What does gender equality mean?

How is it taught in our classrooms? Are we challenging stereotypes?

Classrooms activities to support the exploration of gender issues and power relationships.

The unseen view: pupils speak out on experiences of gender in school.

Taking action: teachers and young people on taking positive action for change.
Our selection of fiction, online resources and reference books which support the exploration of gender equality in the classroom.

**FICTION**

**Early Years**

**Princess Smartypants by Babette Cole**
Princess Smartypants does not want to get married. She enjoys being a Ms. But being a rich and pretty princess means that all the princes want her to be their Mrs. Find out how Princess Smartypants fights to preserve her independence in this hilarious fairy-tale-with-a-difference.

*Puffin, £6.99*

**Zog by Julia Donaldson**
Zog is the keenest dragon in school. He’s also the most accident-prone. Luckily, a mysterious little girl always comes by and patches up his bumps and bruises. But will she be able to help him with his toughest test: capturing a princess? This funny and brilliantly illustrated book challenges the traditional fairy-tale roles of the prince, princess and the dragon.

*Alison Green Books, £7.99*

**Primary**

**The Paper Bag Princess by Robert Munsch**
The Paper Bag Princess tells the story of a resourceful princess and her useless prince. The story reverses the ‘princess and dragon’ folklore stereotype and challenges the ‘passive’ female role often found in fairy-tales.

*Annick Press Ltd, £ 4.95*

**Bill’s New Frock by Anne Fine**
Bill Simpson wakes up to find he’s a girl, and worse, his mother makes him wear a frilly pink dress to school. How on earth is he going to survive a whole day like this? Everything just seems to be different for girls.

*Egmont Books Ltd, £4.99*

**ONLINE**

**Teaching Resource for Global Learning in School Partnerships: Gender**
This is one of a series of 6 thematic teaching and learning resources, produced by LINK Community Development, to support joint global learning to take place within the curriculum of each partnership school. However, it also works well as a resource for exploring gender with a global perspective. There is a primary and a secondary version available. The resource can be downloaded at www.linksschools.org/curriculumprojects or to request a hard copy, email kate@lcd.org.uk.

**Sazia’s Story**

**Early and forced marriage**
Every year, 10 million girls are married young and too often against their will. A key focus of Plan UK’s campaign ‘Because I am a Girl’ is to support an end to early and forced marriage in the world’s poorest countries. This secondary teaching resource aims to raise awareness of the issue of early and forced marriages. Its starting point is a short animated film based on the true story of a young British girl whose family tried to force her into marriage. Students consider the choices Sazia has to make, create an assembly around the issue and explore the impact that early and forced marriages have on girls all around the world. Find the resource at: www.plan-uk.org/what-we-do/campaigns/because-i-am-a-girl/girls-rights-resources/sazia-early-forced-marriage

**80:20 Development in an Unequal World**
This reference book provides an introductory and accessible overview of key debates and perspectives in human development and human rights worldwide. It explores topics such as human development, sustainability, justice, women’s rights, aid, education and ideas for change. 80:20 makes extensive use of descriptive analyses, facts and figures, case studies, graphics, cartoons and photos.

*80:20 Educating and Acting for A Better World with UNISA Press, £17.50*

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For resources on all Global Citizenship themes, visit: [www.seedsforlearning.org.uk](http://www.seedsforlearning.org.uk)
The startling reality is that there is not a single country in the entire world today where women have achieved equality with men.

While, the expectation both in Scottish, UK and International Law is that men and women are equal and are treated accordingly, gender inequality remains a feature in every region in the world. In developing countries this inequality is exacerbated by extreme poverty.

Despite the fact that very significant progress has been made in some areas such as education and health, women remain hugely disadvantaged in areas such as economics and politics and, in some countries, they experience widespread and systematic abuse and discrimination.

Education has a significant role to play in changing this. How we educate our girls and boys here and what we teach them about gender issues globally matters hugely in our drive to achieve equality for women and for men. Our lead article on page 4 and 5 explores the issue from both a local and global perspective.

We hear from a male and female pupil on their experiences of gender in Scottish schools. Their experiences are very personal but at their heart expose the gender stereotyping which our young people must negotiate. Gender stereotyping has become so deeply entrenched in our society we have almost become desensitised to it. With Rights and Responsibilities at the heart of the curriculum, there is the space within which to address gender issues. Developing the skills to engage critically with social and media representations of gender and to challenge these views is key to empowering all young people in our schools. The activities pages suggest some starting points on how to do this and we also highlight some useful resources on the topic.

While education for Global Citizenship strives to equip young people with the skills and knowledge to live as responsible citizens, equally important is the belief that they themselves can make a difference and stand up for what they believe in. Our guide to taking action on page 10 and 11 reflects on what it is that makes some people take action and others not, while suggesting ways to support your pupils in their endeavours.

