

Second  
**Chance**



Gender



GENDER

Session 1: What is gender?

Session 2: Life as a woman

Session 3: Learning and working as a woman

Session 4: My role promoting gender equality

Second  
**Chance**

Session 1:

What is gender?

# Course introduction

*Session 1*



## WHY A COURSE ON 'GENDER'?

- Our life experiences are profoundly affected by whether we grow up as **girls or boys, women or men.**
- All societies have different **expectations** of women compared to men, and girls compared to boys; these expectations limit what we can achieve.
- We need to understand these expectations in order to change them and ensure everyone has an equal chance in life.



## WHY A COURSE ON 'GENDER'?

- Understanding gender allows us to **identify characteristics in women** that are admired, and the implications of that.
- **Reflecting on how society expects girls and women to look and behave** compared to boys and men helps us understand our own life experiences.
- It helps us **recognize and challenge harmful ideas** that make life unfair for girls and women, including ourselves.



## WHY A COURSE ON 'GENDER'?

- Girls face educational disadvantages and women face barriers in education and employment because of gender; **understanding this can help us fight for greater fairness and equality.**
- Gender teaches us how to **transform our own thinking and start positive change** towards gender equality.

# QUESTIONS WE WILL THINK ABOUT IN THIS COURSE

- How do we think differently about women and men and about their role in society?
- What is it like for all of us in this room to 'be women' in this society?
- Do we experience things differently than men?
- How does that influence what we feel we can do as women?
- Do we ourselves treat girls differently from boys?



*Photo: European Southern Observatory*

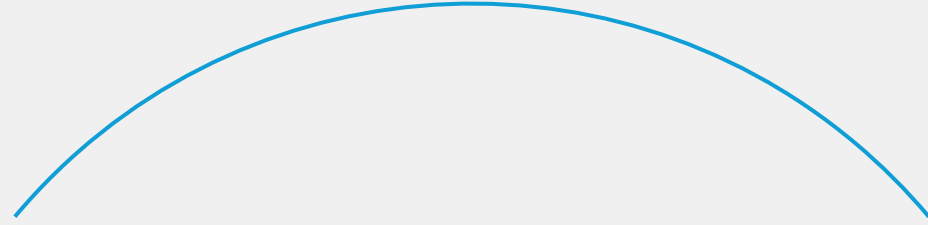


# QUESTIONS WE WILL THINK ABOUT IN THIS COURSE

- What characteristics do we admire among women we know?
- What disadvantages do girls face in education?
- What barriers do women, such as ourselves, face in education and employment?
- How can we change things for the better?
- How do we transform our own ways of thinking?



*Photo: European Southern Observatory*



**Thinking about all this is the first step to greater equality  
between women and men.**





# ACTIVITY 1



A woman wearing a black hijab and a blue tracksuit is smiling as she works on a piece of fabric. She is holding a large, curved, light-colored object, possibly a piece of fabric or a tool. The background is slightly blurred, showing other people in similar attire. The image is overlaid with a large yellow hexagon on the left side, which contains the main text.

# What do we mean by 'gender'?

Slide set 1

*Session 1*

# Sex vs. Gender

- Sex is all about our bodies.
- The physical and biological characteristics that distinguish males and females.

# Sex vs. Gender

- Gender is all about the things we do.
- Gender means **how** society tells us **we should act, what we should do**, and **how we should look** **BECAUSE** we are a boy or a girl, a woman or a man.
- Ideas on gender are **socially constructed**. This means that society (the people around us) creates them.

# Sex vs. Gender

- Since these ideas are created by society, they can change over time, and they vary from society to society.
- The way one society expects women to act, or the activities women should do in that community, will not be the same as somewhere else.
- For example, in many societies, women and men are expected to behave differently towards each other, themselves, and the community. Women are expected to not have an opinion of their own, to avoid disagreement or conflict, and to put other people's feelings before their own.



# Gender

- Gender is based on biological sex, because the first characteristic of a girl is to have female body parts, and the first characteristic of a boy is to have male body parts.
- The problem is that many of the other characteristics of being a boy or a girl are not things that you are born as, but things that we teach you to be, all depending on that first natural characteristic, that then dictates a lot of cultural characteristics.

# Gender

- These cultural characteristics expected from you from birth become reality because the group will teach you and show you how to be and behave depending on which body parts you were born with.
- **For example, boys may be encouraged to go to school while girls help at home. After school, girls help at home while boys help the father at the shop or at the farm.**



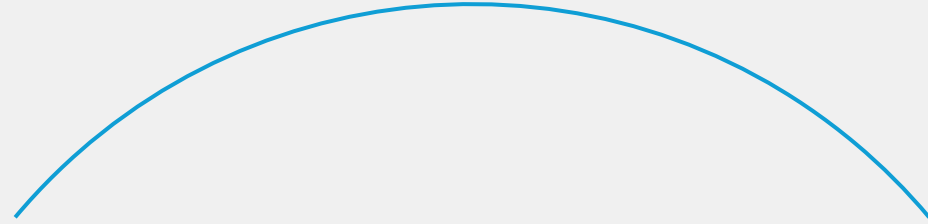
**Why do you think gender matters?**





## Example:

If Alejandra loves to be a mother, and it is what her community wants a woman to want to be, good! But maybe Alejandra also loves running, and this is not something the group expects a woman to like, so it's hard for Alejandra to be accepted as a runner. Because of that, she never trained as a runner, and so she is a little bit bad at it.



**Example:** if a woman wants to be a mother, and this is what society expects her to be, then fine. But she may also love running and this is NOT something society expects her to do.

She may be shouted at or jeered when she runs. She will not get the chance to train as a runner. All this prevents her from becoming a really good runner.

