

Celebrating
IWD 2020

HIGH
SCHOOLS KIT

Photo credit: Ryan Brown



UN
WOMEN  **AUSTRALIA**

www.unwomen.org.au





WELCOME

A MESSAGE FROM UN WOMEN EXECUTIVE DIRECTOR

Every year, I am overwhelmed with gratitude by the number of students who enquire about International Women's Day: what is it all about? Why does it matter? What can I do to support?

Now more than ever, as we approach the 10th birthday of UN Women globally, with ten years to go until we arrive at the 'finish line' for the Sustainable Development Goals, your voice, your thoughts and importantly, your actions, are vital to make change so that every girl and boy everywhere have the same opportunities to go to school, to work, to become a leader and to fully participate in our communities.

In 2020, our International Women's Day theme is *Generation Equality*. No matter what year you were born, your say in our future, around questions like: Should everyone no matter their age or gender be free and equal? What actions might you take to protect the planet? These are vital questions – and we want to hear from you.

Being a part of Generation Equality means you will actively work towards a brighter future where all of us are equal. In the pages that follow, my hope is that some of the stories we share, and the questions and activities we invite you to explore, prompt you to consider little steps you might choose to take to advance equality, for everyone. Thank you for your support of and interest in the work of UN Women.

Janelle Weissman
Executive Director
UN Women Australia

ABOUT UN WOMEN

UN Women Australia exists to raise funds for and awareness of UN Women's work to end violence against women, promote economic empowerment, advance women in leadership, and ensure women's participation in peace processes to accelerate gender equality worldwide.

UN Women is the United Nations agency for women's empowerment and gender equality, delivering programs and transforming policy to enable a brighter future for women and girls in more than 100 countries worldwide.

ABOUT IWD

International Women's Day (IWD) is celebrated around the world on March 8. IWD has been celebrated in various forms across the world since the early 1900s, beginning with a strike in New York, honouring the garment workers of America in 1908. It shifted to more international actions and today has grown into a global celebration of achievements of women, and an opportunity to shine a light on the progress still to be made to achieve full gender equality.



WATCH:

This short film explores the progress that has been made in gender equality, worldwide.
www.youtube.com/watch?v=InBEIrFwrew

THEME: GENERATION EQUALITY



GENERATION EQUALITY IS UN WOMEN'S GLOBAL THEME FOR INTERNATIONAL WOMEN'S DAY 2020. GENERATION EQUALITY HIGHLIGHTS THE IMPORTANCE OF:

INTERGENERATIONAL COLLABORATION:

IT IS BY WORKING TOGETHER, ACROSS GENERATIONS, THAT WE CAN CRAFT AND CO-CREATE A VISION FOR EQUALITY

ACCELERATING ACTION:

NO COUNTRY HAS ACHIEVED GENDER EQUALITY. THE PACE OF CHANGE IS TOO SLOW. WE NEED TO PICK UP THE PACE SO THAT WE SEE REAL CHANGE *WITHIN A GENERATION.*

THERE IS NO BETTER FACILITATOR FOR EQUALITY THAN EDUCATION. HOWEVER, WE KNOW THAT:

2.5 times

During conflict, girls are 2.5 times more likely than boys to drop out of school.

2/3

Today, two thirds of the world's illiterate adults are women. This trend has not changed in 20 years.

48%

of girls who are out-of-school today are unlikely to ever enrol in school.

WHEN EDUCATION BENEFITS WOMEN AND MEN EQUALLY, IT DELIVERS UNMATCHED OUTCOMES:

- Educated women are more likely to be healthier, have higher earnings and exercise greater decision-making power within the household.
- Educated mothers are twice as likely to school their children
- Every year of education increases a girl's wage by up to 20%
- Children of educated women are 50% more likely to survive

Despite the scale of the global education challenge faced by marginalised women, young women and girls, there has not yet existed a proven approach to enabling successful second chance education at scale and leaving no one behind. Until now.

UN Women with local partners worldwide is reimagining education – beyond the conventional classroom – to technology-enabled education, training as a pathway to financial independence and prosperity for the world's women and girls.

This International Women's Day, funds raised will support learning and earning pathways for women and girls, recognising that with an education, anything is possible, for this generation, and for generations to come.