As ever, we are keen to hear your views on Stride and welcome your contributions. Join us in the debate @ stride_global on Twitter.
Gender equality: everyone’s issue

Diana Ellis, education officer at Wosdec, investigates why it is vital that gender issues, both locally and globally, are explored in our classrooms.

Every single child and young person we teach will have personal experience of gender inequality. We live in a society which encourages gender stereotyping from birth, and our young people grow up with preconceived notions of what male and female roles should be. It is vital that our schools challenge these roles and empower pupils to think critically about gender issues. Supporting them to make the connections between gender inequality here and around the world can provide a rich context for developing Global Citizens.

What do we explore when we’re looking at gender in our classrooms? Gender refers not only to women and men but also to the relationship between both. Any exploration of gender issues in schools needs to make explicit connections with rights and responsibilities. It is important to investigate where our stereotypes of men and women come from and how gender inequality is manifest in our society. In a global context, women suffer greater inequalities than men and the consequences of this discrimination against females at personal, social, economic and political levels are felt not only by women but by us all.

‘We live in a society which encourages gender stereotyping from birth, and our young people grow up with preconceived notions of what male and female roles should be.’

Gender stereotypes

‘When we talk about gender, we are talking about social roles and not ‘sex’ or biological characteristics. Gender varies from culture to culture and over time. People are born male and female but learn to be boys and girls who grow into women and men.’

The starting point of an exploration of gender stereotypes with learners must be their understanding of gender as opposed to sex. Learners could conduct surveys of attitudes at home, or an audit of how the media represent women and men, boys and girls.

It is important that we recognise that schools are significantly gendered environments. 77% of teachers in our schools are female, according to the 2012 teacher census from the Scottish Government. How do our learners perceive this imbalance? The recent TESS report (15/2/13) suggests that gender differences make little impact on the school experience for most young people. Would your pupils agree?

What about the subjects that girls and boys choose in Secondary school and the roles and responsibilities they take on during their school careers? At West Calder High, the majority of prefects and bully mentors are girls. Is there a balance of representation on groups in your school?

Gender inequalities in Scotland and around the world

As is clearly illustrated within our schools, professions are rarely gender neutral. It is interesting to investigate how work, income and property are divided between women and men both in Scotland and throughout the world. There are varying obstacles faced by both men and women in achieving their full human development and potential. For example, men in Scotland have a life expectancy consistently several years less than that of women, suggesting the costs of gender-related occupational and consumption patterns. Globally, the overwhelming recruitment of men as fighters by both state and revolutionary forces puts them in great danger.

Gender inequality is an aspect that affects all areas of society around the world: health, education, industry and


Literacy project in La Piste Camp, Haiti, teaching women to read and write.
government. However, when speaking about gender equality in the Global North compared with the Global South, are we talking about the same issues?

The third Millennium Development Goal promotes gender equality and the empowerment of women, demonstrating the importance of addressing these issues in order to alleviate poverty globally. It is widely accepted that the empowerment of women starts with equal access to education. The United Nations Millennium Development goals report from 2012 indicates that, ‘the world has achieved parity in primary education between girls and boys’. However, there are still many barriers facing girls’ access to education in the Global South. Some of these barriers include the need for a young girl to care for others in the household due to a parent’s death, the girl’s personal health due to high rate of HIV and early pregnancies, or the fact that the community does not understand the need for a girl to be educated as her husband will be taking care of her in the future.

The Forum for African Women Educationalists (FAWE) is involved in a number of projects to support female empowerment and gender awareness. Some of these projects include establishing ‘Mother Groups’ in primary schools and some secondary schools, and strengthening girls clubs in schools and communities. Our learners in Scotland can look at these and other positive steps being taken to address gender issues elsewhere, and contrast with similar initiatives here, such as the Scottish Women’s Institute, and the Women’s Fund for Scotland.

Why do girls and women suffer greater inequalities?

Discrimination consistently deprives girls and women of power and access to resources. As teachers we need to encourage our pupils to ask why society is structured in such a way that undermines and undervalues the contributions of women around the world.

A starting place for teachers and pupils is the UN’s Convention on the Elimination of Discrimination Against Women (CEDAW), which was adopted in 1979. It was the first Convention to address women’s rights within political, economic, social, cultural and family life and emerged after the first conference on Women in 1975 in Mexico. CEDAW recognises that a change in the traditional role of men, as well as women in society and the family is needed to achieve full equality between men and women.

Exploring the extent to which men and women are equal and treated accordingly is highly sensitive. How do we choose which case studies to examine? How do we support our learners to think critically about the data they are investigating?

As ever, when we are planning for Global Citizenship we must ensure that the material we provide enables our learners to question the issues deeply, examine multiple perspectives and take action in a way in which they have chosen themselves.

2 www.fawe.org

Gender inequality affects boys as well as girls.
Aims
To facilitate pupils’ understanding of gender as opposed to sex, and to begin to explore how gender is a role given to us by society.