But does that mean she is a bad runner because she has female body parts, i.e. because of her sex?





No, it means Alejandra is a bad runner because her community discouraged her from running and did not let her train and become a good runner.





**Gender** influences **what we can become** in our culture.  
This is why we need to understand what it means, so we  
can **understand how it stops us from becoming what we  
want**, and we can try to become whatever we want  
despite it!



The image features a central dark blue hexagon with a gold border. The text "ACTIVITY 2" is centered within the hexagon in a gold, sans-serif font. The background is white, decorated with several curved lines in blue, gold, and red, some of which overlap the hexagon's edges.

# ACTIVITY 2





- What toys are given to boys versus to girls, what toys are they expected to play with?
- Describe the physical space where children are allowed to play or spend time? Is it the same for boys as for girls?
- How are boys and girls expected to behave?
- How are boys and girls encouraged to express their emotions?
- What are things that may be said to a child based on whether they are a boy or a girl?
- What opportunities are given to boys and not girls?
- How is the idea of a man or a woman's role conveyed culturally through religion, stories, folktales and folk songs?

A woman in a blue dress is walking in a village, carrying a large white pot on her head and a red pot under her arm. The background shows traditional thatched-roof huts and trees. The image is overlaid with a dark blue hexagonal graphic on the left side containing text.

# Fitting in with what society expects

Slide set 2

*Session 1*



Photo : UN Women/Pablo Sanhueza

## Gender is all about expectations

- **Gender expectations** are specific actions and behaviours that people think you should and will do because you are a woman.
- They **expect you to be and act a certain way because you are woman**, and if you don't act and behave in the way they expect there can be some repercussions and negative consequences.



Photo : UN Women/Pablo Sanhueza

## Gender is all about expectations

**For example**, Vindhya is expected to have long hair.

If she cuts it like she wants to, her community might find it strange and make fun of her because of it.

Women are often expected to keep their hair long.



# Tara

- Tara is 25 years old and unmarried.
- Her community expects her to get married.
- The community informs every unmarried man about Tara's single status to facilitate her finding a husband.
- Tara has different aspirations from the community's expectations.
- She wants to develop her business. Tara aims to go to business school.
- Her desire to attend business school conflicts with the community's expectations of marriage.



**Question:** What will be easier for Tara ? Finding a husband, however good or bad he is, or going to business school?



**Answer** : The easier route for Tara is to marry one of the men the community selected rather than going to business school. Their **expectations** make it easier for Tara to find a husband than to go to school.

The local economy will benefit if she follows these expectations, as **she will work for free in raising children** at home while her husband works outside the house and is paid.





Why is this important?

- Because however how hard it is to act against it, **it's not natural law** that dictates that Tara cannot go to business school.
- It is **only because of her context and what is expected** of her within it. Sometimes context can be overcome.



## In summary:

- If we are expected to do something, we will be **encouraged** to do it by our community and culture in various ways. It is **much harder to accomplish something that is not expected** of us.
- Everything, from pictures in the media, films, TV, language, attitudes friends and family, to our own thoughts, **pushes us to act like people expect us to act.**
- So expectations can **limit what we do** and **what we think we can do.**

A central dark blue hexagon with a gold border is the focal point. It is surrounded by several thick, curved lines in shades of blue, gold, and red, which appear to be part of a larger, partially visible graphic design.

# ACTIVITY 3

# Gender stereotypes

- Stereotypes are ideas that a lot of people believe to be true.
- They are generalizations or exaggerations about a certain group.
- Gender stereotypes are generalizations about what women and men are like and what they are capable of. **They are not universal truths!**
- Gender stereotypes tend to be **HARMFUL** because they limit the things that women or men feel they can do (abilities) or want to be (aspirations).



Photos: UN Women/Pablo Sanhueza

# Gender stereotypes

Here are some examples of gender stereotypes.

- All girls love pink.
- Boys do not cry.
- Women are not capable of earning an income.
- Girls are not good in math.
- Boys are aggressive.
- Girls do not like playing football.
- All women love wearing make-up.



Photos: UN Women/Pablo Sanhueza

Second  
Chance

Session 2:

Life as a woman



# ACTIVITY 1



# LOCAL SAYINGS

Examples from the UK/US:

- “Boys will be boys”
- “Don’t worry your pretty little head”
- “Man up”
- “Who wears the trousers in that relationship?”
- “Man and wife”





## LOCAL SAYINGS

Examples from Mexico:

- “Calladita te ves mas bonita” (You look prettier when you’re quiet)
- “Corres como niña” (You run like a girl, meaning bad or ridiculous)
- “¿Eres niñita?” (Are you a little girl? meaning lacking bravery or courage)
- “Vieja el ultimo” (Last one to get there is an old lady)



# A world made for men?

Slide set 1

*Session 2*

# Why do gender stereotypes matter?

- You might think: everyone can choose what they wear or say or do.
- Some people may think these stereotypical things, e.g. that all women like to wear pink or that they're not good at science, but there's nothing stopping anyone from wearing what they want or studying what they want.
- So why is this important?



Photo: UN Women/SEPICJ

# Why do gender stereotypes matter?

- Every day, throughout our lives, we receive information about gender that shapes the way we see ourselves and others.
- We are bombarded with this information from all sorts of different sources: TV, movies, advertisements, news, books, video games, radio programmes.



