

MODULE 3

Sustainable Development

Goal No 5



Prepared by: Fernanda Frankenberger Silva
Adapted by: Jennifer Pohlmann (University of Applied Sciences Hamburg)
and support from Johanna Heimfarth

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List of abbreviations

Early childhood education and care (ECEC)
Millennium Development Goals (MDGs)
Sustainable Development Goals (SDGs)

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1. Introduction to SDGs

On September 25th, 2015 world leaders unanimously agreed on adopting an ambitious and more focused plan of action that takes over after the end of the mandate of the Millennium Development Goals (MDGs). This new agenda, “Transforming our world: the 2030 Agenda for Sustainable Development” (Sustainable Development Knowledge Platform, 2017) incorporated 17 Sustainable Development Goals (SDGs) defined as well as sub-operationalized with 169 targets to be achieved by 2030. The SDGs attempt to make sustainable development a lived reality for everyone. This long-term strategic approach to addressing global challenges is an important factor of the SDGs.

They seek to realize the human rights of all peoples, to achieve gender equality, reduce poverty, and ensure a better quality of life for all. For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion, and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies. Thus, current challenges are not typical only for some countries, but reflect common issues and thus require joint focused interdisciplinary actions that should mobilize all communities. Most governmental programmes and action plans have a rather short life span, and the sustainability of these programmes or action plans is often questionable by changes in the government and political agenda on all levels. In that regard the SDGs set targets for the long-term, aiming at the next 12 years. This has the potential to minimize the risk of failure during implementation.

1.1 Defining SDG 5

Over the years, our society has faced difficult issues, some related to climate change, some to economic development. As our world develops, the need for guidance on how we must change to keep a sustainable world arises. Because of this, the United Nations has developed the Sustainable Development Goals (SDGs), addressing these and other, topics. SDG5 aims to establish gender equality and give empowerment to all women and girls. The UN claims that this goal is a basic human right (UNDPa). Unfortunately, in many countries and cultures, this fundamental right is forgotten, and, especially in developing countries, girls “are treated differently than their brothers, lagging behind men in many domains” (Duflo, 2012, p. 1051). Furthermore, they “are deprived of access to health care or proper nutrition, leading to a higher mortality rate” (United Nations, 2018).

One way to recognize women’s importance in society is addressed by SDG 5. According to UN Women, “the Sustainable Development Goals seek to change the course of the 21st century, addressing key challenges such as poverty, inequality, and violence against women and girls. Women’s empowerment is a pre-condition for this” (UN Women, 2015).

To support the achievement of this goal, the United Nations set the following objectives:

- End all forms of discrimination against all women and girls everywhere.
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure, and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources, in accordance with national laws.
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels. (United Nations: Sustainable Development Goal 5, URL: <https://sustainabledevelopment.un.org/sdg5>)

1.1.1 Significance of SDG 5

The a.m. nine objectives to be implemented to accomplish the whole of SDG 5 seem overwhelming. However, the goal can be separated into two main themes that are easier to follow. The first focus of SDG 5 relates to **gender equality**. Because men and women are biologically different, one could say that there is naturally a gender inequality. But gender equality doesn't refer to biological differences; the term actually implies that it "is a fundamental human right" (United Nations, 2018).

In many cultures "women and men start from different positions of advantage, and are constrained in different ways"; consequently, "gender inequalities arise from the unequal power relations between women and men" (Subrahmanian, 2005, p. 397). Instead of this way of life, there needs to be equality of treatment, equal opportunities, fundamental freedom and choices, and the same rewards to both men and women (Subrahmanian, 2005). Achieving all this is not simple, though, as gender inequality is condoned on a daily basis in many countries and cultures.

The second topic of SDG 5 relates to the **empowerment of women and girls**. Empowerment is not only a psychological issue involving only one person; it "requires agency along multiple dimensions—sexual, reproductive, economic, political, and legal" (UN Chronicle, 2014), and is the "expansion of freedom of choice and action to shape one's life" (Narayan 2002, xviii). It includes mutual respect, group participation, democratic participation, collective decision, shared leadership, and control of one's own life (Perkins & Zimmerman, 1995). It is more than just an outcome, it is an "on-going process out of submission and oppression" (Lind, 2006, p. 174). These ideas can be applied to several 'minority' groups, so what does empowerment mean specifically to women and girls?

