The 2020 World Citizen Essay Contest

Sustainable Development Goal #5:

Gender Equality

Getting Started Guide for Students

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The 17 Sustainable Development Goals were agreed upon by the United Nations in 2015 to address global issues by 2030. Their primary purpose is to improve the living standards of everyone and every country alike, with a focus on the longevity or sustainability of these improvements. These ambitious goals are all interconnected, but each focuses on a different field of development.

The Prompt:

Gender equality and the empowerment of women and girls is targeted by United Nations' Sustainable Development Goal (SDG) #5. If you were hired by the United Nations to lead a project addressing gender equality by empowering women and girls, what would you do? Where would you work and why? Finally, what specific steps would you take to achieve your goal?

Logistics:

- The competition is open to all Washington state **students in the 3rd-12th grades**
- Essays must be **1000 words or less**
- Essays are due midnight on
- Submit your essay via email to **essaycontest@world-affairs.org**

Go to **world-affairs.org/essaycontest** for the **Judging Rubric** and **Rule Guide. For questions contact essaycontest@world-affairs.org or call us at 206.441.5910**

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Using This Resource Guide

NOTE: Many of these descriptions were excerpted directly from the source website

Recommended Resource

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Fast Fact/Did You Know?

Find this packet and more at world-affairs.org/program/global-classroom

GLOBAL CLASSROOM WANTS TO KNOW HOW YOU HAVE USED THIS RESOURCE PACKET IN YOUR CLASSROOM!

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A Note on Learning Standards Presented in this Packet:

Three sets of standards have been linked to each of the learning objectives in this packet. The **Washington State K-12 Social Studies Learning Standards** and the accompanying Grade Level Requirements are the social studies standards for WA State.

The **College, Career,& Civic Life C3 Framework for Social Studies State Standards** are the standards published by the National Council for the Social Studies. Guiding the packet as a whole is the Framework for Global Learning created by the Asia Society and the Council of Chief State School Officers titled ***Educating for Global Competence: Preparing Our Youth to Engage the World*** *(2011)*.

Cross-objective standards are listed at the beginning of the packet, and content-specific standards can be found after each learning objective.

The standards provided have been selected for relevance, but are not exclusive: many other standards, such as Common Core, may be applicable to the resources and learning objectives identified in this packet. The intention for this packet's organization is to provide educators with an idea of resources available and possible uses for resources. Users should feel free to create their own learning objectives and to select resources according to the specific needs of their classrooms.

WASHINGTON STATE K-12 SOCIAL STUDIES LEARNING STANDARDS

There are five EALRs in Social Studies, one for each of the discipline areas: civics,

economics, geography, and history, and a fifth for social studies skills.

(1) Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

(2) Social Studies EALR 2: ECONOMICS

The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

(3) Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

(4) Social Studies EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

(5) Social Studies EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate

positions through the processes of reading, writing, and communicating.

COLLEGE, CAREER, & CIVIC LIFE C₃ FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS

The C₃ Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

The four Dimensions are as follows:

(1) Developing questions and planning inquiries;

(2) Applying disciplinary concepts and tools;

(3) Evaluating sources and using evidence;

(4) Communicating conclusions and taking informed action

C3 Framework Organization

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING ACTION
Developing Questions and Planning Inquiries	• Civics • Economics • Geography • History	• Gathering and Evaluating Sources • Developing Claims and Using Evidence	• Communicating and Critiquing Conclusions • Taking Informed Action

Dimension 2 has four disciplinary subsections: (**1) Civics; (2) Economics; (3) Geography; (4) History**. Each disciplinary sub-section has three to four additional categories, which provide an organizing mechanism for the foundational content and skills within each discipline.

