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Your World



bethechange

KEY TOPICS FOR **CULTURE**
AND **CITIZENSHIP** FROM **A TO Z**

CLIMATE ACTION
FOOTPRINT
ACTIVISM
DEMOCRACY
LAW & JUSTICE
INNOVATION
TECHNOLOGY & AI
OCEANS & WATER

NATURE
MIGRATION
EDUCATION
SOCIAL MEDIA
WELL-BEING
JOBS
YOUTH

- * Agenda 2030
- * Life skills for the future
- * Digital competence
- * INVALSI practice



SUSTAINABLE DEVELOPMENT GOALS

Inquadra il QR Code e scopri il mondo Sanoma

sanoma

LANG
LINGUE E FUTURO



G Gender Equality

▶▶ EXPLORE THE TOPIC



WARM UP

ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

IT WOULD TAKE ANOTHER

40 YEARS



FOR WOMEN AND MEN
TO BE REPRESENTED EQUALLY
IN NATIONAL POLITICAL LEADERSHIP
AT THE CURRENT PACE

women
accounted for
39% of total
employment
in 2019



but **45%**
of global
employment
losses
in 2020



ONLY **57%**
of WOMEN
[15-49 YEARS]



ARE MAKING THEIR OWN
INFORMED DECISIONS ON
SEX AND REPRODUCTIVE
HEALTH CARE

WOMEN'S SHARE IN NATIONAL PARLIAMENTS

22.4%



26.2%

2015

2022

MORE THAN 1 IN 4 WOMEN
[15+ YEARS]



have been subjected to intimate partner violence
(641 million) at least once in their lifetime



1 Look at the infographic and answer the following questions.

- 1 When will women be equally represented in politics?
- 2 What is the percentage of women who lost their jobs in 2020?
- 3 What is the percentage of women who experience sexual violence globally?

2 **VOCABULARY** Match the English words with their Italian equivalents.

- | | |
|----------------|---------------|
| 1 empower | a rafforzato |
| 2 employment | b quota |
| 3 share | c emancipare |
| 4 strengthened | d occupazione |

TRUST
WOMANWOMEN'S
RIGHTS
— are —
HUMAN
RIGHTS036 

The greatest human rights challenge in our world

Women and girls **make up**¹ half of the world's population and, therefore, represent half of its potential. Gender equality is not just a basic human right; it is vital if we want to build peaceful societies and sustainable development in all parts of the world. Studies have also shown that giving more power to women leads to greater productivity and economic growth.

The United Nations Entity for Gender Equality and the Empowerment of Women, called simply UN Women, warns that there is still a lot of work to do in order to achieve real equality between men and women. It is fundamentally important to end all forms of gender violence and to guarantee equal access to quality education and healthcare, to economic resources and participation in political and social life for women and girls and for men and boys. Women must be able to reach positions of leadership and decision-making in employment and politics.

The UN Secretary-General, António Guterres, has stated that "achieving gender equality and empowering women and girls is the **unfinished business**² of our time, and the greatest human rights challenge in our world".



Glossary

1 **make up**: costituiscono

2 **unfinished business**: lavoro incompiuto

- 3 READING** Read the text and match the numbers (1-4) with the letters (a-d) to form four correct statements.

1 Gender equality	a must be ended.
2 Giving more power to women	b is not just a basic human right.
3 All forms of gender violence	c creates greater productivity and economic growth.
4 Women must have access	d to positions of leadership and decision-making.

- 4 ANALYSIS & INTERPRETATION** Answer the following questions.

- 1 What benefits can come with gender equality?
- 2 What must be brought to an end?
- 3 In what four fields must women be given equality?
- 4 How does António Guterres describe the process of achieving gender equality?

037

1 Towards freedom and emancipation



The 1960s saw a revolution in women's clothing with the introduction of a **bold new garment**¹: the miniskirt, popularised by the British designer Mary Quant.

Quant declared that this new, short skirt was "a way of rebelling".

Many criticised the miniskirt as vulgar, but its growth in popularity coincided with the rising feminist movement of the day. The contraceptive pill became commercially available in 1961, and women entered a new age of sexual liberation. The miniskirt became a powerful symbol of this new freedom.

Then in 1968 fashion campaigns started to suggest that women replace the mini with a longer 'midst' skirt. Women were irritated by this and started to ask why the fashion industry should decide for them what they would wear.

An American newspaper, the *Santa Maria Times*, summarised the change in women's attitude writing that they were not interested in following fashion: "They are approaching fashion subjectively. They're wearing clothes **that suit them**², not designers. [...] For once, women are captains of their own ships and designers **are riding the crest**³ of the trend."