Women make up a "cross-cutting category of individuals that overlaps with all these other groups ['minority']" (Malhotra & Schuler, 2005, p. 71) that require a "systemic transformation not just of any institutions, but specifically of those supporting patriarchal structures" (Malhotra & Schuler, 2005, p. 72). Women represent half the population; they should have not only the right for equal representation in legislatures, but also the right to make decisions over their own lives (Tinker, 2004). Favoring gender inequality means the stagnation of social and economic progress.

In this way, political support of requiring gender quotas could reduce the short- and mid-term gap perceived between men and women. Quota systems are already in place in many countries for different groups of people in different contexts—Canada provides education and health care for Native Americans and Brazil helps those of African descent pursue higher education. Such systems also enable the inclusion of women in society as a form of inequality reduction. Yet, to work, this system must become fundamental, requiring quotas for women in politics and in high-paying positions in companies.

Another way to bridge the gap is through education, as it enhances gender equality and empowerment of women and girls in the long term. Education alone cannot empower women, but can be seen as “means to better equip them [women] with the confidence and skills to negotiate” the path toward empowerment (Guinée, 2014, p. 189).

1.1.2 Advantages of SDG 5

Promoting gender equality brings several advantages and should be supported by countries, communities, companies and families. Once countries support gender equality, it brings the idea that the country accepts all its citizens and include them in the rights and responsibilities share when legislations are in place. With this, women can also participate in politics and contribute to more comprehensive laws. By supporting gender equality, communities include in their self-organization issues that maybe are only perceived by women or only relevant to them. But as a community is formed by men, women, boys, girls, young and old, all its interest should also be included in the community discussion. Many companies already support and promote gender equality as means to value all its workforce and try to profit from different views and work approaches. Maybe in the smallest sphere where gender equality should be promoted is the family, where many women across the globe have no rights. By promoting gender equality in the family, women could share the responsibilities of the family and its future. In the end, the main advantages of gender equality in general would be by the reduction of poverty, reduction of inequalities, reduction of hunger, improvement of overall education, as stated by the United Nations, “advancing gender equality is critical to all areas of a healthy society, from reducing poverty to promoting the health, education, protection and the well-being of girls and boys.” (United Nations, 2018).

1.1.3 Interdependencies of SDG 5

Achieving gender equality and empowerment of women and girls gives support to many other SDGs, as they are interconnected (UNDPb). Empowered women can support in many ways their communities with their work, like contributing to reduce poverty by increasing the household income (**SDG 1**). Poverty reduction reduces the inequality between men and women, and thereby contributing to improved conditions across genders.

With equal wages (**SDG 10**) from decent work (**SDG 8**), women can better support the household and, by being able to buy food, reduce hunger (**SDG 2**). Given that women generally enjoy less access to and control over economic resources than men, including earnings, land and credit, they are more likely to struggle with unaffordable energy prices (**SDG 7**) and thus suffer more of energy poverty (UN Women, 2018b).

Gender equality and women's empowerment allow women from every culture to have access to education (**SDG 4**). As a result, they can work in several ways with their community (**SDG 11**) to increase health and well-being (**SDG 3**).

Women have an overall low participation rate in public administration, but where they have higher participation rates (**SDG 16**), there is better allocation of resources in the area of human development, such as employment and health care for children. (Chattopadhyay & Duflo, 2004). Because women have different experiences, they perceive others' needs in society, which contributes to innovation (**SDG 9**) and responsible consumption (**SDG 12**).

In this way, gender equality and empowerment of women and girls are not only matters of fundamental right, they are targets that influence and support all others. Countries and local communities that work to implement SDG 5 can profit via new opportunities for the population in general, as women's empowerment will create a collective understanding of injustice and reduce violence (United Nations). It could also enhance the economy, as empowered women have access to credit, can develop new business, have access to employment, and even have a great representation in high-paying jobs (Malhotra & Shuler, 2005).