What to do
Ask the class if they can explain the difference between gender and sex when referring to men and women. Elicit that the difference is that gender refers to social roles and not ‘sex’ or biological characteristics.

Give pupils the statements (see below) and in pairs they should discuss each statement and mark beside each one whether they think it refers to Gender (G) or Sex (S).

Reflection and evaluation
Discuss the answers with the group using the points below.

1. Women give birth to babies, men do not.
2. Little girls are gentle, boys are tough.
3. Amongst Indian agricultural workers, women are paid 40-60% of the male wage.
4. Women can breastfeed babies, men can bottle feed babies.
5. Most building-site workers in Britain are men.
6. Men’s voices break at puberty, women’s do not.
7. In one study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building.
8. According to UN statistics, women do 67% of the world’s housework, yet their income only amounts to 10% of the world’s income.

Did the statements surprise you? Do the statements suggest that ‘gender’ is something you are born with or learned? What effect can ‘gender’ stereotyping have on girls and boys? Encourage pupils to think of their own experiences and ways our society/culture promotes gender differences.

Gender roles differ greatly over time, in different cultures and societies. Can they think of any examples of this? How can this impact on women’s lives?

Women in every country experience power and oppression differently. Think about our own history. Have women’s experiences changed over the last 100 years?

Extension: Pupils can interview different family members such as grandparents / aunts / uncles to find out what their experience of gender has been.

Answers: 1=S, 2=G, 3=G, 4=G, 5=S, 6=G, 7=G, 8=S, 9=G

Adapted from URARI – Equality: Exploring gender equality through a global lens. (Trocaire)
Aims
To recognize that globally women do not have an equal share of power or resources and that this is not fair.

What you need
Pebbles or small objects and two hoops or mats if using Method 2.

What to do
The aim of this lesson is to show the vast inequalities that exist globally between men and women in terms of global wealth, power and access to opportunities. The activity helps pupils to visualize statistics (see below) around this issue through 3 possible methods. Read out each question in turn and ask pupils to guess what percentage of the world’s women is the correct answer.

Method 1 – On the Line
Make an imaginary line in the classroom (or outside if the classroom is not large enough), with 0% at one end and 100% at the other end, and ask pupils, or a sample of pupils, to stand on the line according to what they think is the correct answer.

For example, if they think the answer is 50%, they would stand halfway along the line, etc.

Method 2 – Moving pebbles
Collect together 100 pebbles or stones or any other small object. Put two mats or hoops on the floor to create two distinct areas, one to represent ‘women’ and one to represent ‘men’. Learners will distribute the pebbles between the two areas according to what they think the answer is – e.g. 60 men to 40 women would mean 60 pebbles on the ‘men’ mat and 40 pebbles on the ‘women’ mat.

Method 3 – Finger voting
Ask learners to hold up the correct number of fingers (1-10) according to what they think is the right answer. Ask some learners to be monitors or ‘counters’ and collate the answers given to produce a class medium or mean.

Reflection and evaluation
In pairs, pupils discuss what they found out. What surprised them? How does it make them feel? Is it fair? What do the statistics show about the power between men and women? Are some countries better at treating women more fairly than others?

Ask pupils if they can think of reasons why these inequalities exist. Do you think the reasons will be the same in all countries? Why / why not?

Statistics
(For the finger voting method, 1 finger = 1/10, 2 fingers = 2/10, etc)

In the world, 774 million people are illiterate. This means that they cannot read and write. Of these 774 million people, what percentage/proportion are women?

ANSWER: 64% or 6/10

Of all the land in the world, what percentage is owned by women?

ANSWER: 1%
(Source: Independent 8th March 2006)

Of all the people living in poverty in the world, what percentage are women and children?

ANSWER: 70%
(Source: Independent 8th March 2006)

Looking at the top 100 companies in the UK, what percentage of their executive directors are women?

ANSWER: 4%
(Source: The Fawcett Society)
On these pages, two pupils from Scottish schools share their very personal experiences of gender. The articles reflect their views and perspectives on the issue.

5th year pupil reveals the sexism he feels exists in his school. We respected the wishes of the school that they both remain anonymous.

“From my first week of high school, I instantly saw a contrast in the atmosphere from primary in the way that the boys grouped together and the girls grouped together as opposed to the mixed group of friends I was used to. I was lumped with the boys which meant I heard the kind of conversations boys were having in relation to their female peers. Comments on how ‘developed’ the girls were and who they would like to ‘bang’ were very common and, as a boy, I was expected to join in.

I found that this problem got worse as the years progressed. Comments on the female body became more vulgar and descriptions of sexual acts became violent. In fifth and sixth year, teachers become more relaxed around their students. Whilst this is normal, I found it also became hazardous. Male teachers who made sexist jokes about women, expecting their students to understand it’s a joke, failed to realise that although senior students are more mature, they are still a group of impressionable teenagers. By making sexist jokes they are giving the impression to male teenagers that it is okay to make sexist jokes about women. This is where the fine line between a joke and reality becomes blurred.

