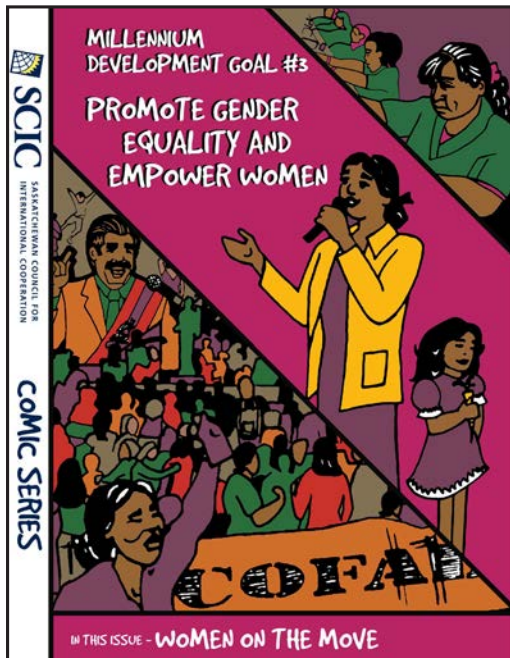


# GOAL 3: Promote Gender Equality and Empower Women

BE SURE THAT AS MANY GIRLS AS BOYS GO TO SCHOOL.



THIS COMIC TAKES PLACE IN  
HONDURAS

REGION: **CENTRAL AMERICA**

CAPITAL: **TEGUCIGALPA**

LANGUAGE: **SPANISH**

SPORT: **FOOTBALL (SOCCER)**

POPULATION (2010): **8,249,574**



Like many countries, Honduras has had an unstable political past, and continues to struggle with corruption in government. In countries like Honduras, women's rights are almost non-existent. With no place for women in politics, the country stands on an unstable foundation. In this comic, you will see just how hard life can be for women. Life is not easy for Roxanna and her mother. How will Roxanna's mother change the path for women? And what lessons does she leave behind for her daughter?

## GOAL 3 – RELATED LEARNING IDEAS:

1. Have students research the organization "Committee for the Relatives of Detained and Disappeared Persons in Honduras." What kind of work does this organization do? What activities or events do they host? Have students create an organization profile as an assignment.
2. Roxanna's mother travels to many cities to give workshops and talks that empower women. Have students split into groups, each a different travel agency. Assign a city to each travel agency, and have students create a presentation or travel pamphlets about the city, its economy, landmarks, food, culture, people etc.
3. Organize a political rally in your classroom or school to raise awareness about women's rights and issues around the world. Create campaign posters and slogans, and have students prepare written pieces of work (poetry, essay, story etc.) to present during the speech part of the rally.

*Because I am a woman, I must make unusual efforts to succeed.  
If I fail, no one will say, "She doesn't have what it takes."  
They will say, "Women don't have what it takes."  
– Clare Boothe Luce*

## DID YOU KNOW?

- Women comprise 43 percent of the agricultural workforce in developing countries, yet they have less access to productive resources and opportunities.
- Rural women are responsible for water collection in almost two-thirds of households in developing countries. Reduced or variable rainfall can increase the time required to collect water and cut down agricultural production.
- Globally, men's landholdings average three times those of women. Women make up less than 5 percent of agricultural landholders in North Africa and Western Asia, and approximately 15 percent in Sub-Saharan Africa.
- Women account for two-thirds of 774 million adult illiterates in the world—a proportion unchanged over the past two decades. Disparities in education limit women's access to information and vocational options, constraining their ability to adapt to climate change and environmental degradation.
- A recent study in 141 countries found that in highly gender inequitable societies, more women than men die when disasters strike.

Source: UN Women (RIO 20)

## GLOSSARY

**EMPOWERMENT:** Sociological empowerment often addresses members of groups that social discrimination processes have excluded from decision-making processes through - for example - discrimination based on disability, race, ethnicity, religion, or gender.

**EQUALITY:** the state or quality of being equal; correspondence in quantity, degree, value, rank, or ability.

**EQUITY:** On the relations and perceptions of fairness in distribution of resources within social and professional situations.