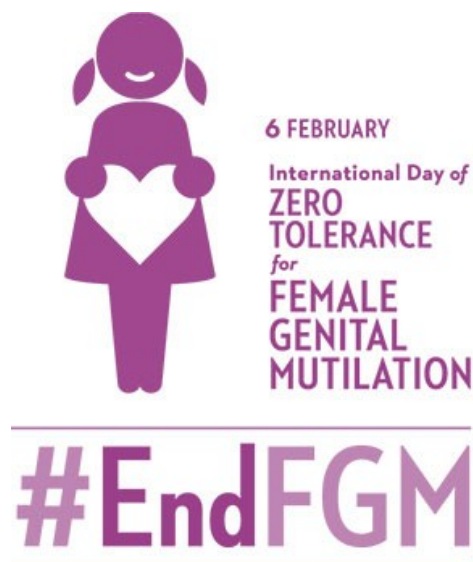
1.1.4 Challenges in the Implementation

For each of the targets of SDG 5, specific indicators were developed. Their aim is to make the development of SDG 5 more transparent. The challenge is to make possible "women's individual or collective ability to recognize and utilize resources in their own interests" (Malhotra & Schuler, 2005, p. 73).

But how is this possible if, for example, 1 in 5 women worldwide report physical and/or sexual violence, and 49 countries have no laws specifically protecting women from domestic

violence (UN Women, SDG 5)? Some countries have begun to change, however. In 2006, Brazil enacted the Maria da Penha Law to reduce domestic violence. The law was named after Maria da Penha Fernandes who became a paraplegic in 1983 after her husband shot and electrocuted her. Many married women cannot make their “own decisions about consensual sexual relations, contraceptive use and health care” (UN Women, SDG 5). For example, a recent decision in Brazilian congress banned abortion, even in cases of rape or danger to the mother’s life.

Another staggering statistic is that currently 133 million girls and women have experienced female genital mutilation, and this number may increase to 325 million by 2050 if nothing is done to avoid it (Unicef). In western Kenya, the practice of female genital mutilation (FGM) has declined among girls and women aged between 15 and 45, but has increased in younger girls aged 8 to 14 years. Remembering and talking about FGM day (which by the way is on Feb 6th) is a very small but necessary step toward preventing and ending FGM.



Source: <http://www.un.org/en/events/femalegenitalmutilationday/>

The fifth objective of SDG 5 speaks about participation and equal opportunities for leadership, but women hold less than one third of managerial positions (senior and middle) worldwide. Many world business managers (47%) believe there is a need to have more women in management positions (UN Women, SDG 5). Even though the percentage of women in parliaments doubled from 1995 to 2015, only 22% of the parliaments’ seats are occupied by women (Inter-Parliamentary Union, 2015).

These are only some examples of the many injustices suffered by girls and women. It is imperative that we work toward gender equality if we want to improve our world, which means we must bring these problems to our discussion forums and our classes. No change

can be made if we do not talk about gender equality, if we do not teach ways to avoid it, and if we do not demand more and different actions from our society and governments.

The most robust way of achieving gender equality between men and women is through education, one of the enablers of empowerment. One can say that education to achieve gender equality, which is taken for granted in developed countries, is necessary only in developing countries. In fact, the issue needs to be addressed in both developed and developing countries, as empowerment leading to gender equality is an ongoing process. Women in developed countries continue to struggle with empowerment; otherwise, there would be no need, for example, of legislation in Norway to rule that large firms should have women make up at least 40% of their boards of directors (Quartz, 2016).

Children must learn that gender inequality is devastating for their own families. This basic learning would change the current legitimized gender inequality. Young women in general “receive less education, have fewer opportunities and enjoy less freedom than young men” (Education Counts, 2011, p.12). Only with education can we change the fact that two-thirds of all illiterate adults are women, and that with more female schooling years the fertility rates reduce (Education Counts, 2011, p.12). Implementation of SDG 5 has to focus on addressing structural barriers that still challenge progress today.

1. 2. Future perspectives and good practices

As already outlined in the previous chapter, gender equality is still facing several challenges due to its high level of interconnectedness with other paramount SDGs (like SDG 3 or 4). There are positive trends to be seen, however, a lot remains to be done. This chapter wants to outline perspectives and showcase some good examples.

Regarding education, the same level of basic education must be made available for all boys and girls, resulting in the reduction of illiteracy in each country to zero percent. Thus, sustainability can be reached through value, attitude, and behavior change. Education begins the moment when young boys and girls are open to learn from and with each other. Nevertheless, the lack of female teachers at the basic education level is still a big barrier for girls' education, as pointed out by Menon (2015). Education for young women must be emphasized; with more education, they will better contribute to their household, community, and government. For adult women, education means, in many ways, empowerment, being heard, and being valued. The issue here is that many educational programs do not consider women's perception of empowerment. There is a need to integrate gender equality content in the core curriculum “with room for complementary contents adapted to special needs of

different learner groups” (Lind, 2006, p. 176), such as women. Education can enhance women’s empowerment, so it must incorporate “women’s priorities, including their social roles and responsibilities” (Guinée, 2014, p. 189).