WATCH:

Click here to see Generation Equality world wide.
https://www.youtube.com/watch?v=DWk_ujOzISc

PROJECT: COX'S BAZAAR, BANGLADESH

In 2015, when violence against the Muslim minority, the Rohingya, broke out in Myanmar hundreds of thousands fled violence and persecution and sought refuge in neighbouring Bangladesh. The Rohingya refugees arrived by boat or on foot, every day, fleeing killings, torture, rape and other forms of sexual violence. They arrived with very few possessions, impoverished and traumatized. The majority, just above half of the new arrivals, are women and girls. To protect the individuals fleeing, temporary refugee camps were established across the border. By 2017 more than 800,000 refugees were housed in ten camps collectively known as Cox's Bazaar.

When UN Women staff began arriving to provide assistance they could not see the women and girls they knew were in the camp. Then they started noticing their silhouettes in the tents, their heads peeking out every now and again. They discovered that women were restricted to their dwellings in order to escape rampant physical and sexual abuse in public spaces. While the men showed up for meetings, the distribution of relief items, were consulted about their needs, and had a say in decisions being made within the camps, the women were sidelined. They had limited access to information, livelihood options, community activities and decision-making. They even lacked adequate sanitation facilities. These gendered-impacts threatened not only their immediate safety and sanitation, but their future activity in the camp and ultimately, status as a refugee.

UN Women led the distribution of kits to nearly 8,000 Rohingya women refugees, which included soaps, clothes, scarves, menstrual hygiene products and flashlights for women, as well as blankets for the cold winter and alternative fuel—compressed rice husk briquettes—to reduce their exposure to smoke from confinement in their tents. In January 2018, assistance was expanded to creating Multi-Purpose Women's Centres to provide a safe space for Rohingya women and adolescent girls, to build a social network, access information and referral services for gender-based violence, and seek psycho-social counselling. The centre also offers skills training in literacy, livelihood options, leadership and disaster preparedness, and raises awareness about gender issues and risks. These services help to address the immediate and long term needs of Rohingya refugees in the Cox's Bazaar camps.



WATCH:

The Women's Centre activities, and interviews with stakeholders, as well as Rohingya refugee and host community women.

<https://www.youtube.com/watch?v=hkou-3YbWjc>



DISCUSSION

AIM: To get students thinking about the wider picture of the refugee crisis, and the challenge of rehousing refugees, with a gendered lens.

TIME: Variable, can be extended with research or a shorter class discussion.

While the Bangladeshis have been largely sympathetic about the unfolding crisis, the recent surge of refugees from Myanmar is a strain on existing resources. Discuss with the class what challenges the host community may face in housing refugees fleeing violence. Are there any challenges unique to women of host communities?

EXAMPLES: Bangladeshi women were housing Rohingya women for years while camps were erected, and in doing so contributing their already stretched financial assets to care for others. This task was largely shouldered by mothers and women, as they are the housekeepers and homemakers.

Additional challenges may be in integrating the Rohingya into Bangladeshi culture, with different customs and norms to their own.

PROJECT: MARKETS FOR CHANGE, FIJI

In the Pacific, economic activity is local, seasonal and often conducted in a market place setting. Between 75% and 90% of all market vendors in the Pacific are women; hours are long, profits are often low, and working conditions difficult. However, these earnings make up a significant portion of the incomes of many poor households. Despite this, women are often excluded from market governance and decision-making, impacting their experience in the setting.

UN Women recognizes that, in order to advance women's economic empowerment, our work must address the intersections between women's economic empowerment, safety and discrimination, leadership and participation, disaster preparedness and livelihoods. Enhanced economic performance of women means more food on the table, children in school, safer dwellings and less family violence associated with economic hardship. Recognising this, UN Women began the 'Markets for Change' (M4C) program in Fiji, Vanuatu and the Solomon Islands. M4C works to ensure that marketplaces in rural and urban areas are safe, inclusive and non-discriminatory, promoting gender equality and women's empowerment.

The project includes actions to create and support women in decision making through Vendors' Associations, which impact the way markets are run and organised. The project also focuses on boosting financial literacy amongst vendors through the associations, and is supporting greater access to financial services, improved agricultural skills and, in some cases, more secure agricultural production, to enhance the economic potential of market ventures. On the ground, the associations and UN Women funding are creating safer market locations through improved market structures, accommodation for vendors travelling to markets, restroom facilities, and access to clean drinking water.



WATCH:

This video shows the impact of the M4C program on Pacific women, through their eyes.
<https://www.youtube.com/watch?v=2VpUNQgVSnE>



DISCUSSION

AIM: To engage students in the plurality of issues needing to be considered in protecting women in workplace settings.