**MAQUILAS:** a factory run by a U.S. company in Mexico to take advantage of cheap labour and relaxed regulation.

**RALLY:** to come together for common action or effort.

# THE REVOLUTION WILL BE LED BY A

# 12-YEAR-OLD GIRL

IF YOU WANT TO END POVERTY AND HELP THE DEVELOPING WORLD, THE BEST THING YOU CAN DO IS INVEST TIME, ENERGY, AND FUNDING INTO ADOLESCENT GIRLS. IT'S CALLED THE GIRL EFFECT, BECAUSE GIRLS ARE UNIQUELY CAPABLE OF INVESTING IN THEIR COMMUNITIES AND MAKING THE WORLD BETTER. BUT HERE ARE 10 THINGS THAT STAND IN THEIR WAY:

**1 LET'S SEE SOME ID**  
Without a birth certificate or an ID, a girl in the developing world doesn't know and can't prove her age, protect herself from child marriage, open a bank account, vote, or eventually get a job. That makes it hard to save the world.

**2 ILLITERACY DOES NOT LOOK GOOD ON A RESUME...**  
70% of the world's out-of-school children are girls. Girls deserve better. They deserve quality education and the safe environments and support that allow them to get to school on time and stay there through adolescence.

**4 THE FACE OF HIV IS INCREASINGLY YOUNG AND FEMALE**  
When girls are educated about HIV, they stand a better chance of protecting themselves. But education is not enough. Girls need to be empowered and supported to make their own choices.

**3 ...AND PREGNANCY DOESN'T LOOK GOOD ON A LITTLE GIRL**  
Child marriages are the norm in many cultures where girls' bodies aren't considered their own property. Pregnancy is the leading cause of death for girls 15-18 years old. Girls have a right to be able to protect their health and their bodies.

**5 A NICE PLACE TO WORK WOULD BE NICE**  
If girls have the skills for safe and decent work, if they understand their rights, if they are financially literate and considered for nontraditional jobs at an appropriate age, if they get their fair share of training and internships, they will be armed and ready for economic independence.

**7 ADOLESCENT GIRLS AREN'T JUST "FUTURE WOMEN"**  
They're girls. They deserve their own category. They need to be a distinct group when we talk about aid, education, sports, civic participation, health, and economics. Yes, they are future mothers. But they actually live in the present.

**6 THE CHECK IS IN THE MAIL, BUT IT'S GOING TO YOUR BROTHER**  
LESS THAN TWO CENTS of every international aid dollar is directed to girls. And yet when a girl has resources, she will reinvest them in her community at a much higher rate than a boy would. If the goal is health, wealth, and stability for all, a girl is the best investment.

**8 LAWS WERE MADE TO BE ENFORCED**  
Girls need advocates to write, speak up, lobby, and work to enforce good laws and change discriminatory policies.

**9 SHE SHOULD BE A STATISTIC**  
We won't know how to help girls until we know what's going on with them. Hey, all you governments and NGOs and social scientists: You're accountable! We need an annual girl report card for every country so we can keep track of which girls are thriving and which girls are not.

**10 EVERYONE GETS ON BOARD OR WE'RE ALL OVERBOARD**  
Boys, girls, moms, dads. If we don't all rally to support girls, nothing is going to change. Not for them, and not for us. Change starts with you. So get going.



girleffect.org

# Activity: Princesses Don't Have to Be Passive

## PURPOSE:

The overall objective of this lesson is to explain the effects of stereotyping and gender bias on self-esteem, relationships, and behavioural expectations for both girls and boys. Although the initial focus is on the stereotyping of the princess, the teacher should also extend the lesson to the stereotyping of the princes. Self-esteem, relationships, and behaviours of both genders are implicated by these types of stories.

## SUBJECT AND GRADE:

Social Studies/Health/Language Arts; Grades 4-6

## TIMING:

1 Hour

## MATERIALS:

Suggested books:

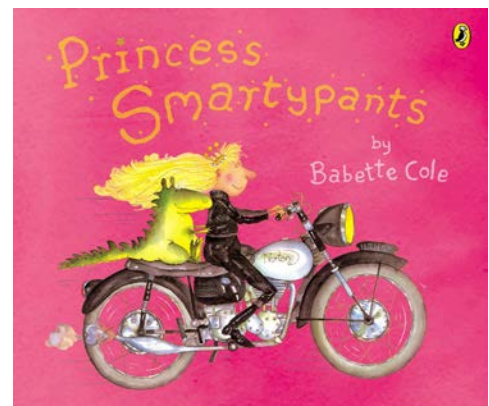
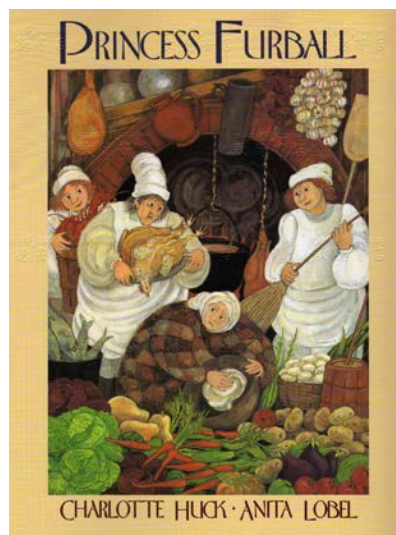
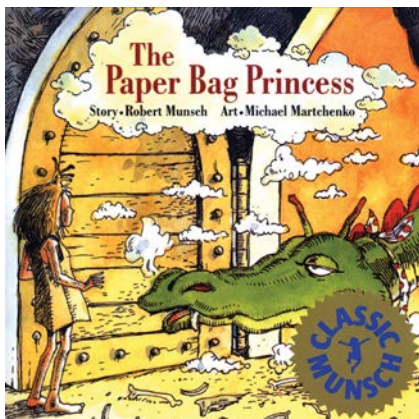
The Paper Bag Princess—Robert N. Munsch