When investing in early childhood education and care (ECEC) services, the SDG report “Turning Promises into Action: Gender Equality in the 2030 Agenda for Sustainable Development” by UN Women provides some good examples that such investments can pay off also in economic, i.e. quantitative, ways. In South Africa, e.g., estimates predict that universal coverage of all 0-5 year old children can derive from a gross annual investment of 3.2% of GDP. Moreover, it has the opportunity to raise female employment by 10 percent. Uruguay also has positive figures: universal coverage of children aged 0-5 can be achieved by a gross annual investment of 2.8% of GDP, leading to potential new tax revenue of (UN Women, 2018, p. 247).

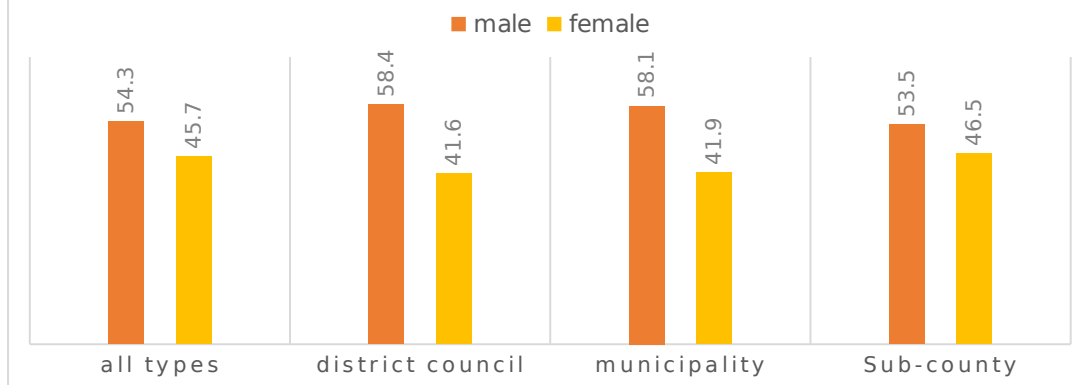
In the political sphere, there is a challenge in many countries to consider a woman as a human being as much as a man is. If this is not understood, politicians will not support laws for women’s rights. Politicians, male or female, must understand their roles as agents of change, who have the duty to reduce inequalities. In such scenarios, women must participate in political debates, must have the right to vote, and must be part of local, regional, and national government. One way of supporting women’s representation in government could be by implementing quotas, as observed by Tinker (2004). With more women in positions of power, more laws to promote life, reduce violence, and enhance human rights could be made. Regardless, countries should identify reasons for the gender gap in politics and work to reduce it. Issues could include the different roles women play in different societies, the social labor division, or the “different levels of the material and socioeconomic resources needed to get involved in politics that men and women have” (Fraile & Gomez, 2017, p. 603).

Good practice example: Uganda

The Government of Uganda recently adopted a set of National Priority Gender Equality Indicators in order to monitor the progress towards the goals of SDG 5. There is a 30 percent gender quota for deliberative bodies of the local government. The results of the election show that there is a higher women’s representation than in the national share (46 percent). “However, almost all the seats they hold are those that are part of the reserved quotas and only one per cent are directly contested seats. At the level of the elected chairpersons, where no gender quota applies, women also represent just one per cent.” (UN Women report, p.97)

Figure 1 - Proportion of Seats in Local Government in Uganda

Proportion of seats held by women and men in local government in Uganda, by type of local government, 2016



Source: Own representation based on: UBOS, DFID UK, Ministry of Local Government and UN Women 2017

Besides this, Uganda also started a campaign in partnership with the United Kingdom “which aims to tackle the scourge of modern slavery” by encouraging women to build a life in Nigeria and with it avoid slavery (Global Citizen). According to the Global Slavery Index, Nigeria has 1.4 million people living in modern slavery (Global Slavery Data, 2018).

