



## Gender, Lesson 3 – Fact sheet for teachers

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### Introduction

The aim of this fact sheet for teachers is to provide extra information related to the PowerPoint presentation Gender, Lesson 3, in particular slides number 4-7. **If any of this information is used in class, the teacher needs to change the content to make it age-appropriate.**

### Slide 4

#### Photo

This photo shows a mother with two of her three children in Ethiopia. "My name is Aster. I am 32 years old. I live in Kitabu, with my husband and 2 daughters: one is four, the other one. I used to have three kids but one died. We depend on farming - we grow false banana, maize, and coffee. But these days, we are left with hardly anything. My husband is working as a labourer in the local community to try to make a little bit of money for the family."

The landscape around looks lush and green. But many families here don't have enough food to eat. This is the other face of the drought, which is affecting millions in the Horn of Africa - the harsh phenomena of 'green drought.' The image may not match most people's perceived idea of what a drought looks like, but the life-threatening reality of malnutrition for tens of thousands of children is the same. (© Plan International, 2011)

#### Statement

Women bear a disproportionate burden of the world's poverty. Statistics indicate that women are more likely than men to be poor and at risk of hunger because of the systematic discrimination they face in education, health care, employment and control of assets. Poverty implications are widespread for women, leaving many without even basic rights such as access to clean drinking water, sanitation, medical care and decent employment. Being poor can also mean they have little protection from violence and have no role in decision-making. According to some estimates, women represent 70 percent of the world's poor.

([http://www.unifem.org/gender\\_issues/women\\_poverty\\_economics/](http://www.unifem.org/gender_issues/women_poverty_economics/))

### Slide 5

#### Photo

A Female doctor is examining a boy for parasite detection at a health post based in Radwan Community Development Association (CDA) in Alexandria, Egypt.

(© Plan International, 2009)

### *Statement*

Studies in different countries have shown, that mother's education, sex of the child, region of residence, as well as economic status of a household are factors that are significantly associated with immunization. As a recent WHO report shows in Bangladesh and other southern Asia countries, gender discrimination contributes to disparities in health, sex-specific abortions, the neglect of female children and poor access to health care, especially for girls and women

(<http://www.who.int/bulletin/volumes/89/8/11-087429/en/>).

### **Slide 6**

#### *Photo*

Plan is working with street children in Dhaka city, India, through its Street Children Development Project with an aim to raise awareness among them about the danger of street life. Under this project Drop in Centres (DIC) and night shelters provide basic services to the street children. Many of the girls work as prostitutes and are addicted to Dendrite (more commonly known as Dandy), a type of glue used by shoemakers for fixing shoes. (© Plan International, 2009)

### *Statement*

In many countries, one of the main issues is the lack of value, which parents and society attach to the education of girls. Girls are expected to marry, leave their parents' household and have children, so educating boys is often seen as a better investment for the family.

Girls from ethnic, religious, or caste minorities—the 'doubly disadvantaged'—made up approximately 75 percent of the 55 million girls who remain out of school. These girls may be excluded due to their ethnicity, language barriers, socio-cultural status, remoteness, legal requirements for birth certificates or citizenship papers, or cultural norms within the minority group that seclude women, or expect women to work long hours on domestic chores or farm work. See Executive Summary at:

([http://www.unifem.org/materials/item\\_detail.php?ProductID=135](http://www.unifem.org/materials/item_detail.php?ProductID=135))

### **Slide 7**

#### *Photo*

A female teacher is standing in the doorway of her classroom at a school in Sierra Leone. (© Plan International, 2006)

### *Statement*

Equal pay for equal work is one of the areas where gender equality is rarely seen. Women are paid less than men for doing the same work, with the average wage gap in 2008 being 17 percent. Women face persistent discrimination when they apply for credit for business or self-employment and are often concentrated in insecure, unsafe and low-wage work. Eight out of ten women workers are considered to be in vulnerable employment in sub-Saharan Africa and South Asia, with global economic changes taking a huge toll on their livelihoods.

The importance of gender equality is highlighted by its inclusion as one of the eight Millennium Development Goals that serve as a framework for halving poverty and improving lives.

([http://www.unifem.org/gender\\_issues/women\\_poverty\\_economics/](http://www.unifem.org/gender_issues/women_poverty_economics/))