Four Categories within Dimension 2

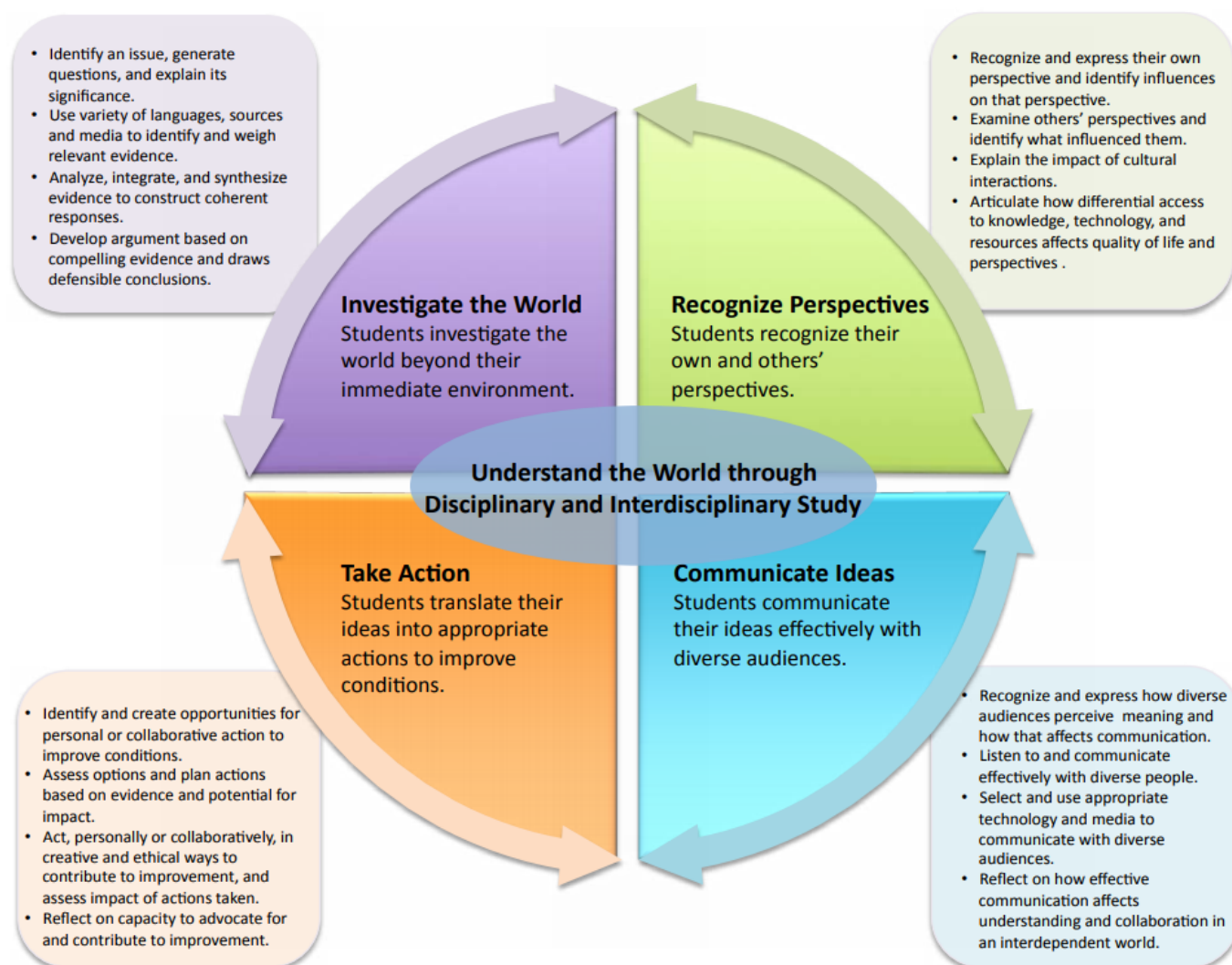| CIVICS	ECONOMICS	GEOGRPAHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Special Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Religions, and Culture	Perspective
Processes, Rules, and Laws	The National Economy	Human Populations: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

EDUCATING FOR GLOBAL COMPETENCE

Frameworks taken from *Educating for Global Competence: Preparing Our Youth to Engage the World* (Asia Society and the Council of Chief State School Officers 2011).

"**Global competence is the capacity and disposition to understand and act on issues of global significance**" (Chapter 2).

Globally competent students are able to perform the following four competences:

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.

2. **Recognize perspectives**, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.

3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.