Photo: UN Women/SEPICJ

# Why do gender stereotypes matter?



Photo: UN Women/J.D. Mikone

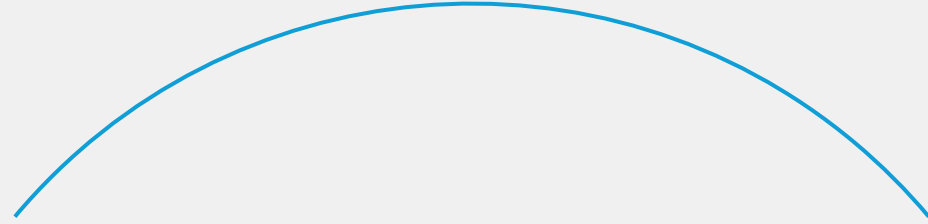
- We also constantly receive this information through our interactions with family members, friends and other people.
- We come to understand what roles we are expected to play in life as women and how we are supposed to behave.

# Why do gender stereotypes matter?



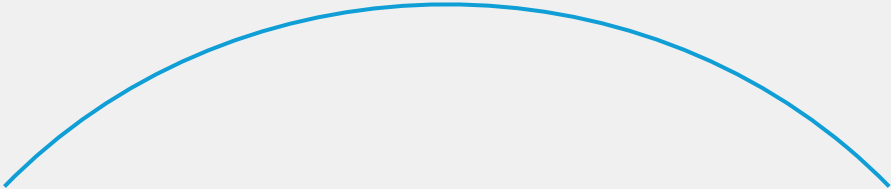
Photo: UN Women/J.D. Mikone

- It starts early. We absorb this information from the moment we are born and learn to play our parts as girls or boys at a very early age. This learning process is called **gender socialization**.
- There is overlap between gender norms, gender stereotypes and gender roles, but all together, they have a very powerful effect.



**Question:** What do you think happens after a lifetime of similar experiences?







**Answer:** we **internalize** these ideas and come to believe them as true. So we think we can't be good at science or interested in technology because these subjects are for boys.

We **don't practise expressing our opinions or disagreeing** with others because we grow up believing this is not what women should do.

We end up buying **pink outfits for our baby daughters** because that's what we think we should do.








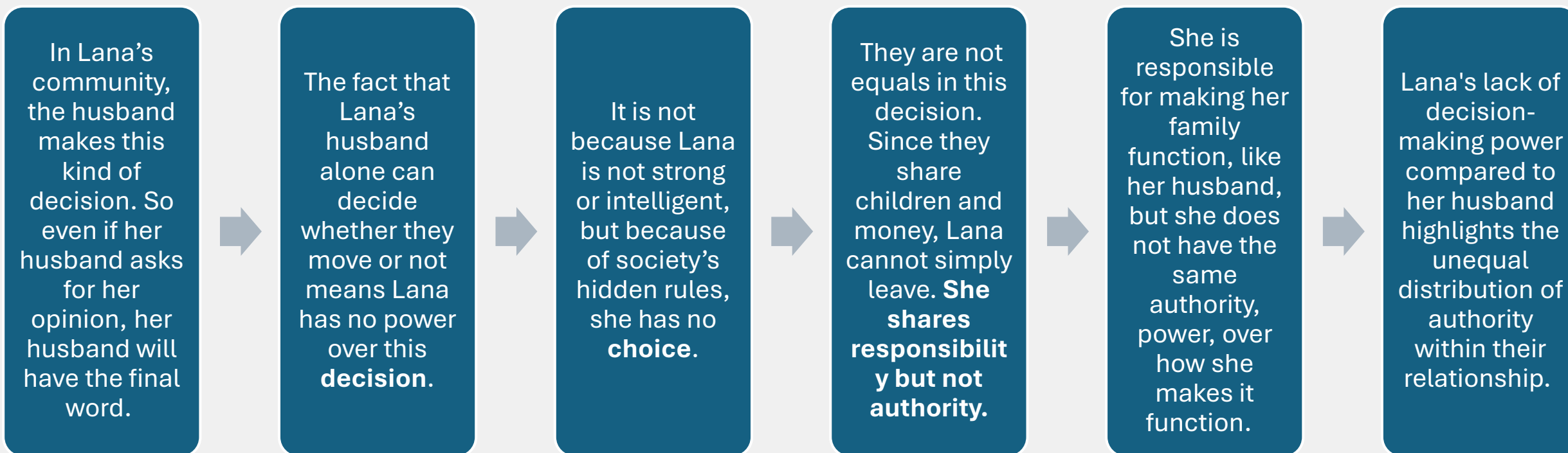
**Gender socialization and gender expectations** combine to mean that women are really limited in what they can do. Their choices are restricted to the ones that society thinks are appropriate for women. And it all adds up to men being in charge of many things that affect women, with women having little say in what happens.

The way men and women interact and share power is called **gender relations**. When men have more power, more control over decisions than women, it is very unfair for women because decisions are made that are not in their best interests and without their input.



# EXAMPLE

Lana and her husband are deciding whether to move closer to her parents.



# Patriarchy

## Slide set 2

*Session 2*



Photo: UN Women/Christopher Herwig



# WHAT IS PATRIARCHY?

- Patriarchy is a societal system where men hold more power and authority than women across various domains like family, religion, and politics.
- To function, every group needs a system, a way to organize things. Patriarchy is one of the way cultures can decide to organize society.
- In this way to organize how the group works and to establish its rules, men have more power than women. This system is used in a lot of cultures.



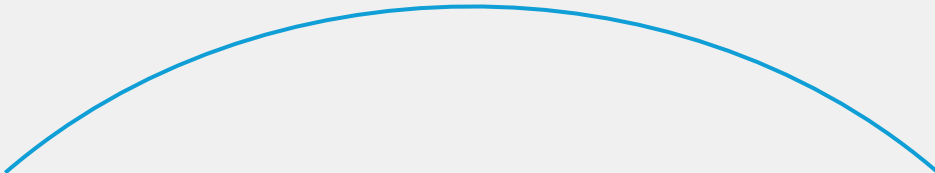
# WHAT IS PATRIARCHY?