TIME: Variable, can be extended with research or a shorter class discussion.

The needs of women in Pacific marketplaces are complex; from physical safety, discrimination, leadership opportunities, disaster preparedness and economic potential. Discuss how actions to improve one area of hardship may impact other needs, for example actions to prevent violence against women by segregating female market vendors may impact their economic opportunities by removing them from the hubs of market activity. Discuss the challenges of designing programs that balance the entire needs of female market vendors.





BEIJING PLATFORM FOR ACTION

The Beijing Platform for Action was the outcome statement of the Fourth World Conference on Women, held in 1995, to discuss gender equality and women's rights. The conference brought together 17,000 participants and 30,000 activists, for two weeks of heated debate on a list of commitments to achieve gender equality. The result was the Beijing Declaration and Platform for Action, which covers 12 critical areas of concern that are as relevant today as 20 years ago: poverty; education and training; health; violence; armed conflict; economy; power and decision-making; institutional mechanisms; human rights; media; environment; and the girl child. Governments were then invited to act on their commitment by reforming discriminatory legislation, investing in girls' education, addressing violence against women and increasing parliamentary representation.

This year marks the 25th anniversary of the Platform and an opportunity to reflect on the progress made and progress still to be made. While some areas have been advanced, we still have a long way to go. The progress still to be made will be discussed at the UN General Assembly this year, and further actions will be implemented to continue women's empowerment.



WATCH:

The progress of the Beijing Platform and progress still to be made, produced by UN ENCAP
<https://www.youtube.com/watch?v=YQU6aVPrTkg>

ACTIVITY

MOCK BEIJING 2020 DEBATE

AIM: To engage students in the issue of gender equality in the global arena, and build diplomacy and communication skills. Ultimately, this is about encouraging students to engage with each other's opinions productively.

TIME: This can be a one-hour activity, or stretch across days by inviting students to research their assigned country and gender equality issues.

INSTRUCTIONS: The 1995 Platform for Action, to this day, is considered the most progressive statement on action towards gender equality ever created. On its 25th anniversary, you will be participating in a mock debate at the UN General Assembly to discuss the next steps in the process towards gender equality in preparation for an extended debate.

- Seat students in a roundtable discussion formation and assign them each as their own country, drawing inspiration from the involved parties in Beijing.
- The teacher or a selected student will act as the moderator, and control debate.
- Each student will address the debate with an opening address, outlining their country's stance and key areas of concern. Students should prepare statistics and facts on their country's record.
- After hearing opening addresses, students will have the opportunity to get up and talk to other countries to propose resolutions on the Platform for Action. For example, Australia may approach Fiji to talk about concerns of violence against women, given their common concern, and write up a resolution calling for more action on community-based family violence. The resolutions can be as detailed as you like!
- Students will then give the moderator notice of their resolutions, and the moderator will order them for debate.
- The students will come back to their seats and wait for the moderator to present a resolution for discussion.
- The students who wrote the resolution will have 30 seconds to explain their resolution, and then all students will be invited to debate the resolution. This may include countries suggesting amendments to make it more appropriate to their needs. In debate, the moderator should ensure students are respectful and diplomatic, and speaking one at a time.
- At the end of debate the students will vote whether or not to pass the resolution, by verbal 'yay' or 'nay' voting.
- The class will repeat the resolution debate for as many proposed resolutions as desired.
- At the end, the passed resolutions will be collated and presented as the new 'Platform for Action'.
- The teacher will then invite students to reflect on the process by asking what challenges were faced in the debate and writing of resolutions, and challenges of getting all countries to agree. The teacher should also invite students to reflect on the significance of the 1995 Beijing Platform.



WOMEN AND CLIMATE CHANGE

Climate change presents an existential threat to humanity in the form of extreme weather events, disrupted food patterns, water scarcity and associated challenges. The impact of these challenges disproportionately affect the world's women and girls. Women's lower socio-economic status, unequal access to information, health and assets, the extra burden of being primary care-givers, and the general inequities in everyday life, reduce their ability to cope with shocks from a changing climate. They also lead to further violations of women's rights and dignity, such as human trafficking, child marriage, sexual exploitation and forced labour.