This problem could be put down to the lack of quality social education in high schools. The topic is taught by unwilling teachers to unwilling students who would rather not learn about sex and issues surrounding sex, including gender issues. Well, that would be if gender issues were even part of the social education curriculum. It seriously stuns me how feminism or gender equality isn’t even remotely addressed in a class which is supposed to be about society. I don’t even remember learning about gender issues in first to fourth year of core Religious, Moral and Social education and yet it is a whole topic at higher level.

My peers ask me why I care so much since I am male. I have been asked this question multiple times when standing up to sexist teachers and even females in my classes have told me they find it amusing how I care more about feminism than them.

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So why are we surprised that sexist views still exist?
I’m an eleven-year old girl living in Scotland. I am in primary 7 of a small school. This is only my second year at school, because I was home-schooled before that. When I was home-schooled, nobody made an issue of me being a girl. Since I started school, I’ve had to put up with being told girls can’t play football (which stinks in a country where women can’t be paid to play football) and I can only wear pink pyjamas on Pyjama Day. Boys made jokes about me before I could understand them. Boys ask us what our bra sizes are. If this happened at work, it would be harassment, but it has become normal.

The AAUW’s ‘Crossing The Line’ report showed that more than half of girls aged 12-18 in US schools had experienced sexual harassment. This includes verbal (jokes, sexual comments) and physical (groping etc) as well as online harassment. The website www.girleffect.org explains that the longer girls stay in education, the better their prospects are. In the developing world, this can mean the difference between life and death. Girls with more schooling marry later (when they are ready), have less children, and the children they do have are healthier. Research shows that educating girls improves societies. When women earn, they invest 90% of their income into their families. Why, then, are girls allowed to be pushed out of education by harassment, poverty, abusive child marriage or prejudice?
Taking action

A guide for educators and young people

How do we prepare the global citizen? What is it that makes some people take action on issues that affect us all but not others? Silvia Sabino-Hunt, humanitarian educator with the Red Cross investigates.

When we look at the work of people who campaign for citizenship causes they believe in, it’s difficult to pinpoint where all this energy, belief and wanting to make a change comes from. Is it education, family life or individual experiences that count?

Research shows for example that campaigns like Make Poverty History help develop a heightened awareness of development issues but there is little evidence of an increased depth of understanding around the issues. Campaigning can therefore be a starting point to motivate ‘global citizens’ but to make sure the process doesn’t end at the post-campaigning stage, young people need to be provided with more opportunities to explore Global Citizenship issues further.

Local connections

People need to feel a connection with the issues on which they take action. Wangari Maathai, a Kenyan environmentalist and activist understood this and harnessed the power of grass roots activism among the women she worked with in rural Kenya. Maathai realised that when accessing nutrition, education, land, power and jobs women were always second to men in her society. She was a positive solution focussed person and her ‘solution’ was to plant trees. Planting trees gave the women agricultural skills, providing fuel for cooking, food in the case of fruit trees, shade and would also help mitigate deforestation in Kenya. It wasn’t just about planting some trees, it was economic and social progress going hand in hand with environmental protection. It was a local issue that had a global outlook.

Maathai reflects in her book, Unbowed, that those involved in social change processes have to be affected by, or connected to the issue they’re helping to improve. She realised early on that her visionary project needed local women to plant local trees, so that they took ownership of the trees and cared for them over time. She also realised that those trees had to be appropriate to the local environmental context.

‘Active local and global citizenship is about taking responsible actions and making sure that the impact of the action is measured.’

These key ideas are also valid in the classroom. Our young people need the space and time to engage with local issues which are important to them, develop creative and sustainable responses and be given enough time to learn and explore these issues in-depth.
So if there’s something that makes the young people you work with blow their top, encourage them to take action. That is the ultimate goal in Global Citizenship Education, and with Curriculum for Excellence’s emphasis on an education that develops responsible citizens and effective contributors, all the justification you need is there.

Whether it’s food (or the lack of it for some 925 million people), food price hikes, land grabs, climate change, racism, refugees, conflict, child soldiers, the government’s education policies, their school’s lack of Fair Trade products, or the cafeteria food mileage and packaging – if there’s an issue that really makes your pupils want to get out there and change things for the better, assure them that there are lots they can do. From volunteering, to campaigning, asking difficult questions, spreading the word, distributing leaflets, peer educating, writing to their MSP or MP, participating in a demonstration, celebrating Global Citizenship days – there’s a never ending list of ideas on how to take action around issues that are important to them. But do support their creativity and if none of these ideas really gets them excited, let them suggest their own ideas.