- A system like patriarchy dictates the role people have in family, religion, politics, businesses etc. and, the patriarchal system says that men have all the power, they are the ones in charge.
- If our societies are organized like that, and if men are always in charge, are better paid, have more rights, it's not because men are better; **it's because the community has decided to organize itself like that, through history and with time, through lots of different decisions.**



# WHAT IS PATRIARCHY?

- And so, it can be changed by women challenging the status quo and gaining power. But this change does not happen inevitably, all by itself. It needs women to organize and fight for it.

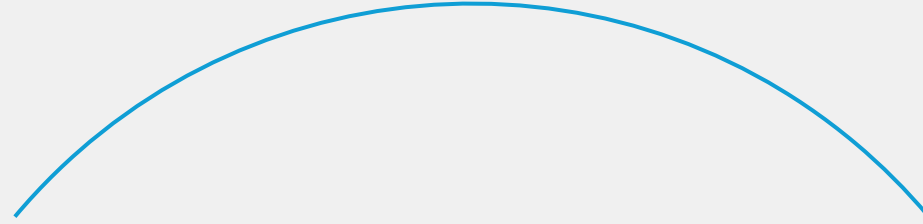


**Question:** Can you think of one example of something in your community that you can see is organized by the rules of patriarchy?

The example of Lana of the moving house is an example of a system that is underpinned by patriarchal rules, because men take the final decision.

But what if this time he lets her make the decision?  
Does that mean Lana doesn't live in the patriarchy?



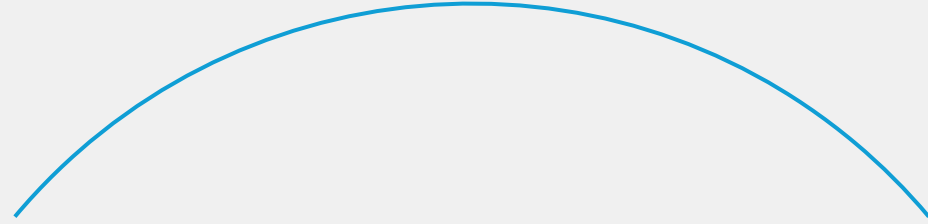


**Answer:** No, because Lana's husband still has all the power of making decisions. He just decided to let Anna choose.

**Example:** In Lana's community, her husband has the final say in decisions, reflecting the patriarchal structure that can still be challenged.







**Question:** Is every gender relation in the patriarchy like that?

**Answer:** No, relations are very varied, because men and women all respect, disrespect and play with the group's patriarchal rules in their own way.



# Activity 3: Patriarchy made visible

Slide set 3

*Session 1*



# Women and political power

Q: Take a guess - **what proportion** of all people in **parliament** across the world are **women**?

- In 2020, **only 25% of all parliamentarians were women.**
- There are 27 countries where 28 women serve as Heads of State and/or Government. At the current rate, gender equality in the highest positions of power will not be reached for another 130 years.



Photo: UN Women/Ryan Brown

# Women and political power

Q: Why does it matter?

- **Issues that matter to women will not get the attention** they need – maternity services, women's healthcare, childcare, unsafe streets, violence against girls and women
- **Women should have a say** in **all** laws and decisions that affect them!



Photo: UN Women/Ryan Brown

# Women in sports



Photo: UN Women/Ruhani Kaur

Q: Is **playing sports** more common among men or women?

- Despite the evidence of clear benefits, by the age of 14, girls drop out of sports at **twice** the rate of boys
- This is due to several factors, including social expectations and lack of investment in quality programmes.

# Women in sports



Photo: UN Women/Ruhani Kaur

Q: Who gets more **media** attention?  
Do men and women receive equal  
**prize money**?

- Among elite athletes, **women earn on average only 1 per cent** of what men earn, according to one study in 2017.
- **Women's sports media coverage** was 16 per cent of men's coverage in 2022. At current rates of growth, **women's share of coverage will be 20 per cent by 2025.**

# Women in sports

Q: Is it because women are not good at sport and not entertaining?



Photo: UN Women/Ruhani Kaur

- No – it is because **historically** women's sport has not been encouraged, there has been **no investment**, they don't have access to the same **facilities** and **opportunities**. It is harder for women to **exercise publicly** because they are often judged and harassed.
- Women's sport has **far less media attention**.

# Women in business

Q: Who do you think has **more power** in the **business world**?

- Nearly half the world's people believe that men make better political leaders than women do, and two of five people believe that men make better business executives than women do.
- In 2022, women represented approximately 32% of employees in senior management positions globally.



Photo: UN Women/Celeste Sloman



# Women in business

## Q: Why does it matter?

- It is not fair for the many **entrepreneurial women** who would love to be in business
- Women don't have the same access to these very **well-paid** jobs
- Products and services are **designed by and for men.**



Photo: UN Women/Celeste Sloman

# Women in films



Photo: UN Women/Maka Gogaladze

Q: Who has more **leading roles** in films, men or women? Who has more speaking roles?

One analysis of popular films across 11 countries found that:

- only 31% of all speaking characters were women
- only 23% of films had a female leading character
- only 21% of film-makers were women.

In the 92-year history of the Oscars, only five women have ever been nominated for the Best Director Award category.

Only one woman has ever won.

# Women in films



Photo: UN Women/Maka Gogaladze

**Q: Why does it matter?**

**A:** Because if women see themselves always portrayed on screen as inactive, not speaking much, only playing parts as men's girlfriends or as the 'love interest' in the story with men always playing the heroic roles, we are likely to start believing that these are the roles we should play and how we should act in real life.

# Women at home

Q: Who does most of the **unpaid childcare and the unpaid domestic work**?