4. **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyze, integrate, and synthesize evidence to construct coherent responses.
- Develop argument based on compelling evidence and draws defensible conclusions.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influenced them.
- Explain the impact of cultural interactions.
- Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives .

Investigate the World
Students investigate the world beyond their immediate environment.

Recognize Perspectives
Students recognize their own and others' perspectives.

Understand the World through Disciplinary and Interdisciplinary Study

Take Action
Students translate their ideas into appropriate actions to improve conditions.

Communicate Ideas
Students communicate their ideas effectively with diverse audiences.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication affects understanding and collaboration in an interdependent world.

2020 World Citizen Essay Contest

Overview:

The 17 Sustainable Development Goals (SDGs), the successors to the Millennium Development Goals, were agreed upon by the United Nations in 2015 to address vital global issues by 2030. They are a universal call to action to end poverty, protect the planet, and work toward peace and prosperity for all.

Although these ambitious goals are interconnected, each emphasizes a different area of development. To learn more about all 17 goals, please visit: https://sustainabledevelopment.un.org/sdgs.

Do You Know All 17 SDGs?
https://www.youtube.com/watch?v=oXTBYMfZyrM&feature=emb_title
This short video, provided by the United Nations, introduces all 17 of the Sustainable Development Goals.

Essay Prompt:

Gender equality and the empowerment of women and girls is targeted by United Nations' Sustainable Development Goal (SDG) #5. If you were hired by the United Nations to lead a project addressing gender equality by empowering women and girls, what would you do? Where would you work and why? Finally, what specific steps would you take to achieve your goal?

http://www.commonsenseevaluation.com/
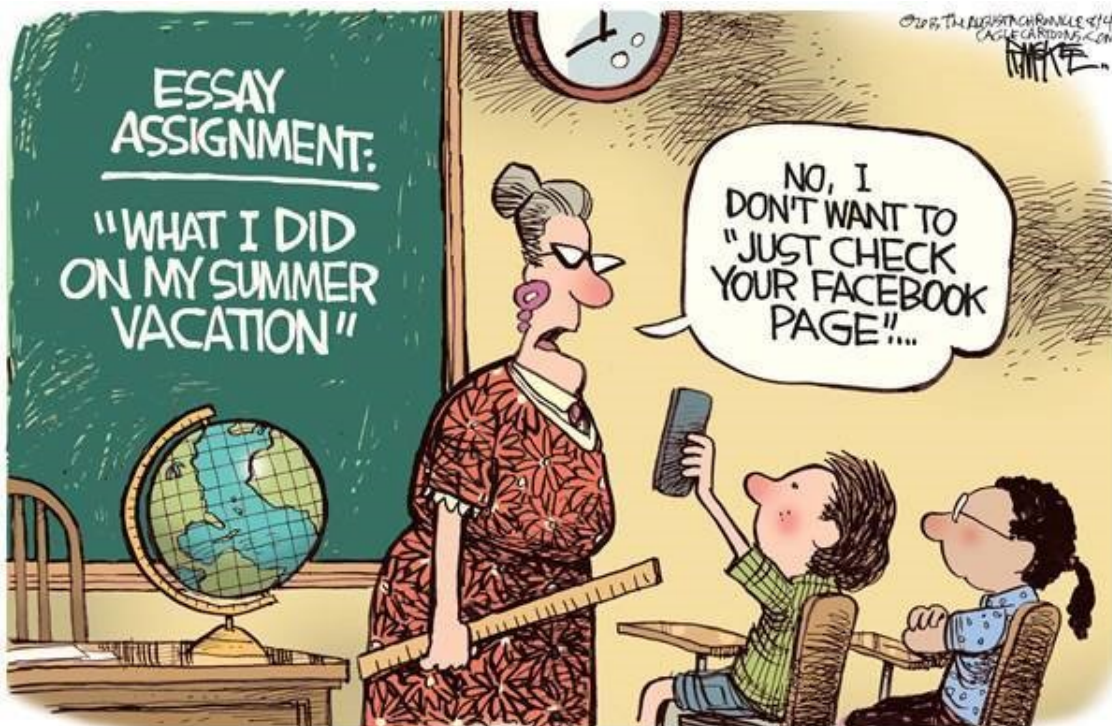
Key Terms

Female empowerment: Process by which women gain power and control over their own lives and acquire the ability to make strategic choices.