It is also fundamental to make sure young people are given the tools to evaluate the impact of their actions. Active local and global citizenship is about taking responsible actions and making sure that the impact of the action is measured. The Get Global! resource book (download at www.getglobal.org.uk) is just one of the many resources that can help you as a teacher to facilitate and assess active global citizenship. This resource contains a range of innovative and participatory activities that promote a skills-based approach rather than a content-based approach, so Get Global can be used within different subject areas and at different levels.

**Useful resources**

- Get Global! A skills based approach to active global citizenship www.getglobal.org.uk
- How do we know it’s working? (RISC) Go to: www.seedsforlearning.org.uk

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**Here are 3 simple ideas to inspire you and your students to take action:**

- **Tell a story!** Simple Acts is a campaign developed by the Refugee Council that suggests different possible actions that people can take to help unpack the myths surrounding issues related to asylum, refuge and difference. The acts range in level of difficulty, time and effort required and can be done by both primary and secondary school aged pupils as well as adults. There is even a toolkit to support you – www.simpleacts.org.uk/toolkit. So far there have been 27,864 Simple Acts completed in the UK. How many could you add to the list?

- **Send My Friend to School** Join the world’s biggest education campaign. Every year the UK Global Campaign for Education leads a campaign to encourage children and young people to speak up for the right to an education. The 2013 campaign is ‘Every Child Needs a Teacher’. For more information and how to get involved: www.sendmyfriend.org

- **Sign up to the IF campaign** The world has enough food for everyone, but not everyone has enough food. The IF campaign is a coalition of organisations calling on the G8 to take action on global hunger. There are lots of ways to get involved. Find out more at www.enoughfoodif.org

*Finally don’t forget to tell your parents, your neighbours and your friends what you are learning about!*
Choose an issue

Aims
To enable students to brainstorm issues and reach a group consensus on which one to take action on, and to develop and extend skills for enquire.

What makes you blow your top?

What to do
On a large sheet of flip chart draw the outline of a person. Ask the pupils what makes them blow their top? What issues do they feel strongly about? These can be issues in the school, local community, country or world. Write the issues around the body.

Read all the issues and group them into similar ones.

In groups, pupils can think about what could be done to improve the situation around each issue.

The most popular issues can be analysed before choosing one to take action on.

Trigger photos

What to do
Put up a number of photos around the classroom which illustrate topical local and global issues / events. Ask the pupils to look at the photos and select one which represents an issue they feel strongly about.

Groups gather around the issue / picture. These groups will now use the trigger photo questions (see below), to explore the issue further. Each group can present their ideas to the class.

The class can now vote for the issue they feel they could all work on together to make a difference.

Trigger photo questions:

Who is it an issue for?

What is the message of the photo?

Are they affected locally, nationally or globally?

What can you do to improve the issue?

How many people are affected by the issue?

Taken from ‘Get Global! A skills based approach to active global citizenship’.
**Aims**
To enable pupils to consider the feasibility of possible actions and decide on one; to develop skills to negotiate, decide and plan for action.

**What to do**
Prepare a set of cut up cards (see below) for each group.

In groups, the pupils should read and discuss each action in relation to the issue they want to act upon. Ask them to arrange the cards in a diamond pattern so that the action at the top is the most preferred and the one at the bottom the least preferred.

Encourage pupils to think about which actions would have the most impact in school, the local area, country and world. Which actions are the most practical to do?

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**Take action!**

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1. **The best action is to put our arguments to (lobby) someone in a powerful position, e.g. write a letter or an email, send a petition or an opinion survey, or visit them. It could be your head teacher, MSP/MP or someone from the council in charge of facilities for young people.**

2. **The best action is to find out which organisation can help us, and join their local, national or global campaigns.**

3. **The best action is to perform a play on how the issue affects young people (e.g. in assembly) to other schools.**

4. **The best action is to invite a guest speaker into school to talk about the issue or to be part of a debate.**

5. **The best action is to make a leaflet, poster or collage on the issue and display it to people in school and in the local community.**

6. **The best action is to make a video, audio or photographic presentation to encourage discussion about the issue, and get people to debate it.**

7. **The best action is to make different choices about your life based on what you have learned, e.g. change what you eat, wear and spend your money on. Other people will notice and follow your example.**

8. **The best action is to raise money and donate it to a charity working on the issue.**

9. **The best action is to work with the press, e.g. talk on local radio or invite them to an event.**

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*Taken from ‘Get Global! A skills based approach to active global citizenship’.*
I was well into a ‘traditional’ marriage with two children in the 1980’s, before I realised the extent to which society’s expectations of women had significantly influenced my own life choices. Gender issues matter to me for other reasons too: primarily because of social injustice. It is simply unfair that women worldwide are disadvantaged and discriminated against. I don’t subscribe to the myth that emancipation and equality has been largely achieved in the Global North. No part of the world has achieved gender equality and while this is the case, I make no apologies for the fact that my passion has been about the redressing the disadvantages faced by girls and women.