Part of planning for reducing women's vulnerabilities is in creating climate-resilient livelihoods in disaster-prone areas, to protect the long term economic wellbeing of women in disaster. UN Women worked with partners to develop a National Resilience Programme that will run from 2017 to 2020, to support women to diversify their revenue streams through activities such as mele (a type of climate resilient reed) cultivation, growing floating vegetable gardens and pickle making. These activities ensure that throughout disasters, the economic future of women and their families is secured.

ACTIVITY



COUNTRY STUDY

AIM: To gain an understanding of the unique challenges faced by women in natural disasters, exacerbated by climate change.

TASK: Ask students to research a developing country that recently experienced a natural disaster. Examples may be the 2018 earthquake in Papua New Guinea, Cyclone Idai in 2019, or the 2015 Nepal earthquake. Ask that they provide a description of the event, how the disaster impacted women differently to men, and the potential mitigation strategies for protecting women in similar disasters in the future. Students could either present their research to the class or as a visual poster or report.

CLASSROOM ACTIVITIES



WHAT DOES GENDER EQUALITY MEAN TO YOU?

Create an artwork to reflect progress you see in your community towards gender equality; it could be a drawing of a dad talking about menstrual health with his daughter, a woman labouring on a public road project. Be creative in presenting the changes you see around you.



WATCH:

These four virtual reality films, produced by Google with the support of UN Women and Vital Voices, give a glimpse into the experiences and struggles of four activists who are fighting to ensure no woman or girl is left behind.

<https://www.youtube.com/playlist?list=PL3rc8FEOW8Sakmt3OzgngghQARSXzctyzY>

GENDER EQUALITY IN SPORT

See how many women's and men's sporting teams you can match up from the list below, extra points for identifying the sport!

SPORT	WOMEN'S	MEN'S
Soccer	Pearls	Boomers
Hockey	Opals	Thunderbolts
Rugby union	Hockeyroos	Sonix
Rugby sevens	Diamonds	Wallabies
Netball	Walleroos	Socceroos
Basketball	Matildas	Kookaburras

Answers on page 13

HOW YOU CAN HELP

STUDENTS, JUST LIKE YOU, CAN MAKE A BIG DIFFERENCE IN THE LIVES OF WOMEN AND GIRLS AROUND THE WORLD. HERE ARE SOME IDEAS TO GET YOU STARTED!

1



HOST AN IWD EVENT IN YOUR CLASS OR SCHOOL

Help make the world safe and fair by hosting an event and raising money to support UN Women's work around the world. There are many different ways that you and your classmates can fundraise, such as a Walk-a-thon or a Bake Sale. If you're stuck for ideas, check out [our website](#) and [Fundraiser Pack](#) for ideas!

2



SELL PURPLE INTERNATIONAL WOMEN'S DAY RIBBONS

Show your support for International Women's Day – wear your purple ribbon with pride. Wearing a purple ribbon is a great way to demonstrate that you support gender equality and are working to make the world safe and fair for everyone. You can help to spread the word by purchasing purple ribbons to sell or give away at your event, school or in your community.

Each ribbon sold supports UN Women's work, ensuring that girls and boys, women and men are treated fairly, are safe and have access to opportunities like learning.

[Head to our website to purchase your ribbons!](#)

3

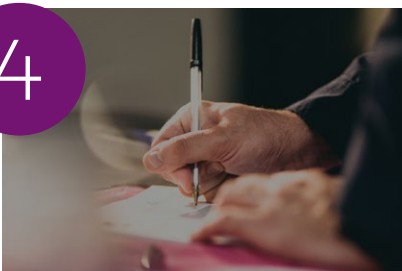


Photo credit: Dara Kretschmer

ATTEND OUR INTERNATIONAL WOMEN'S DAY EVENTS

Join us for the largest International Women's Day celebrations across the country. We host events in Adelaide, Brisbane, Canberra, Melbourne, Perth, Sydney. [Get your tickets from our website today!](#)

4



TAKE THE HEFORSHE PLEDGE

Do you think that everyone should be treated fair and feel safe, regardless of whether they are a boy or girl? Do you want to help make that happen? Then you are HeForShe. [Join the community and make the HeForShe commitment today.](#)

PAGE 11 ANSWER

SPORT	WOMEN'S	MEN'S
Soccer	Matildas	Socceroos
Hockey	Hockeyroos	Kookaburras
Rugby union	Walleroos	Wallabies
Rugby sevens	Pearls	Thunderbolts
Netball	Diamonds	Sonix
Basketball	Opals	Boomers





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