- On an average day, women globally spend about **three times as many hours** on unpaid domestic and care work as men (4.2 hours compared to 1.7).
- In Northern Africa and Western Asia that gender gap is even higher, with women spending more than seven times as much as men on these activities.



Photo: UN Women/Zambo Eloundou

# Women at home

Q: Is that because women are better at looking after children?

- No! This is a gender stereotype. It results from the power men have always had in society to say, you gave birth, now you have to look after the children.



Photo: UN Women/Zambo Eloundou

# Women at home

Q: Why does it matter?

A: Because it **becomes accepted** that a woman's place is in the home and that she does not have the same rights as a man to be in a public role, earning money, having a professional job, and making decisions that shape society.

It may become a widespread belief that women are not even capable of jobs outside the home.

This is not true!



Photo: UN Women/Zambo Eloundou



In virtually every social, economic and business system you can think of in the public sphere, **women are less represented than men.**

This is **NOT FAIR!** It reflects that **women do not have the same opportunities** as men – they do not get the chance to fulfill their potential and aspirations in the same way as men.

Economically, without the same opportunities, they **cannot earn** as much as men.

But crucially it also means they **do not have the same power** as men to **make the rules** in all these different areas of life.

A photograph of three women standing in a field of yellow flowers. The woman on the left is wearing a light blue top. The woman in the middle is wearing a pink top with a colorful patterned sash. The woman on the right is wearing a yellow top with floral embroidery. They are all smiling and looking towards the right. The background is a thatched wall made of bamboo or reeds.

# Diverse experiences

Slide set 4

*Session 2*



# WOMEN ARE NOT ALL TREATED THE SAME ALL THE TIME

- Societies are built around systems **that favour certain sets of characteristics** over others.
- People who possess those characteristics may more **easily access power** and **face less barriers and stereotypes**.
- Individuals can be treated unfairly based on characteristics like race, religion, age, sex or disability. This unfair treatment is called **discrimination**.
- Some people have to battle even worse unfairness if their society encourages people to react to more than one of their characteristics in an unfair way.

# WOMEN ARE NOT ALL TREATED THE SAME ALL THE TIME

- We are **not all the same** and we are **not all treated the same**. We all have different characteristics that may make us more or less vulnerable to unfair treatment.
- Women who belong to **minority groups** often have to fight hard to get the same opportunities as other women.
- Women of a particular **class** or **race** or **age**, or of particular **ethnicities**, or with a **disability**, can face **multiple** discriminatory attitudes, which makes life even harder.



For example: **Wilma is a woman**, which shapes her identity in the group because it comes with specific expectations, roles, and norms.


**Wilma is also an indigenous person**, and this also comes with expectations, norms, and roles.

Because she is an **indigenous woman**, she has to deal with **the rules and norms for women**  
**and also the rules and norms for indigenous people** in her society.



Women who experience unfairness and discrimination like this are particularly at risk of enduring abuse or violence.

For example, if they are both **women** and **from the lower class, suffering poverty**, there are few services and systems **in place to protect them**. This is why they can be **more at risk than other women**.



A dark blue hexagon with a gold border is centered on a white background. The text "Activity 4" is written in gold inside the hexagon. There are decorative curved lines in blue, gold, and red in the top right and bottom left corners.

# Activity 4



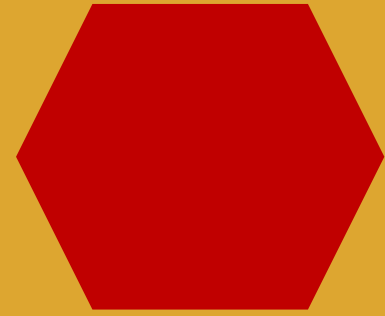
The image features a central dark blue hexagon with a thin gold border. The text "Activity 5" is centered within this hexagon in a gold, sans-serif font. Surrounding the hexagon are several thick, curved lines in shades of blue, gold, and red, which appear to be part of a larger decorative graphic or logo. The background is plain white.

# Activity 5





Second  
Chance



Session 3:

Learning and  
working as a woman





# Education – Invisible barriers for women

Slide set 1

*Session 3*

## **DISCRIMINATION:** UNFAIR TREATMENT DUE TO GENDER, RELIGION, RACE, ETC.



Women and girls are discriminated against when they try to access education and learning opportunities.



Girls may be told that they are not smart enough (gender stereotypes) or told that it is not their role in the community (gender roles).



Boys and girls do not have the same access to education, because girls are discriminated against.



When families with multiple children are unable to send everyone to school, girls are often told that there is no point in them going to school because they will 'end up getting married' so, boys tend to be prioritized.



This unfair treatment can take place even before the children reach school. It can happen at home even before boys and girls try to go to school or attend any other learning opportunities.



Sometimes, when girls do manage to go to school, the way they experience learning and are treated at school will not be the same as boys. They may not be allowed to study certain subjects or take certain classes or even engage on certain activities such as sports.



## Example

Amita has a hard time to convince her parents to let her go to school

Can you think of reasons why?

**Possible answers:**





### **Safety**

she must walk 1h30 to get there and walk all the way alone. This adds to the reason why her parents didn't want her to go, because of who might be on the path, she may not be safe.

### **Community judgment**

In her village, it is considered inappropriate for a girl to go to school instead of helping with the chores, this will worry her parents because it will mean disapproval from the community and might have negative consequence on Amita's and her parents' acceptance in the group.

### **Care work**

If Amita goes to school, there will be no one to help her mother with all the house chores, and no one to watch her younger brother when her mother has to go to the market.



## For all those reasons


It will not only be hard to go to school, but it will be very hard to learn and finish school as well!