A scientist by training, I entered the teaching profession because it seemed like a sensible job for married women intending to have children. I did come to love teaching and to be in positions where I could take action on important issues.

In my classroom I tried to redress gender inequalities by questioning the male biases and sexist language or attitudes in teaching materials. In classes we celebrated the hidden contribution of women scientists and learned that ‘sex’ had little to do with what could be achieved.

Later on in my career, I became a volunteer Development Officer in Papua New Guinea (PNG). Here I came face to face with the harsh reality of women’s lives in a very different part of the world. Life is very tough for women in PNG, particularly in the Highlands. They are born into a lifelong role that includes child and family care, farming, cooking and fetching water. As they grow older, the payment of a ‘bride price’ by their husband’s family confirms the view that they are a ‘possession’ and many women are treated as such and subjected to abuse and violence on a daily basis.

The project I worked on supported girls’ education. Research shows that educating girls has a considerable impact on many aspects of society such as improving maternal and infant mortality rates and family health and diet. It also paves the way for income generation and as such can be a major contribution to community development.

If the argument for gender equality cannot be won on social or humanitarian grounds, perhaps economic reasons can be more persuasive. Every country depends on its human talent: the skills, education and productivity of its people. What a waste it is not to use that potential to find ways of improving the life experiences for everyone.
Across the world gender inequality limits the freedoms available to girls and women. Most often, it is girls and women who miss out on schooling, healthcare and employment opportunities in favour of men. Many more face problems in relationships, or with pregnancy and birth. So what is the Scotland Malawi Partnership doing to raise awareness of gender inequality? And how can young people in Scotland get involved?

Malawi is one of the poorest countries in the world – and has a high proportion of women living below the poverty line. The OECD ranks Malawi as 120/146 in the world for gender inequality which highlights the vast number of challenges girls and women face every day in their quest for equality and opportunity. While Malawi has come far in achieving gender balance in primary education, very few women make it into secondary and tertiary education. Women also suffer health wise: Malawi has an incredibly high maternal mortality rate and women are disproportionately affected by HIV/Aids.

The promotion of gender equality is of vital importance to the Scotland Malawi Partnership – an umbrella organisation that represents over 600 members, all of whom have their own Malawi link. The Partnership believes that the issue of gender equality matters for all Scotland-Malawi links. Therefore, in September 2012 the Partnership launched its ‘Gender Matters’ campaign, encouraging SMP members to reflect on why ‘gender matters’ across their partnerships.

The campaign is conducted through a postcard campaign and various Gender Equality Forum meetings, celebrating the many ways in which Scotland-Malawi links are advancing gender equality to the benefit of both nations. Through the forum the opportunity for reciprocal learning, mutual support and joint advocacy is available between people in Scotland and their partners in Malawi. The first Gender Equality Forum focussed on ‘Gender Matters in education’ in Malawi and attracted a whole range of NGOs and organisations promoting girls’ access to education. The next forum will focus on ‘Gender Matters in leadership’, looking particularly at women in political leadership. The final forum meeting of the campaign will consider ‘Gender Matters in economic empowerment’.

There are many different ways in which teachers and pupils can get involved in the ‘Gender Matters’ campaign. At all of our events you will see colourful ‘Gender Matters’ postcards floating around which you can fill in to let us know why you think gender equality is so important.

Everyone is also welcome to attend our Gender Equality Forum. The next forum meeting is about women in leadership, taking place at 5-7pm on 23 April in Edinburgh. And finally, you can join as a member of the Partnership! Free membership is available for young people aged between 14-24, and for all schools with a link to Malawi. Just head over to www.scotland-malawipartnership.org/membership.html to join the organisation and hear about all the amazing things that are happening between Scotland and Malawi. For further information contact Charlie Ager, Member Services Officer at charlie@scotland-malawipartnership.org
I’ve always been interested in the idea of Global Citizenship and, through taking part in a joint project between WOSDEC and Glasgow Museums, I was able to work with my P4 pupils to explore connections both local and global and past and present on a topic which really fired their imaginations.

The idea was to plan a topic, addressing one of the Millennium Development Goals, using artefacts from the Glasgow Museums Collection as a stimulus. I decided to focus on equal chances for girls and women, and used the wonderful suffragette collections at the People’s Palace.

To introduce the children to the topic, we did a brief novel study based on Bill’s New Frock by Anne Fine. This is a very funny book, describing what happens to Bill when he wakes up and discovers that everyone thinks he’s a girl. Bill feels that he is treated differently and the children were quick to agree. From there, we looked at our toys and noticed some common differences between the girls’ and the boys’ toys. The children then undertook a challenge, whereby boys designed a toy for a girl and vice versa. Each group then picked a winning design and built the toy. Each group ultimately chose a toy that a girl had designed for a boy, but whether that was because the boys’ toys looked more fun or that girls are better designers, I don’t know!