Princess Furball—Charlotte Huck

Princess Smartypants—Babette Cole

## PROCEDURE:

1. Ask students to tell you about fairy tales that they know in which there is a princess. As they retell the story, keep asking them what the princess is doing in the story. Frequently, the answer is that she does not do very much. Usually, a prince is trying to win her hand in marriage by pleasing her father. The princess has little say in her own future.
2. Read one of the suggested books, or any fairy tale, in which the female leads a more active, self-determining role. Have students contrast this story with the traditional fairy tales they discussed earlier.
3. Define words such as gender bias and stereotyping and relate them to the fairy tales they have discussed.
4. Discuss how the traditional fairy tales affect the girls and boys who hear them. How will they see their future roles in life? How will they treat one another? Consider how fairy tales perpetuate certain gender roles. In most fairy tales there is no positive female leads or role models (i.e. mother is dead, wicked step-mother, most-often raised by fathers, or are on their own). Seriously consider how the male roles are constructed and perpetuated as well. The focus of gender equality is that all persons feel free to be who they are, and are not bound by expectations based solely on gender.
5. Each student is asked to rewrite a favourite fairy tale to be more gender fair. The students are assessed on their understanding of how the princess may be made more active and self-determining.



Source: Infusing Equity by Gender into the Classroom: A Handbook of Classroom Practices by Sandra Moyer.  
[www.ricw.ri.gov/publications/GEH/lessons/97.htm](http://www.ricw.ri.gov/publications/GEH/lessons/97.htm)

# Activity: Men's Work or Women's Work

## PURPOSE:

Using the Occupation Checklist at the end of this activity, students will match jobs and careers to gender. The desired outcome from this activity will be the discovery and discussion of persistent gender stereotyping, with its wage and status implications, in terms of career opportunities.

## SUBJECT AND GRADE

Social Studies; Grades 6-8

## TIMING:

1 hour

## MATERIALS

Occupation Checklist

Computer

Projector

Screen (OR)

Chart paper

## PROCEDURE:

1. Hand out copies of the Worksheet: Men's Work or Women's Work to individual students.  
Read off the listed occupations. Describe any jobs that students might not be familiar with.
2. Have students fill out the checklist, matching jobs and careers to 'Male,' 'Female,' or 'Both' by circling the "correct" response.
3. Project occupation checklist onto the screen so all students can see (if not available use a large chart); poll the students on each occupation and write the results on the master checklist.

There are many approaches to conducting the following class survey in a meaningful way.

Poll students on how and why they answered the way they did.

Have students conduct research of the occupations. You may want to divide students into groups and assign each group several occupations.

Another method would be to find out the areas of controversy, assign groups to research those areas.

## DISCUSSION:

- Which group "male" or "female" had the largest number?
- Which jobs require working with people? Which group had the larger number?
- Which jobs have the most "status," and, of those, how many are designated "males" and how many "females?"
- Which jobs offer the most salary potential, and, of those, how many are designated "males" and how many "females?" This will require research to complete.
- Which jobs require the most/least amount of education, and, of those, how many are designated "males" and how many "females?" This will also require research.
- Why are some jobs traditionally gender designated? Why is there an inequity of wage and status along gender lines?

Source: Don't Flounder—Get off the Hook: Consider Non-Traditional Occupations. State of Alaska, Department of Education and Early Development  
[www.eed.state.ak.us/tls/cte/docs/NTO/Gender\\_Equity.pdf](http://www.eed.state.ak.us/tls/cte/docs/NTO/Gender_Equity.pdf)

# Worksheet: Men's Work or Women's Work

## OCCUPATION CHECKLIST

Circle whether you believe it is a male's occupation, female's occupation, or both.