This is why women often must do triple the work than the men and the boys do to learn.

To succeed we, as women, need to be confident; to believe in ourselves and exercise our agency but even with that, we still need to overcome a series of external invisible barriers such as being discouraged by our own families and society as a whole.

This is very hard. Sometimes it is a bit easier with the support of other women.



A photograph of two women wearing hijabs in a room. The woman in the foreground is wearing a white hijab and a blue zip-up jacket, smiling at the camera. She is holding a small red object in her hands. The woman in the background is wearing a patterned hijab and is looking towards the camera. They are sitting on a bed with a blue patterned blanket featuring stars. A window is visible in the background.

# Learning and earning as adult women

Slide set 2

*Session 3*

By 2030, it's estimated that

342.4 million women and girls  
worldwide

will still be living in extreme poverty.



of women  
will still be living on less  
than \$2.15 a day

**63% of the 763  
million illiterate  
adults are women**

Women worldwide face a **20%**  
gender pay gap.

Women's work conditions are tougher because on average  
they do **three times** more unpaid domestic care work than  
men.

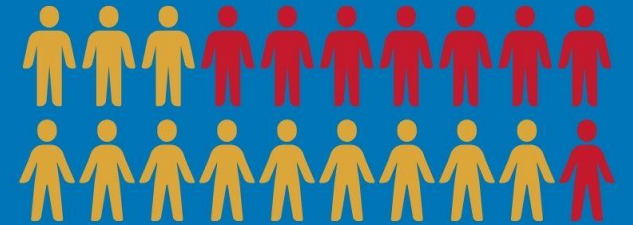






Photo : UN Women

- Because of those statistics that we just discussed, the SCE programme targets adult women who faced barriers in accessing or completing their education when they were younger and are looking for a chance to learn new things and explore new ways to generate an income.
- Many SCE participants have faced what is called the '**gender division of labour**'.
- This has made them feel there are professions that they are not supposed to pursue because they are women.



Photo : UN Women

- The **gender division of labour** is how society decides who should do which jobs based on whether they are men or women. It can be unfair and limit opportunities.
- Jobs are supplied according to gender roles established by the system, like the ones we have discussed, or according to what is considered suitable and valuable for different people.



Photo : UN Women

- For example: Alissa wants to work as a **chef**. However, society – her community – thinks that because she is a girl, she should not do a job that they think has too many responsibilities, and should rather be a waitress, which they think has less responsibility, and is therefore better for a girl.
- Within the division of labour, there are several types of roles that are attributed specifically to women or men: here are the categories we use to understand them:

# THE PRODUCTIVE ROLE

- This is the responsibility of producing things in exchange for other things, such as money or food.
- These roles are related to the activities carried out to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family.
- While these activities, like for example farmwork or market trade, may be carried out by anyone, BUT the productive work of men is often more valued and better paid than the products produced by women.

# THE PRODUCTIVE ROLE: EXAMPLE

- Women more often produce textiles, they sew and tailor clothing, house necessities etc.
- Men often produce with **more expensive materials**, like wood for example, and gain **more money** from their production than women.
- Moreover, when both produce the same service, it is very rarely valued at the same level.
- This is the same for producing services, which women often do for free.
- For example, men are far more likely to be cooks at restaurant than women, because women are expected **to cook at home for the family**.
- The difference is that because the man cooks at the restaurant, **he is paid for his work**, and because the woman cooks at home, **she does it for free**.
- This original system rests on the idea that the money gained at the restaurant by the husband will be used for the wellbeing of the family the woman cooks for.

# THE PRODUCTIVE ROLE: EXAMPLE

- The problem is that a direct result of that is that **the man will have access to his own money and independent**: he has and the power to decide what to do with it, and therefore may decide not to share it fairly with his wife who cooked for him.
- The wife, however, has accomplished **internal work** in exchange of financial input from her husband: **she has no money** to decide what to do with on her own, she has no remuneration for her services, and therefore has less power, and is **dependent** on her husband.

# THE REPRODUCTIVE ROLE

- These are all the tasks needed to ensure the **reproduction** of a ‘society’s labour force’: the reproduction of the community and its people.
- This includes **childbearing** but also **housework** like cleaning, cooking, rearing, and all the care duties, like taking care of family members.
- These tasks are done mostly by women and are **unpaid** and taken for granted, yet this work is critical to enabling labor force participation: this means that **without it**, there would **be no workers**, and therefore **no money**.
- So, all the work done **to produce workers** who gain money is **unpaid**.

# CARE WORK



- These are all the **chores you do at home**, all the time you spend checking on relatives, bringing food to elderly neighbors, **taking care** of your children, neighbors' children, cousins, siblings.
- It's part of the reproductive role.
- All the food you make for your husband or partner, **washing** his clothes, **cleaning** the house, preparing the food, **cooking**, getting water, setting the table, cleaning the table, sewing, loving, listening, all of this is **unpaid care work**.
- Because it often takes all of a woman's and a girl's time, **she can't go work** and gain money and independence, or she can't go to school and gain knowledge and opportunities.



A woman wearing a blue hairnet and a black face mask is working in a kitchen. She is wearing a light blue long-sleeved shirt and a pink apron. She is using tongs to handle a tray of small, golden-brown pastries. The background shows a window with a grid pattern and a red door frame. A large red hexagonal graphic is overlaid on the left side of the image.

# Women at work

Slide set 3

*Session 3*

- A girl's education is very important for her future. It is likely to affect what jobs she can choose and how much she earns as an adult.
- Gender influences work opportunities and earnings for women in different ways that limit women's futures and aspirations.
- Despite a lot of progress, generally women do not have the same opportunities for work as men.



Photo: UN Women/Ariel Silva

- Many professions are still considered as 'feminine' (only appropriate for women). These types of work tend to be undervalued and underpaid.