Female entrepreneurs: Women who organize and manage an enterprise, especially a business.

Gender equality: Gender equality is typically defined as women and men having access to the same opportunities, rights and responsibilities regardless of their gender.

SDGs: The 17 Sustainable Development Goals agreed upon by the United Nations General Assembly in 2015.

Sustainable development: Economic development which is conducted without depletion of natural resources. See this short UN video for more information: https://www.un.org/sustainabledevelopment/blog/2015/09/what-is-sustainable-development/

United Nations: An intergovernmental organization responsible for maintaining international peace and security.

Fast Facts

- In 2015 there were only 21 female heads of state in the world.

- It is estimated that 35% of women worldwide have experienced either physical and/or sexual violence at some point in their lifetime.

- 12 million girls under 18 are married each year.

- In most countries, women only earn between 60 and 75% of men's wages for the same work.

- Of the approximately 750 million illiterate adults worldwide, 2/3 of them are women.

A Note on Articles and Paywalls

Some of the resources found within this packet require a subscription or other payment in order to be viewed. If you do not have free access to these resources through your home institution, you may be able to access them through the University of Washington's borrowing program for educators. To find out how to utilize this program, please follow the link below:

http://www.lib.washington.edu/services/borrow/card/eligible

Introduction to the Sustainable Development Goals

Malala Introducing The Worlds Largest Lesson
https://vimeo.com/138852758
An introductory video for students to learn more about what the 17 SDGs were created to achieve, and why they are so important (6:20)

The World's Largest Lesson 2016
https://vimeo.com/178464378
Sir Ken Robinson, Emma Watson, and Aardman Animations invite children to get involved in the Global Goals for Sustainable Development by inventing, innovating and campaigning. (5:16)

World's Largest Lesson Plan
http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/
Produced in partnership with UNICEF, this particular webpage provides three different lesson plans for students ranging from ages 8– 14. It also provides different types of resources (such as videos or comics) that can help pique a young student's interest in the SDGs.

Grade 3-5

All Aboard for Global Goals
https://www.allaboardforglobalgoals.com/en-us
Thomas and Friends have collaborated with the UN to teach children and parents about several of the Sustainable Development Goals. Each of the goals features a video of Thomas the Tank Engine discussing the goal along with questions and activities for children.

Go Goals! SDG Board Game
http://go-goals.org/
This game can be used in introducing and explaining the 17 sustainable development goals. This website provides a printable board game, game kit, and SDG questions.

Grade 6-8

Sustainable Development Knowledge Platform
https://sustainabledevelopment.un.org/sdgs
This webpage breaks down each individual goal, the progress of that goal, target goals and indicators, and other related topics.

UN Sustainable Development Goals
http://www.un.org/sustainabledevelopment/sustainable-development-goals/
This website provides a basic information about each goals, "Why It matters" pdfs, pictures, and relevant videos.

Measuring progress towards the Sustainable Development Goals
https://sdg-tracker.org/
The Sustainable Development Goal tracker provides up to date data on each of the SDGs. Each SDG has its own tracking page, featuring interactive maps and charts displaying change and progress.

Grade 9-12

Chapter 1: Getting to know the Sustainable Development Goals
https://sdg.guide/chapter-1-getting-to-know-the-sustainable-development-goals-e05b9d17801
A detailed background and agenda for the SDGs, why they are important and a history of sustainable development.

Sustainable Development Goals
http://www.undp.org/content/undp/en/home/sustainable-development-goals.html
This webpage provides pictures, related articles, how each goal is being addressed in various countries, as well as discussing what other goals are being addressed in that country as well. In addition, additional resources are provided in term of facts, figures, target goals, and what efforts can be made towards the implementation of those goals.

The Global Goals Debate
http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/
This webpage includes a lesson plan for a classroom debate for student ranging from ages 8-18. This will help with conceptualizing the importance of taking action.

Lesson plan: What the United Nations means today
https://www.pbs.org/newshour/extra/lessons-plans/students-examine-u-n-s-goals-on-70th-anniversary-lesson-plan/
A lesson plan which aims to help students learn more about the work of the UN by researching and presenting on a Sustainable Development Goal.