At the community level, women must have “access to and visibility in social spaces, access to modern transportation, [and] access to markets” (Malhotra & Schuler, 2005, p. 83). Changing ideologies in communities can start with, for example, letting women drive, as seen recently in Saudi Arabia. To increase women’s empowerment, they can also organize themselves in associations to support female victims of violence, to develop a business, to study, and to fight for women’s rights. Women empowered in communities improve societies, both in the local and global levels, inspiring other women and men to live more ethical lives.

In workplaces, companies could offer an environment that encourages gender equality, promoting both men and women at the same level. To change current norms, companies should establish goals to have more women in high-level business positions and not wait until governments enact laws to promote more women to management positions. Governments could support such companies’ initiatives by reducing taxes or giving specific funding. More women in all levels of company hierarchy could bring different business benefits, as women have diverse backgrounds and have, therefore, different ideas for business. Businesspersons, as politicians, must understand their role in society as change agents. By this, they are the ones to change the current reality that women receive lower wages for the same amount of work that men do. All organizations must track their current situations when it comes to gender equality in order to define their next steps, like the United Nations does for its own departments. Regarding family owned businesses, the challenge is

also significant, as a family's culture can be stronger than a society's culture. In many countries, women cannot be the family business successor, but when women are empowered to take their family businesses, those businesses are successful and survive (Ramadani et al., 2017).

At home, women have, in many cases, responsibility for all domestic work, with no recognition or payment. Instead, everyone at home should share responsibilities. Women should be empowered not only to have control of family resources, but also to make decisions about their own lives and their own bodies. Empowering women and promoting gender equality "have a catalytic effect on the achievement of human development, good governance, sustained peace, and harmonious dynamics between the environment and human populations" (UN Women, 2013, p. 11).

In many academic fields, mainly in science and technology, recognizing women as researchers remains a challenge; even today, there is still hesitance to accept women as researchers. Institutions of higher education should work to enable anti-discrimination policies and to promote an environment that avoids "gender disparities in rank, salaries, and promotion" (Stromquist, 2015, p. 292). Such efforts are necessary to change the fact that "US women academics earn less than men at each of the professorial ranks and at any type of higher education institutions" (Stromquist, 2015, p. 288). In some universities, women have management positions, but there is a struggle to have a good performance with the so far legitimized organizational culture. Women must reinvent themselves as "tougher" to achieve institutional goals (Thompson, 2015).



Source: <http://www.globalgoals.org/global-goals/gender-equality/>

1.3 Exercises

In this section, the module rolls out a proposed set of exercises that teachers can conduct among their students to eventually produce knowledge manifested in written articles, videos and the like of presentations that help disseminate ideas and solutions regarding SDG 5. Each exercise is presented with an example (in bold) accompanied by some material from which the lecturer can commence the exercise.

1.3.1 Exercises

GenderEqualityMakingSense: This exercise tackles teachers' and students' perceptions. For example: **as SDGs are finalized and in process of execution, how do you see yourself, as teacher, and your students, making sense of SDG 5, especially after consolidating the MDG and the other agendas on gender equality and women empowerment into one SDG for universal gender equality?** Sub-questions that you can pose include: To what extent is SDG 5 feasible?; Is there anything you would do differently in the future if you were given a seat on a global committee for gender equality?; How much more realistic and advantageous is SDG 5 on gender equality in comparison to the MDG and other agendas addressing the same goal?; How did the transition from MDGs to SDGs work out from your point of view?. [This exercise is in the PPT \(1.4 Exercises on SDG 5 – MDG 3 and SDG 5 slides 20 and 21\)](#)

Gender Equality surroundings: Map SDG 5 in relation to all other SDGs. You can use Venn diagrams and radar chart on this activity. Questions to be raised in this activity could be, for example: How strong is the link between SDG4 and SDG5 on Gender Equality? Or: How can SDG1 on eradicating poverty support successful completion of SDG5? Or: How does SDG5 foster decent work and economic development (SDG8)? The overarching question in this activity is: **How can an integrative approach be adopted to tackle SDG5 in tandem with other SDGs?** [This exercise is in the PPT \(1.4 Exercises on SDG 5: Describing links with other SDGs, slide 22\)](#)