After this introduction, the children examined the case study of Jaya, a girl in Pakistan whose family can no longer afford to send her to school. Once the children had overcome their initial confusion, they were struck by how unfair this was. It was at this stage in the topic that we went to the People’s Palace and learned about the suffragettes and how they had campaigned for women’s rights. Inspired by this, the children campaigned to get more girls in developing countries into school. They researched, using sites such as the ‘Send My Friend to School’ website, and wrote a blog to persuade people to support their cause. They made banners and posters and created display boards to showcase their hard work. They then invited Johann Lamont MSP to come to their class so they could speak to her about the problem.

Overall, I think the topic raised important issues with the class and made them think in more detail about children in other parts of the world.

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Overall, I think the topic raised important issues with the class and made them think in more detail about children in other parts of the world. They were united in their incredulity that people might think that girls were less worthy of education than boys, and horrified at the impact of girls receiving little or no education. As a result of their meeting with Johann Lamont, the First Minister invited the class to Holyrood to further discuss the issue. The children were excited to make this journey and I hope they will remain politically engaged for many years to come.
I chose the theme of ‘journeys’ by Latin American Spanish speakers to the USA, as an inter-disciplinary approach to Global Citizenship with my S2 class. The curriculum areas covered were Spanish, Social Subjects and Health and Well-being.

To open the project and introduce the key themes, pupils noted down their knowledge and thoughts about why they thought Latin Americans would leave their country and go to the USA. They then revisited the UN Rights of the Child (a topic covered in both S1 and S2 Modern Studies) through a Spanish-English match-up activity. This was an excellent way of providing pupils with unfamiliar Spanish text that they were able to understand through familiar vocabulary.

Pupils had the opportunity to revise ‘push’ and ‘pull’ factors (a topic they had just finished in S2 Geography) as well as critically analyse the ‘pull’ factors through examination of the reality for Latin American immigrants in the USA. Having considered the difficulties for many Latin American immigrants in the USA, pupils reflected on similar situations in their own communities and discussed what they could do to help immigrants in Glasgow. They also discussed what role they had in preventing the need for forced social, economic, political or environmental immigration in Latin America. The hope is that pupils will take action in their day-to-day lives, as well as have increased understanding of the role of charity and fair trade in Latin American countries.

My initial concern was how to incorporate Spanish into a project that required pupils to think about, read and discuss quite complex topics. Although it was not possible to hold discussions in the target language, during the six classes I was able to input a considerable amount of new vocabulary. I utilised and assessed the new vocabulary the same way I would any other vocabulary: smart-board games, match-up activities and show-me boards. Not only did this satisfy me as a Modern Language teacher in terms of language development, but it provided an element of routine and ‘normality’ for my pupils in the relatively unfamiliar Global Citizenship context.

A variety of teaching methods were used throughout the project: video clips (e.g. the deportation scene from Babel, a Honduran immigrant talking in Spanish about his life in California), images of Latin American immigrants in the USA to generate ideas and discussion, English texts, Spanish texts, posters and match-up cards.

The pupils responded positively to the work and felt it helped them to learn about their rights and understand “the problems other people face every day in other countries.”

Encouragingly, due to the number of MFL Experiences and Outcomes met, and the positive response from pupils, the project will continue to be part of the S2 Spanish curriculum, and a similar approach may also be used to develop a Francophone project in French.
In the loop

A round-up of Global Citizenship events, competitions & CPD from IDEAS members.

British Council

- **Connecting Classrooms**
  
  *Connecting Classrooms* is the British Council’s new global education programme designed to help young people learn about global issues and become responsible global citizens. The 3 key strands are:

  - **School Partnerships funding**: our new offer for UK schools involved in a partnership with schools in Africa, Asia, Middle East and South America. You can apply for £1,500 per school to fund reciprocal visits. Next deadline: 28 June 2013.
  
  - **Professional Development**: online courses and face-to-face workshops for teachers engaged in international work.
  
  - **The International School Award**: get involved with the flexible, accessible and supportive International School Award framework. It’s a great way to get formal accreditation for your international and global citizenship work.

  Find out more at [www.britishcouncil.org/connectingclassrooms](http://www.britishcouncil.org/connectingclassrooms)

Red Cross

- **Refugee Week**
  
  *The Positive Images toolkit* is a free educational resource for teachers, youth workers and other educators to teach young people about migration and development. It includes a wealth of activities and case studies of actions, enabling young people through their community to make a difference to global issues. It can be used in the build up to Refugee Week, 17-21 June, or alongside a British Red Cross in-service training. For more information contact Lucy (West Scotland) LucyPhilpott@redcross.org.uk or Jennifer (East Scotland) JenniferBooth@redcross.org.uk

IDEAS

- **Global Learning Project**
  
  The *Global Learning Project (GLP)* is working to support the embedding of Education for Global Citizenship within schools and Initial Teachers Education establishments across Scotland. The project is managed by a partnership of voluntary and statutory organisations including, Scottish Government, Education Scotland, Universities (STEC), Local Authorities, Development Education Centres and the British Council.