Brief Description of Goal #5

The description found below is an exerpt from the UN site on Sustainable Development and can be found at www.un.org/sustainabledevelopment. This site, in addition to providing descriptions of each goal, provides related articles, videos, targets of each goal, and links for further information. This is a wonderful resource to begin your journey!

While the world has achieved progress towards gender equality and women's empowerment under the Millennium Development Goals, women and girls continue to suffer discrimination and violence in every part of the world. Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large. Implementing new legal frameworks regarding female equality in the workplace and the eradication of harmful practices targeted at women is crucial to ending the gender-based discrimination prevalent in many countries around the world.

Sustainable Development Goal 5
https://sustainabledevelopment.un.org/sdg5
This webpage provides an introduction to Sustainable Development Goal 5 and why it is important to make progress in achieving gender equality and empowering women.

SDG 5: Achieve gender equality and empower all women and girls
https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-5-gender-equality
UN Women website which considers SDG 5, its importance and related stories from around the world.

Why Goal 5 is important

I'll Take it From Here - Because I am a Girl
https://www.youtube.com/watch?time_continue=156&v=gy7N2G_Hz_Y
Short stop-motion film which explores the difficulties and discrimination experienced by my girls, especially those living in poverty.

Gender Equality : Sustainable Development Goal 5
https://www.un.org/sustainabledevelopment/blog/2019/03/gender-equality-sustainable-development-goal-5/
A quick video into Sustainable Development Goal 5 and why it matters.

Goal 5: Achieve gender equality and empower all women and girls
https://www.un.org/sustainabledevelopment/blog/2019/03/gender-equality/
This webpage includes several facts and figures which relate to the global position of women, and why it is important to pursue gender equality.

Gender Equality: Why it Matters
https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/5.pdf
A factsheet into SDG 5 which focuses heavily on why it is important and why it should matter to everyone.

Gender Equality Explained By Children
https://www.youtube.com/watch?v=hLr2GNRnmXM
A short video into gender equality in the work place explained in a manner that children can explain and will understand. Especially good for grades 3-5.

Gender Equality: Now
https://www.youtube.com/watch?v=4viXOGvvu0Y
An animated video into the consequences of gender inequality in the developing world.

Women's Rights
https://www.oxfam.org.nz/what-we-do/ending-poverty-inequality/womens-rights/
Oxfam website which provides many facts on gender equality and why you're more likely to be poor if you're a woman.

Lesson Plans: Grade 3-6
From Where I Stand: A Gender Equality Project For the Global Crisis
http://cdn.worldslargestlesson.globalgoals.org/2016/07/Final-Gender-Equality-Lesson-Plan-1.pdf
This lesson seeks to teach students about the framework of the Global Goals for Sustainable Development with a specific focus on number 5. It also engages students with their experiences of gender inequality.

Grade 6-12
Mission: Gender Equality
https://gcedclearinghouse.org/sites/default/files/resources/4-Mission-Gender-Equality.pdf
A lesson plan meant to introduce students to the subject of gender equality and to explore some of the causes and consequences of inequality.

Equal Rights - what gets in the way?
https://www.womankind.org.uk/docs/default-source/Fundraise-/lesson-plan.pdf
A lesson plan by Womankind which considers challenges to women's rights, why they exist and what can be done to effect change.

SDG 5: GENDER EQUALITY

The goal of SDG 5 is to achieve gender equality and empower all women and girls

WHAT?

1 End discrimination against all women and girls

2 Eliminate violence against all women and girls

3 Eliminate all harmful practices such as child marriage

4 Recognize and value unpaid care and domestic work

5 Ensure women's participation and leadership in decision-making

6 Ensure universal access to sexual and reproductive health and rights

HOW?

a Undertake reforms to give women equal rights to economic resources including land

b Enhance the use of Information and Communications Technology

c Adopt and strengthen policies and legislation

DID YOU KNOW? SOME FACTS AND FIGURES FOR ASIA AND THE PACIFIC

EARNINGS
Women on average **30 to 40% less** than men.