Data4GenderEquality: Gather and analyze global, regional, national and local data on SDG5. Begin for example with data from the UN Sustainable Development Knowledge Platform¹, then go to other analytical platforms such as IISD SDG Knowledge Hub². You can also inspect the website of UN Women³ and Spotlight Initiative⁴. Another option to collect data on gender equality is the Evidence and Data for Gender Equality (EDGE)⁵ from the Statistic Division of the United Nations and from the SDG Tracker⁶, or even the Global Gender Gap Report⁷. Analysing the data under the following question is one example: **Are improving gender equity and reducing inequalities (SDG 10) the same?** Also, students could gather data in their community (classroom / university / school / neighborhood / house)

¹ Data on SDG5 from the UN Knowledge Platform: <https://sustainabledevelopment.un.org/sdg5>

² Data on SDG5 from the IISD SDG Knowledge Hub: <http://sdg.iisd.org/sdgs/goal-5-gender-equality/>

³ See here: <http://www.unwomen.org/en> and <http://www.unwomen.org/en/digital-library/sdg-report>

⁴ See here: <http://spotlightinitiative.org/>

⁵ See here: <https://unstats.un.org/unsd/demographic-social/gender/#home>

⁶ See here: <https://sdg-tracker.org/gender-equality>

⁷ See here: http://www3.weforum.org/docs/WEF_GGGR_2018.pdf

and analyze the trends in both a qualitative and quantitative manner to find out major narratives, frequencies, correlations and causalities, and see how well the data is situated in comparison to the local (if available) or otherwise national data from the other platforms. Another purpose of this exercise is to see the extent to which the data collected can converge with the timeframe and expectations set by SDG5.

In case, however, you decide doing the comparison between your locally gathered data and institutional data, decide first on a baseline from the data collected from the other institutions and platforms since 2015. Thereafter you can compare this baseline with your local data in terms of rates of change, i.e. frequency of progress in the SDG targets according to the SDG indicators. Noteworthy: present the data in a visually appealing way.⁸ The baseline data from both venues (institutional and local) would be useful for a future monitoring and evaluation assignment you could do with the students to see how far there is progress or retraction.

In addition, the UNESCO has several different sub-organisations that provide data (see the above references), and provides information at Gender Equality in the 2030 Agenda for Sustainable Development⁹ (see also supplementary reading). [These exercises are in the PPT \(1.4 Exercises on SDG 5: Gather and analyse data on SDG 5, slide 23\)](#)

Localizing4Development: How can you localize SDG5 at your community (classroom/university/school/neighborhood/house) and at individual level? Localizing SDG5 comes with challenges. Thoughts to reflect on, for example, include:

What are the benefits of countries promoting gender equality compared to countries with no such view in implementing SDG5? Discuss pros and cons of such approach. Picking specific countries/states as examples when comparing – and then setting them into context with your respective local system will help in providing an understanding for where changes can be lobbied for. Taken altogether, contextualizing the SDGs in its local context is an important assignment prior and along the road of implementing SDG5. [This exercise is in the PPT \(1.4 Exercises for SDG 5 – Localizing4Development on SDG 5, slide 24\)](#)

Policy Briefs: In this activity, the teacher will **encourage writing policy briefs on any topic pertinent to gender equality as identified by SDG5**. Students will follow a similar structure as stipulated in policy briefs by international organizations and national agencies (see

⁸ You can see example of data visualization for interlinkages (and the respective SDG per country) on this platform: <https://sdginterlinkages.iges.jp/visualisationtool.html>

⁹ The latest report can be found here: <http://www.unwomen.org/en/digital-library/sdg-report>

example by the UNESCO¹⁰ or the Global Campaign for Gender Equality¹¹ or from the Commonwealth¹²). This will serve elevating the students' policy-related writing skills in addition to directing them towards formulating their own manuscript of briefs on gender equality issues of their primary concern. They also develop grounded realization of the challenges of implementing SDG 5 at all levels, from the international all the way to the local level. [This exercise is in the PPT \(1.4 Exercises for SDG 5 – Policy Briefs on SDG 5, slide 25\)](#)

@GenderEquality: Drive your social media platforms in ways that promote gender equality awareness in your community (classroom/university/school/neighborhood/house). For example: that can be through simple daily/weekly photo campaigns as well as conversations that bring the default behaviors of students that gravitate towards constantly viewing social media together with the purpose of the exercise; that is, bringing their awareness closer to what they can do to promote gender equality for all in their community. You may firstly check for already existing campaigns on gender equality and discuss about them. [This exercise is in the PPT \(1.4 Exercises for SDG 5 – @Gender Equality, slide 26\)](#)