Glossary

- 1 **bold new garment**: capo d'abbigliamento audace e nuovo
- 2 **that suit them**: che stanno bene a loro
- 3 **are riding the crest**: cavalcano l'onda



1 **READING** Read Text 1 and the five statements below. In each one, you need to change one word. The first one (0) has been done as an example.

- 0 The 1960s brought a ~~resolution~~ in women's fashion. (resolution → **revolution**)
- 1 Mary Quant was a famous British fashion model in the Sixties.
- 2 The miniskirt was seen as a way of recycling.
- 3 The miniskirt and the contraceptive pill were symbols of a new age of limitation.
- 4 At the end of the Sixties, women began to make their own choices and be captains of their own teams.

2 **READING** Read Text 2 and say if the following statements are True (T) or False (F). Correct the false ones.

- 1 The CEDAW of 1979 focuses on violence against women. T F
- 2 The Declaration on the Elimination of Violence against Women was issued in 1993. T F
- 3 7th February was chosen as the International Day for the Elimination of Violence against Women. T F
- 4 In 49 countries in the world women do not enjoy any legal protection against domestic violence. T F

038

2 A UN priority of our age: eliminating violence against women

The question of women's rights has always been a priority for the United Nations. In 1979, the UN General Assembly adopted the Convention of the Elimination of all forms of Discrimination Against Women (CEDAW).

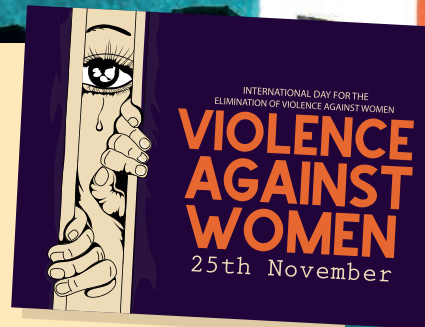
Violence against women and girls, however, remains a problem all over the world. In 1993, the UN issued the Declaration on the Elimination of Violence against Women.

This resolution gave clear definitions of the many forms of physical, sexual and psychological violence suffered by women and girls, together with a list of rights for women. It concluded with indications of what states and the international community could do to eliminate gender-based violence in the world. On 7th February 2000, the General Assembly of the UN officially designated 25th November as the International Day for the Elimination of Violence against Women. It invited governments, international organisations as well as **NGOs**¹ to join together and organise activities on that date which would make people more aware of the problem.

Yet, there is still a long way to go. **To date**², only two out of three countries worldwide **have outlawed**³ domestic violence and 49 countries still have no laws protecting women from domestic violence.

Glossary

- 1 **NGOs (non-governmental organisations):** ONG (organizzazioni non governative)
- 2 **to date:** a oggi
- 3 **have outlawed:** hanno dichiarato illegale



3 ANALYSIS & INTERPRETATION Answer the following questions.

Text 1

- 1 What two factors characterised the 1960s as an age of liberation?
- 2 How did women begin to choose their clothes in this decade?

Text 2

- 1 What important change can we see between the UN resolutions of 1979 and of 1993? What is the focus in the 1993 resolution?
- 2 What does the 1993 declaration seek to achieve?
- 3 What two disappointing results are mentioned in the last paragraph?



4 COMPARING PERSPECTIVES Google "Ten ways to promote gender equality in the classroom" and read the advice given by Provide Education. Then answer the following questions.

- 1 What examples are given of challenging the idea that some jobs are for men and some for women?
- 2 Why should teachers avoid the word 'guys'?
- 3 What two examples are given of stereotypical gender characteristics?
- 4 What should educational materials show?
- 5 Think about your own school. Are boys and girls separated in any activities?

5 DEBATE Life Skills Debate the following 'motion' in two teams: Proposition team vs Opposition team.

"We believe that men and women are different and must have different roles in society. Gender equality is an impossible dream and not a useful ambition."

Consider your own ideas and experience. You might use some of these expressions:

prejudice • rights • respect • opportunity • stereotypes • new models of society



▶ MEET A ROLE MODEL

039

Emmeline Pankhurst (1858-1928)

LEADING BRITISH WOMEN'S RIGHTS ACTIVIST, WHO LED THE MOVEMENT TO WIN THE RIGHT FOR WOMEN TO VOTE



Emmeline Goulden was born on 14 July 1858 in Manchester. In 1879, she married Richard Pankhurst, a lawyer and supporter of the women's suffrage movement. He was also the author of the Married Women's Property Acts of 1870 and 1882, which allowed women to keep **earnings**¹ or property acquired before and after marriage. In 1889, Emmeline founded the Women's Franchise League, which tried to win the right for married women to vote in local elections. In October 1903, she helped found the more militant Women's Social and Political Union (WSPU), whose members became known as 'suffragettes'.

