

Gender equality – are we there yet?

Two things I learned today

Two things I learned today

One question that I have

One question that I have

Two things I learned today

Two things I learned today

One question that I have

One question that I have

Working together

Lesson	Learning intention	How well did my partner and I work together? Consider the challenges and positives.
2	To learn about one of the elements that help build a more gender-equal world, as agreed by most countries in the world.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3	To learn about all nine elements that help build a more gender-equal world, as agreed by most countries in the world.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4	<p>To explore the connections between gender equality and concepts such as social cohesion, productivity and prosperity.</p> <p>To explore specific projects aimed at supporting greater gender equality in one of our neighbouring countries.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Overall reflection

Focus on these points:

- What did you learn by working closely with another person to complete a set of tasks?
- What might you do differently next time you need to work closely with another student to achieve a goal?
- Australia works in partnership in development programs with other countries. What would help these partnerships to be effective (based on your experience working as a pair in this module)?

Differentiated instruction

For students who need additional support

- Pair with stronger students within the class during the research stage.

For EALD students

- The [United Nations SDG website](#) is offered in six different languages. Show students how to navigate to a different language setting in the upper right-hand section of the website.

For students who need a challenge

- Encourage students to consider all nine gender equality targets.
- Which target would make the biggest difference to improving the prosperity of a society?
- Which target would make the biggest difference to social cohesion?
- Which target would make the biggest difference to improving productivity?
- In their opinion, which target would make the biggest difference to improving the lives of women?

Additional activity

Students can test some of what they have learned using Gapminder: [UN Goal 5 Gender equality](#).



TARGET 5-5



ENSURE FULL PARTICIPATION IN LEADERSHIP AND DECISION-MAKING

[illegible]

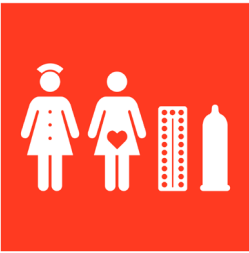
TARGET 5-B



**PROMOTE
EMPOWERMENT OF
WOMEN THROUGH
TECHNOLOGY**

[illegible]

TARGET 5-6



UNIVERSAL ACCESS TO REPRODUCTIVE HEALTH AND RIGHTS

[illegible]

TARGET 5•C



**ADOPT AND
STRENGTHEN POLICIES
AND ENFORCEABLE
LEGISLATION FOR
GENDER EQUALITY**

[illegible]



TARGET 5-A



EQUAL RIGHTS TO ECONOMIC RESOURCES, PROPERTY OWNERSHIP AND FINANCIAL SERVICES


[illegible]

What does a gender equality project look like?

Learning intentions	Materials
 <ul style="list-style-type: none"> To explore the connections between gender equality and concepts such as social cohesion, productivity and prosperity. To explore specific projects aimed at supporting greater gender equality in one of our neighbouring countries. 	 <ul style="list-style-type: none"> PowerPoint: Working together: gender equality Worksheet: Gender equality – working in partnership with our neighbours: projects Worksheet: Working together (started in Lesson 2)

Introduction (15 min)


- 1) Show students this quote from the Working together: gender equality PowerPoint (slide 2):

 'We know that gender equality is a stronger predictor of peace than a nation's wealth or political system.' (Foreign Minister Penny Wong, February 2025)

Ask students to discuss the quote in pairs, identifying the reasons why gender equality might contribute to a peaceful society.

Facilitate a brief class discussion drawing out responses to the quote.

- 2) Show students the next part of the quote (slide 3):

 'We know that peace agreements are more likely to last when women can participate in them. And we know that gender equality reduces poverty, strengthens social cohesion, unlocks economic productivity and enhances prosperity for current and future generations. If women participated in the economy on equal terms with men, it could add up to US\$28 trillion to the international economy. So the whole world pays the price for the lack of gender equality. We pay that price in a world that is more dangerous, more divided, less stable, and poorer.' (Foreign Minister Penny Wong, February 2025)

It is important that students understand the concepts of social cohesion, productivity and prosperity, so spend time on these definitions if required.