Genderpreneurs: Finding stories and instilling a sense of belonging by bringing together those working on gender equality quests can be motivating to those doing the work, inspiring to the community and the entire world. For example, you can use **vlogs, blogs** and **journals** such as fairs and expos to promote this exercise on **promoting SDG5**. It will also allow those good ambassadors of gender equality from the business community to network and widen their perspective with each other and the broader communities. [This exercise is in the PPT \(1.4 Exercises for SDG 5 – Genderpreneurs, slide 27\)](#)

BreakingSilos: Taking its name from the silo-effect, this activity promotes **actively thinking and writing on SDG5 from the wide variety of sciences and arts** out there. As a lecturer, you could be interested or expert in literature, hence approaching SDG5 from a more philosophical perspective; another could be interested in addressing education issues in SDG5 from a managerial perspective. For example, a question you could pose is: Using a cost-benefit analysis, what benefits are there for implementing SDG5? Another example could be: If you are a natural scientist, what indicators might there be missing to better

¹⁰ See <https://unesdoc.unesco.org/ark:/48223/pf0000232636?posInSet=7&queryId=9d13f509-f02c-4dda-ab69-fc20ebe64048>. See also <https://unesdoc.unesco.org/ark:/48223/pf0000217859?posInSet=16&queryId=9d13f509-f02c-4dda-ab69-fc20ebe64048>.

¹¹ See <https://www.un.org/en/sections/issues-depth/gender-equality/>.

¹² See <http://thecommonwealth.org/gender>.

include sciences in gender equality? This exercise intends to break through silos of each discipline and stimulate cross-disciplinary discussions on gender equality. [This exercise is in the PPT \(1.4 Exercises for SDG 5 – BreakingSilos, slide 28\)](#)



1.3.2 Assessments

Below is an outline of several different questions related to the SDGs in general, and to SDG 5 in particular, that help assess your understanding of the topic and the interlinkages and challenges. These questions are also designed to act as questions for your students to discuss the topic further and/or prepare presentations on them.

Questions:

1. Discuss the pros and cons of the term “sustainability”. Do you believe that sustainability is a new philosophy? Or is it actually a very old one well known to our ancestors?
2. Define the SDGs and environment they derived from, i.e. what are the main advancements (positive or negative) compared to the Millennium Development Goals (MDGs) and the Education for All initiative?
3. Discuss four main difficulties you see in implementing the SDGs.
4. With regard to reporting and measuring outcome and impact, assess if the targets are well defined and what institutions have indicators available.
5. How does SDG 5 interlink with other SDGs? What are positive, what negative interrelations and how do they impact human well-being and inclusion?
6. Which are the main difficulties you identifies in the implementation of SDG 5 in your country?
7. List some examples of positive successes over the last two decades in promoting gender equality in Low and Middle Income Countries.

2. References and Links

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Further references

- International Day of Zero Tolerance for Female Genital Mutilation: <http://www.un.org/en/events/femalegenitalmutilationday/>
- Gender Equality: <http://www.globalgoals.org/global-goals/gender-equality/>
- UN Women: <http://www.unwomen.org/en>

United Nations - Sustainable Development Goals:
<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Sustainable Development Knowledge Platform: <https://sustainabledevelopment.un.org/?menu=1300>

Additional Links:

- Information on SDG data: <http://www.data4sdgs.org/sdg5>
- Learning Portal: <https://learningportal.iiep.unesco.org/fr>
- Learning assessment: <https://en.unesco.org/themes/learning-assessment>
- Sustainable Development Knowledge Platform. Sustainable Development Goal 5: <https://sustainabledevelopment.un.org/topics/genderequalityandwomensempowerment>
- UNESCO - Leading Education 2030: <https://en.unesco.org/education2030-sdg4>
- United Nations Development Program: <http://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-4-quality-education.html>
- App „SDGs in action“: <https://sdgsinaction.com/> (teachers can use it with their classes or introduce students to it to find actions they want to support or to create an own action)
- United Nations Virtual Reality (UNVR): <http://unvr.sdgactioncampaign.org/vr-films/> (immersive storytelling to inspire viewers towards increased empathy, action and positive social change. The project is implemented by the UN SDG Action Campaign and includes films by UNDP, UNFPA, UN Foundation, UNHCR, UNICEF, UNOCHA, UN Women, World Food Program)