- Girls and women are often discouraged from pursuing certain careers that are considered to be exclusively for men and have to choose 'socially acceptable' jobs.
- Can you think of any examples?



- Working in areas that are still mostly dominated by men can be challenging for many women.
- The **glass ceiling** is like an invisible barrier that keeps some people, especially women and minorities, from reaching high and powerful positions in jobs and society.
- It's not right because it means not everyone has the same basic chance of success, and it needs to change.



Photo: UN Women/Ariel Silva

- It is called a **glass ceiling** because it is made of things we cannot see, and therefore it is hard to change them because they are made so invisible we don't realize they exist or consider them "normal" because they are old systems in place.
- The community will then think women and minorities can't get higher in a company because they are less competent than men.
- It has **nothing to do with natural abilities**, and is actually because of all the concepts, norms and roles we have discussed.



Photo: UN Women/Ariel Silva



The invisible things that make up the glass ceiling and keep women from being hired or promoted are for example:

**Access to Education:** From a young age, women are taught different things and are given less opportunities to learn. It is not about them being less competent, but less trained. They are less trained because society does not train women to become certain things.



The invisible things that make up the glass ceiling and keep women from being hired or promoted are for example:

**Discrimination:** Often women are not promoted at work because, due to harmful gender stereotypes and social norms, women are believed to be less competent or a distraction for other men.

Also, women may be expected to become pregnant and have children which would force them to stay off work for a while.








## Why is this important?

Because if you don't know that there is a glass ceiling, barriers that are made invisible to you and other people, you can't see what needs to be changed, and therefore can't change it.

Moreover, you might think it's your fault that you don't find a job or don't get promoted. You might doubt your abilities and lose confidence in yourself.

If you know what is going on exactly behind those dis-empowering beliefs, you have a better chance of tackling the problem and you can save the self-confidence and power you have, which is the one thing necessary to overcome gender barriers.






## Why is this important?

If you know that it is not your fault, and you are educated enough to know that there is a way of partially undoing this role you're stuck in, you can see that change is possible and try accomplishing your goals!

Don't forget that in addition to all the barriers men and your community present you with, there is always the one in your mind that society has created about what you think is possible or not.

This can result in unequal pay – across the world women frequently make only a portion of what men earn for the same job.



The image features a central dark blue hexagon with a gold border. The text "ACTIVITY 5" is centered within the hexagon in a gold, sans-serif font. The background is white, decorated with several curved lines in blue, gold, and red, some of which overlap the hexagon's edges.

# ACTIVITY 5



- **Gender division of labour:** how society decides who should do which jobs based on whether they are men or women.
- **Glass ceiling:** invisible barriers that prevent women and other minority groups from advancing in their chosen employment. It is connected to entrenched gender stereotypes and norms.
- **Discrimination:** any unfair treatment based on a person's identity: gender, religion, race, etc.
- **Patriarchy:** social system whereby men have more access to power and are more privileged.
- **Empowerment:** gaining power and control over our own lives. It involves awareness-raising, building self-confidence, expansion of choices, more access and control over resources.
- **Care work:** all the tasks required to raise children and housekeeping such as cleaning, cooking, etc. Most of the time this type of work is undervalued and underpaid.

The image features a central dark blue hexagon with a gold border. The text "ACTIVITY 6" is centered within the hexagon in a gold, sans-serif font. The background is white, decorated with several curved lines in blue, gold, and red, some of which overlap the hexagon's edges.

# ACTIVITY 6



Second  
**Chance**

Session 4:

My role promoting  
gender equality

The image features a central dark blue hexagon with a gold border. The text "ACTIVITY 1" is centered within the hexagon in a gold, sans-serif font. The background is white, decorated with several curved lines in blue, gold, and red, some of which overlap the hexagon's edges.

# ACTIVITY 1





- care work
- discrimination
- harassment
- violence
- public sphere
- private sphere
- reproductive role
- agency
- change

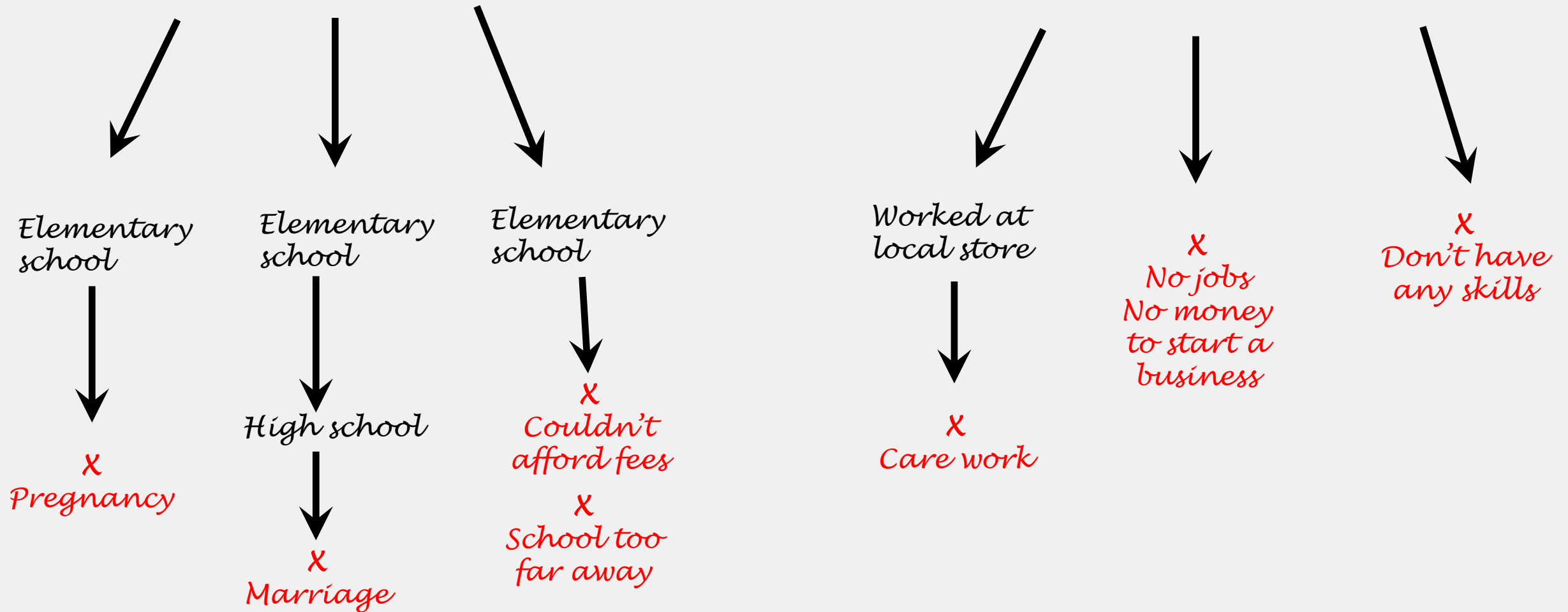
- gender stereotypes
- gender norms
- isolation
- networks
- gender-based barriers
- digital access
- discrimination
- feminist