  The project is nearing its conclusion and we are planning various events across Scotland to consolidate the work so far.

  These will include:
  
  - **Symposia** to reinvigorate those who attended previous events and to share learning experiences.
  
  - **Secondary school seminars** to extend the reach to teachers and local authorities not currently engaged with the project.

  These events will be held across the country in late May, early June – watch out for dates being publicised on the IDEAS website - [www.ideas-forum.org.uk](http://www.ideas-forum.org.uk)

Scotland Malawi Partnership

- **School Links Forum**
  
  The Scotland Malawi Partnership’s Primary and Secondary School Links Forum exists to strengthen Scotland-Malawi schools engagement. One of the projects the Schools Forum will be undertaking this year will be to update the SMP’s Schools Partnership Guide. If you would like to feed into the process, or hear more about the Forum, please email charlie@scotland-malawipartnership.org

NIDOS

- **Event: Scotland 2013 and beyond**
  
  Global Citizenship will be profiled at this event on 17 May 2013, organised by the Network of International Development Organisations (NIDOS) and the IF campaign. It will provide an opportunity for education professionals, including teachers, to build a consensus on key principles and values for Scottish international development. IDEAS will also be running a workshop around ‘Scotland Learns’ which will focus on Global Citizenship and how we can build a globally aware population. [www.nidos.org.uk](http://www.nidos.org.uk)

Hakim Din speaks at the IDEAS Global Citizenship Matters conference.
Enough food for everyone IF...

> ‘Enough Food for Everyone IF’ is a coalition of organisations calling on the G8 to take action on global hunger. The organisations working in Scotland have put together a blueprint of the steps Scotland should take, one of which is around Global Citizenship Education for children, young people and adults.

There are lots of resources to explore this issue in the classroom. These can be found on the main campaign website: www.oxfam.org.uk/education

For more information on the campaign visit: www.enoughfoodif.org/scotland

For resources on a wide range of global citizenship themes and how to contact your local Global Learning Centre: www.seedsforlearning.org.uk

Send My Friend to School

✦ Join the world’s biggest education campaign. Every year the UK Global Campaign for Education leads a campaign to encourage children and young people to speak up for the right to an education. The 2013 campaign is ‘Every Child Needs a Teacher’. Find out how to get involved: www.sendmyfriend.org

Divine poetry competition

Organised by Divine Chocolate and Christian Aid, this year’s theme invites you to think about the part chocolate plays in your life. It’s your chance to explore and describe what chocolate means to you.

Poems can be submitted for 7-11 and 12-16 year olds and the winner in each category will receive Divine chocolates and book tokens. Find out more at www.divinechocolate.com/poetry
IDEAS & its members

IDEAS (the International Development Education Association of Scotland) is a network of organisations involved in Development Education and Education for Global Citizenship across Scotland.

Amnesty International
0131 313 7010
www.amnesty.org.uk/scotlandsedducation

British Red Cross
0131 338 5700
www.redcross.org.uk/education

Christian Aid
0141 241 6137
www.christianaid.org.uk/learn

British Council
0131 524 5700
www.britishcouncil.org

Hand Up Media
0131 226 2674
www.handupmedia.co.uk

Mercy Corps
0131 662 5160
www.mercycorps.org.uk

Oxfam Scotland
0141 285 8887
www.oxfam.org.uk/education

Save the Children
0131 527 8200
www.savethechildren.org.uk/scotland

SCI-AF
0141 354 5555
www.sciaf.org.uk

Scotland Malawi Partnership
0131 529 3164
www.scotland-malawipartnership.org

Woodcraft Folk Scotland
0141 304 5552
www.woodcraft.org.uk

World Peace Prayer Society
01387 740642
www.worldpeace-uk.org

WWF Scotland
01350 728200
www.wffscotland.org.uk

including Global Learning Centres

Conforti Institute
01236 607120
www.confortinstitute.org

Highland One World Group
01381 621265
www.globaldimension.highlandschools.org.uk

Montgomery Development Education Centre
01224 620111
www.montgomerydec.org.uk

One World Centre Dundee
01382 454603
www.oneworldcentredundee.org.uk

Scotdec
0131 226 1499
www.scotdec.org.uk

West of Scotland DEC
0141 243 2800
www.wosdec.org

www.ideas-forum.org.uk

‘If you educate a man, you educate an individual. If you educate a women, you educate a nation.’
Dr Kwegyir Aggrey

The essential one-stop website giving you local and national access to Global Citizenship resources.

www.seedsforlearning.org.uk

In the next issue:
Focus on water
Subscribe to Stride free of charge:
stride@ideas-forum.org.uk

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