The suffragettes shocked public opinion with their demonstrations, window smashing, **arson and hunger strikes**²: in 1913 the suffragette Emily Davison was killed when she threw herself under the king's horse at the Derby in protest against the government's refusal to grant women the right to vote. Emmeline was arrested on numerous occasions over the next few years and went on hunger strike herself. The militant activity of the suffragettes came to an end when the First World War broke out in 1914, and Emmeline turned her energies to supporting the war effort. After the war, in 1918, the Representation of the People Act gave voting rights to women over 30. Emmeline died on 14 June 1928, shortly after women were granted equal voting rights with men (at 21).

Glossary

- 1 **earnings**: guadagni
2 **arson and hunger strikes**: incendi dolosi e scioperi della fame

1 READING Read Emmeline Pankhurst's biography and say if the following statements are True (T) or False (F).

- | | | |
|---|----------------------------|----------------------------|
| 1 Emmeline's husband did not support her. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2 Suffragettes were women who fought with Emmeline to obtain the right to vote for women. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3 Suffragettes protested in a very peaceful way. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4 Emmeline went to prison several times. | <input type="checkbox"/> T | <input type="checkbox"/> F |

2 LISTENING **040** Listen to the *World issue* and complete it with one word for each gap.

World issue

GENDER EQUALITY AND THE UN 2030 AGENDA

Since 2015, the United Nations has been focusing its work on the 17¹..... Development Goals (SDGs) of its 2030 Agenda. Many goals specifically recognise the importance of women's²..... and empowerment.

Goal 5, "to achieve gender equality and empower all women and girls", is dedicated specifically to achieving these ends.

Important³..... changes are needed to ensure women's rights around the world.

In economic and political fields there are still very marked gender⁴..... . Despite progress made over the decades, on average women's earnings are still 20% lower than men's globally. In 2021, only 25% of all national parliamentarians⁵..... were female. This is a sadly low percentage but it shows significant⁶..... compared to the 1995 figure of 11.3%.



→ **YouTube** Watch the video *Denis Mukwege, Nobel Peace Prize 2018: Official interview* and find out more about his hopes for the future.

EMMELINE'S VOICE

“ We have to free half of the human race, the women, so that they can help to free the other half. ”


“ Women had always fought for men, and for their children. Now they were ready to fight for their own human rights. ”

“ Men make the moral code and they expect women to accept it. They have decided that it is entirely right and proper for men to fight for their liberties and their rights, but that it is not right and proper for women to fight for theirs. ”




3 SPEAKING  **Life Skills** Read Emmeline's quotes and discuss the following questions.


- 1 Why do women have to be 'freed' according to Emmeline?
- 2 What 'fights' does Emmeline refer to when she declares that women "fought for men, and for their children"?
- 3 What does Emmeline consider an injustice in the third quote?
- 4 If Emmeline were alive today, what forms of 'injustice' do you think she would not accept?

4  **YouTube** Watch the video *Palace Pandemonium (1914)* and say if the following statements are True (T) or False (F). Correct the false ones.

- | | | |
|---|----------------------------|----------------------------|
| 1 The video shows the arrest of fifty suffragettes. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 2 The event takes place outside Buckingham Palace. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 3 The event attracts a lot of people. | <input type="checkbox"/> T | <input type="checkbox"/> F |
| 4 Emmeline Pankhurst tries to resist arrest. | <input type="checkbox"/> T | <input type="checkbox"/> F |

5 WRITING Consider this quote by Emmeline Pankhurst: "I would rather be a rebel than a slave". Write a short paragraph (max. 200 words) illustrating your point of view.

 **6 LITERARY LINK** Use the Internet to read the first and the last stanzas of the poem *To Men* by Ella Wheeler Wilcox. What connections can you find between this poem and Emmeline's life? Discuss in class.

 Ella Wheeler Wilcox (1850-1919) was an American poet, journalist and writer. She wrote the poem *To Men* in 1914.



Ella Wheeler Wilcox, 1903

 **7 #BETHECHANGE**  **Life Skills**

How much do you know about gender equality? Test your knowledge using the UNAI quiz at www.un.org/en. Analyse your test results and make an action plan to make yourself and your community more aware of gender equality and how to promote it.