The image features a central dark blue hexagon with a thin gold border. The text "ACTIVITY 2" is centered within this hexagon in a gold, sans-serif font. The background is white and decorated with several thick, curved lines in shades of blue, gold, and red, which appear to be part of a larger graphic design.

# ACTIVITY 2

# Education

# Employment/ self-employment/ income generation



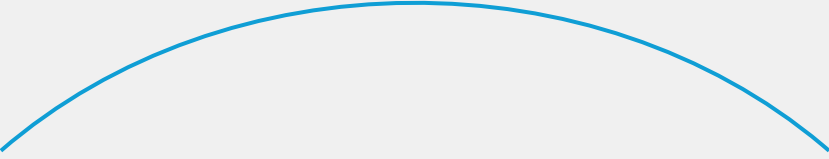
# We are not alone: the collective power of women

Slide set 1

*Session 4*



Photo: UN Women/SEPICJ

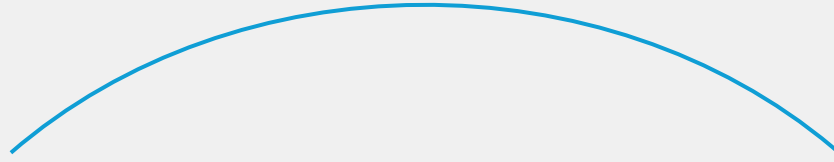


Helping and supporting each other can make a huge difference to our lives because as women, we have so many **experiences in common**.

We can **share the difficulties** we face and ways of overcoming them. Coming together helps us to recognize that **we are not alone** in our struggles.

By supporting each other we **empower** one another, even when it's difficult. This mutual support that helps us know we are not alone is called **solidarity**.





When women collaborate and support each other, they create a support system or **network**.

Such networks are like webs of assistance, advice and care – a means by which we can show solidarity to each other, especially those who may be struggling.

Keeping in touch with each other helps to overcome the **isolation** that comes from gender roles, gender norms and gender inequality.







Solidarity and networks can help us develop our **agency**: the ability to act and make decisions, even in challenging situations.

In an equitable world, everyone has equal agency, but in a patriarchal system, women are less able to make decisions of their own and have less control over their lives.

However, there are ways of **asserting and exercising one's agency**, such as by attending classes or seeking out help and opportunities .

- 
- We **all have a role** in creating a more equal society.
  - We can all learn about gender issues and recognize how **we ourselves** inadvertently perpetuate the unequal treatment of boys and girls and men and women.
  - Educating ourselves and others, and actively **changing our behaviours and attitudes**, can transform ourselves from part of the problem into part of the solution.



- 
- **Allies** are people who want you to feel empowered, who want to help you and who understand that they also have a role in building the gender equality of the future.
  - Every woman sitting around you can be an ally, but also your husband, your grandmother, your colleagues: it can be **anyone who understands the issue** and wants to **have a role** in creating equality, even if it's only by changing their own behaviours.

**Feminism** is a movement dedicated to achieving gender equality and addressing the oppression and discrimination of women and girls.

Feminism is grounded in the belief that **women are equal to men** and deserve the **same rights, opportunities** and **respect**.

A feminist is a person that believes in equality and advocates for it in their daily actions.



**We can all be feminists!**

A central dark blue hexagon with a gold border is the focal point. It is surrounded by several thick, curved lines in shades of blue, gold, and red, which appear to be part of a larger, partially visible graphic design. The background is white.

# ACTIVITY 3



A central dark blue hexagon with a gold border is the focal point. It is surrounded by several thick, curved lines in shades of blue, gold, and red, which appear to be part of a larger, partially visible graphic design.

# ACTIVITY 4



**1.Devi** is sitting next to another young woman in a tailoring class. She notices that the woman is having her period and has a stain on her skirt. She takes her stuff and changes place, sitting next to someone else.

**2.Carmen** sees her son crying because he got pushed by another boy at school. She gets angry at his tears and yells: “Don’t cry, go and punch that boy in his face. Don’t cry like a girl.”

A central dark blue hexagon with a gold border is the focal point. It is surrounded by several thick, curved lines in shades of blue, gold, and red, which appear to be part of a larger, partially visible graphic design.

# ACTIVITY 5







**THANK YOU**