare percentage of women in parliament with gender fairness score.)

- Are countries with more women in the workplace better places for women? (Compare women in the workforce with, for example, life expectancy or deaths in childbirth.)

- Do women live longer in richer countries? (Compare life expectancy and GDP data.)

Extension

Ask pupils to investigate their dataset to find out more about the countries involved and how they relate to each other. You could ask them to:

- Use the data to make simple calculations, e.g. the mean, mode and range in the datasets, and work out ways to show how individual countries compare. For example, pupils could compare countries in different continents or regions to look for patterns and exceptions. Use either Excel or graph paper to chart and display the data. If you have started a group or class world map, you could add charts or graphics to the map, for example as located bars or pictograms on each country.

- If pupils are familiar with using scattergraphs, they could use them to test some of their questions or theories, chart the results and discuss their conclusions. To build on the use and presentation of development data on countries, you could use the Gapminder site to investigate ways of presenting development data, in particular what scattergraphs can show.

Completing the work

Ask pupils to:

- Identify patterns they think are there – including countries/regions that show the patterns and others that don't.

- Discuss and draft conclusions with some possible reasons for the patterns and connections they have identified.

- Ask groups to compare their findings with other groups' ideas before finalising their work.

Discussions with pupils may draw out some key ideas such as the following:

- Not all countries score equally well for things like, gender equality, being well off or having better health. This applies within countries, as well as across the world.

- These things can be related – e.g. being better off might be an advantage for being healthier or better educated. However, there are exceptions, and this may not be a hard and fast 'rule'.

- What are pupils' thoughts on whether differences should exist? What is the more desirable state of the world?

Appendix 2: Case study template

Country or place	Name of person or organisation involved

Opening statement

I am going to describe this change or development in one sentence:

Description or details about what changed

Some key facts about this are:

The main problems or barriers to change here were:

The solutions people found were:

For the girls or women, their families, community and country, the main benefits were:

Conclusion

I am going to explain how … made a difference in improving people's lives.

First of all…

Another reason…

However…

To summarise…

You could use some connectives:

To explain: because, so, since, as a result of, for this reason

To conclude: on the whole, in short, in conclusion, overall, in a nutshell

Appendix 3: Global Goal 5 targets

- End all forms of discrimination against all women and girls everywhere.

- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.

- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

Source: https://www.globalgoals.org/5-gender-equality

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