Web Quest
SDG 5 : Gender Equality
Title: Women's Equality

Target:
17- 19 years old

Introduction:

'Gender inequality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government.' - United Nations 2013

https://www.un.org/en/un75/women_girls_closing_gender_gap

Gender inequity is a global issue that need to be addressed. This revolution can only be achieved if collective action is achieved. For many years women over the world have been fighting against issues like, the right: to bodily integrity and autonomy; to vote (suffrage); to hold public office; to work; to fair wages or equal pay; to own property; to education; to serve in the military or be conscripted; to enter into legal contracts; and to have marital or parental rights.

The Women's Equality is adressed in the Goal 5 of the Agenda 2030. On September 25, 2015, the UN General Assembly adopted the 2030 Agenda for Sustainable Development, which commits Member States to eradicate poverty in all its forms and dimensions.

Objectives of the WebQuest:

- Raise awareness of the reality of gender stereotypes and Gender Gap (GG)
- Outline any predisposition in students thinking regarding gender stereotype and GG
- Gets students thinking on reasons that give rise to gender stereotype and GG
- Fostering skills and competencies in students on advocating to reduce gender stereotype and GG

- ✓ **2030 agenda**
  (https://sdgs.un.org/goals -https://sdgs.un.org/goals/goal13):
  In these Goals and targets, we are setting out a supremely ambitious and transformational vision. We envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured. A world where we reaffirm our commitments regarding the human right to safe drinking water and sanitation and where there is improved hygiene; and where food is sufficient, safe, affordable and nutritious. A world where human habitats are safe, resilient and sustainable and where there is universal access to affordable, reliable and sustainable energy.

- ✓ **SDG 5 – Gender Equality**:
  https://ec.europa.eu/sustainable-development/goal5_en
  Achieve gender equality and empower all women and girls
  Gender inequalityis one of the biggest obstacles to sustainable development, economic growth and poverty reduction. Thanks to MDG 3 on gender equality and women'sempowerment, progress in enrolling girls into school and integrating women into the jobmarket has been considerable. MDG 3 gave the issue of gender parity a lot of visibility,but its narrow focus meant that it failed to address important issues such as violence againstwomen, economic disparities and the low participation of women in political decision-making.
  Goal 5 advocates equal opportunities for men and women in economic life,the elimination of all forms of violence against women and girls,the elimination of early and forcedmarriage, and equal participation at all levels.

Who is a feminist?
A feminist is an advocate or supporter of the rights and equality of women - *Oxford En* *Dictionary*

Read this article about feminist so that you can have a clear view about the movement.
https://www.cidse.org/2020/03/04/what-is-the-role-of-men-in-feminism/

  ➢ Do you believe that there exists inequalities related to gender in your country?
  ➢ How does gender equality and women's empowerment influence global issues in your
     country?
Discuss and share your impression with your school mates.

Task 2:

After reading Goal 5 detail (https://ec.europa.eu/sustainable-development/goal5_en)
Compareand re-elaborate the different targets in your country together with your classmate.
Gender equality in your country:
  ➢ Poverty. Do you think there is discrepancy exists between the percentage of men
     and women living in poverty in your country?
  ➢ Earnings. What national trends do you notice in pay differences for men and women?
  ➢ College Enrollment and graduation. What changes do you notice over time
     and what do you think may have caused these changes?
  ➢ Political representation. What do you notice about the percentage of women
     serving as elected officials? How do you predict this will change in the next 20 years?

Choose one of the 4 gaps (Poverty, Earnings, College Enrollment and graduation, Political
representation) and create a campaign flyer with your group mates to try to reduce or
resolve this gender difference in your country.

Process:

Divide the class in 4 groups so that each student can participate actively in each work.
At the beginning and end of the tasks the students should fill the evaluation table in order to
monitor
any changes in their perspectives/believes and to raise self consciousness of the learning
process

Learning outcomes:

- Reflect on the role of women in the society.
- Raise awareness of the reality of gender stereotypes.
- Get students thinking on reason that give rise to gender stereotype.
- Fostering skills and competencies in students on advocating to reduce gender stereotype.

Resources:

Website

- https://www.un.org/en/un75/women_girls_closing_gender_gap

- https://sdgs.un.org/goals -https://sdgs.un.org/goals/goal13

- https://ec.europa.eu/sustainable-development/goal5_en

- https://www.cidse.org/2020/03/04/what-is-the-role-of-men-in-feminism/

Evaluation:

- ➢ <u>Acquired competences</u> :
  Carrying out an investigation.
  Researching the internet.
  Applying knowledge and skills toreal life scenarios.
  Being aware and overcomingpersonal biases.
- ➢ <u>Social Skills</u> :
  Collaborative and cooperativelearning skills.
  Involve in discussion.