Construction Worker	M	F	Both
Flight Attendant	M	F	Both
Social Worker	M	F	Both
Lawyer	M	F	Both
Technical Writer	M	F	Both
Secretary	M	F	Both
Elementary Teacher	M	F	Both
Hair Stylist	M	F	Both
Model	M	F	Both
Store Clerk	M	F	Both
Veterinarian	M	F	Both
Physical Education Teacher	M	F	Both
Cook	M	F	Both
Photographer	M	F	Both
Nurse	M	F	Both
Computer Analyst	M	F	Both
Machinist	M	F	Both
Dental Assistant	M	F	Both
Artist	M	F	Both
News Reporter	M	F	Both
Telephone Operator	M	F	Both
NASA Technician	M	F	Both
CAD Specialist	M	F	Both
Pharmacist	M	F	Both
Baby-Sitter	M	F	Both
Newspaper Editor	M	F	Both
Editor	M	F	Both
Cashier	M	F	Both
Mechanical Engineer	M	F	Both
FBI Investigator	M	F	Both
Plumber	M	F	Both
Librarian	M	F	Both
Bank Teller	M	F	Both
Nurse	M	F	Both
Police Officer	M	F	Both
Bookkeeper	M	F	Both
Custodian	M	F	Both
Fire Fighter	M	F	Both

# Activity: Can Jaya Stay at School?

## PURPOSE:

Students will brainstorm reasons about why some girls cannot go to school.

## SUBJECT AND GRADE

Social Studies/English; Grades 6-8

## TIMING:

1 hour

## MATERIALS

Role-play cards

## PROCEDURE:

1. With the class working in groups of four, give each group one set of the role-play cards. Each group will take on a part and devise a drama based on their roles. Jaya and her family live in the Punjab in Pakistan. The students can elaborate on their roles if they wish. Each group should decide what happens next. Some groups could find a way in for Jaya to stay at school, whereas others could develop a storyline in which she has to leave.
2. Ask the groups to perform their dramas to each other. Freeze-frame each drama just before and just after the decision is made about what happens next. How does each of the characters feel? At the end, place one of the characters in a 'hot seat'. Other members of the class can then ask this person questions about the motives for their actions.
3. Finally, for each group, discuss with the class how Jaya managed to stay at school or why she did not manage to stay at school. For dramas where Jaya had to leave, what would have needed to happen for her to stay at school?

Source: Change the World in Eight Steps. Oxfam UK. [www.oxfam.org.uk/education/resources/change\\_the\\_world\\_in\\_eight\\_steps](http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps)

Click on Goal 3: Equal chances for girls and women—information and activities

### JAYA:

You are Jaya, a 12-year-old girl.  
You have been at school for five years.  
You work very hard and have been top of your class several times.  
You enjoy school and have made lots of friends there.  
You really want to be a teacher when you are older.  
You think that it's unfair that you might have to drop out of school while your two brothers can continue their education.  
Also you have to spend more time on household chores than they do and yet must still fit in doing your homework.



### JAYA'S MOTHER:

You are Jaya's mother, Razia.  
You have three children: two boys and a girl, Jaya.  
You had no education yourself and are pleased that Jaya has been to school for a few years.  
You hope that this will mean that she is able to get work when she grows up.  
However, your main concern is that she should get married. This is the most important thing.  
You also worry that if Jaya continues with her education she may not have so much time to help with the household chores.



### JAYA'S FATHER:

**You are Jaya's father, Kesro.**  
You have three children: two boys and a girl, Jaya.  
You work hard as a day labourer in a factory to earn enough money for them all to go to school, but lately you have found it more difficult to get work and you can no longer afford the school fees for all your children.  
You think education is less important for women because they usually only go to work in the fields or stay at home as housewives.  
Obviously Jaya must drop out of school.  
The boys will continue their education so that they can get jobs and be able to contribute to the household.  
Jaya will get married and be looked after by her husband, so education is less important for her.



### JAYA'S AUNT:

You are Jaya's aunt, Fatima.  
You are married and have two children.  
You were lucky enough to have completed your education and you have worked in an office since your last child went to school six years ago.  
This has meant that you could afford to send all your children to school.  
You understand that it is really important for both girls and boys to be educated.  
Girls with an education can help to provide financially for the household.  
Nowadays, they can even become civil servants or MPs.  
They can also contribute to their own children's education at home themselves.