As a class, discuss the quote, drawing out responses about how increasing gender equality might help to decrease poverty, strengthen social cohesion, improve economic productivity and/or create a more peaceful society.

Poster project (30 min)

- 3) Tell the class that they will explore some of the projects where the Australian Government is partnering with organisations in other countries to work towards gender equality in those locations. Students will work in pairs to make a poster that describes the project.
- 4) Give students the Gender equality – working in partnership with our neighbours: projects worksheet. Students should choose one of the projects on this list. Each project has an associated webpage that provides some basic information about the project. Students should complete the posters in pairs, working through the prompts on the worksheet.
- 5) Provide students with time to work on the projects. They may require time at home to complete them.

Learning review

- 6) As homework, ask students to make further notes, as individuals, on the Working together worksheet. They should focus on the process of working in pairs – the challenges and advantages.



Gender equality – working in partnership with our neighbours: projects

<u>Australia, ASEAN and OSCE advocate an end to child, early and forced marriage</u>	A new regional guideline will provide a framework for countries to work towards eradicating child and forced marriage.
<u>Campaigns target male advocates for gender equality</u>	In Indonesia, two campaigns highlight how both women and men benefit when domestic responsibilities are shared equally.
<u>IW-supported gender equality campaigns win Philippine Quill awards</u>	Two Filipino organisations created high-quality gender equality campaigns.
<u>The power of connecting local, regional and global levels of action: The story of the Pacific Women Mediators Network</u>	The Pacific Women Mediators Network is a locally led, inclusive platform to support women's political leadership.
<u>Industry awards bolster business case for 'unstereotyping' marketing campaigns</u>	This project supports digital marketing campaigns that challenge inequalities based on factors such as gender.
<u>Unlocking the potential of quality part-time work for women's economic equality</u>	This project is paying for a study that examines gender-inclusive part-time work policies and best practice for part-time work.
<u>Australian High Commission seeks strong support for equality in politics</u>	The Australian High Commission supports a Nigerian Bill that proposes allocating seats especially for women in the various state houses of Assembly and in the National Assembly.

Create a poster that includes the following information:

- 1) A brief description of the project.
 - What is the issue or problem that is being addressed?
 - How does it relate to specific targets within Sustainable Development Goal 5?
 - How will the program make a difference? (Consider whether the program is running training, advocacy, legal change, networks, building local skills, communicating about an issue, providing safety and support, attitude change, behaviour change, or a combination of these.)
 - How will it make a difference in terms of gender equality? (Think about the targets that you explored in the previous lessons. What targets are the focus here?)
- 2) How might the project help decrease poverty, strengthen social cohesion, improve economic productivity or create a more peaceful society?
- 3) Where is the project is happening?

Pooling ideas

Learning intention	Materials
 To identify some of the ways that Australia works with neighbouring countries to achieve greater levels of gender equality.	 <ul style="list-style-type: none"> Group posters (produced in Lesson 4) Worksheet: Working together (started in Lesson 2)

Small group synthesis (20 min)

- Combine pairs of students into groups of six. Try to have a spread of different projects in each group. Each pair should show their poster to their group.
- Ask the groups to write a paragraph explaining how Australia's work in gender equality aims to contribute to a cohesive society in our region.
(If you want a more structured approach, you could allocate smaller tasks within the group. For example, one student creates the topic sentence, another provides supportive evidence, one student argues for or against, the other writes the concluding statement.)

- Ask students to complete an overall summary, as individuals, on the Working together worksheet. They should focus on these points:
 - What did you learn by working closely with another person to complete a set of tasks?
 - What might you do differently next time you need to work closely with another student to achieve a goal?
 - Australia works in partnership in development programs with other countries. What would help these partnerships to be effective (based on your experience working as a pair in this module)?

Module wrap-up (25 min)

- Share the groups' paragraphs as a whole class. Try to draw out the following:
 - What students have learned about gender equality.
 - What students have learned about social cohesion.