In Pakistan, women and girls spend **10 times more** time on **unpaid care and domestic work** than men do; in India, it is almost 7 times more. In the Philippines, women provide **84%** of the total household time allocated **to child care**.

38% of women (almost 2 in 5) report having experienced physical and/or sexual **violence** committed by an **intimate partner**. In some **Pacific countries**, prevalence is **over 60%**.

Women need more seats
- Only **18%** women members of **Parliaments**
- Only **6%** on **corporate boards**

South Asia has the highest prevalence of **child marriage** in the world: approximately **1 in 2 girls** are married **before** the age of **18**.

Although less common in our region, overall **51% of Indonesian girls under** the age of **19** have been subjected to some form of **female genital mutilation**.

LAND
Only **about 10% of women own** land (global average: **20%**)

EARLY CHILDBEARING
5.2 million births among **adolescent girls**

South Asia **almost 1 in 5 girls**

South East Asia **1 in 15**

East Asia only **2%** giving birth **before 18**

The Importance of Female Entrepreneurs

To achieve gender equality, we need women entrepreneurs
https://www.unescap.org/op-ed/achieve-gender-equality-we-need-women-entrepreneurs
This short article provides a consideration of the challenges women face setting up their own businesses and several ways these challenges could be overcome.

WE@Yale: Entrepreneurship as a Path to Gender Equality
https://som.yale.edu/blog/weyale-entrepreneurship-as-path-to-gender-equality
In this article, Jennifer McFadden comments on the need for female entrepreneurs and what her company is doing to sponsor these female-led start-ups.

Women entrepreneurs: an essential factor to achieve real gender equality
https://www.caf.com/en/currently/news/2018/01/women-entrepreneurs-an-essential-factor-to-achieve-real-gender-equality/
This article provides a Latin American perspective to the causes of the lack of female entrepreneurs.

Women Social Entrepreneurs and Tech Can Accelerate SDG 5 in India, the World's Largest Democracy
https://www.cgdev.org/blog/women-social-entrepreneurs-and-tech-can-accelerate-sdg-5-india-worlds-largest-democracy
This article, from the Center for Global Development, considers how female entrepreneurship can inspire progress in gender equality and female empowerment in other sectors.

Empowering women entrepreneurs to achieve the SDGs
https://blogs.worldbank.org/voices/empowering-women-entrepreneurs-achieve-sdgs
This webpage includes several examples of how female entrepreneurs are helping to advance progress towards the SDGs.

Melinda Gates on global health, investing in female entrepreneurs and creating networks for women
https://www.youtube.com/watch?v=DC1mX-WYboM
Video of an interview with Melinda Gates, in which she discusses the sustainable development goals generally and the importance of investing in female entrepreneurs.

Global Sustainability: Meet the 2019 Awardees
https://sustainability.asu.edu/we-empower/awardees-finalists/
This page lists female entrepreneurial awardees, who have been recognized for their role in advancing the UN Sustainable Development Goals through their work.

She Is and Agripreneur: Enabling Female Entrepreneurship in Agribusiness
https://www.chemonics.com/blog/she-is-an-agripreneur-enabling-female-entrepreneurship-in-agribusiness/
Webpage details the lack of female entrepreneurs within agriculture, along with how an increase in such entrepreneurs would benefit communities. Also provides examples of successful projects involving female entrepreneurs in agriculture

Lesson Plans: Grade 3-6

Isabel's Car Wash

https://www.stlouisfed.org/~/media/education/lessons/pdf/isabels-car-wash.pdf?la=en

This lesson introduces the roles of entrepreneur and investor in the context of starting a business through the book, Isabel's Car Wash. After discussing the story, students are divided into entrepreneur and investor groups for a business start-up simulation. Also provides a useful example of a female-led business.

Grade 3-12

Teach your Students Why Business Plans Fail

https://www.teachingentrepreneurship.org/why-business-plans-fail/

A lesson plan based around entrepreneurship and business management but designed to appeal to students of all ages by incorporating building a marshmallow tower and then reflecting on why their approach was/was not successful.

Grade 6-12

What is an Entrepreneur and what do they do?

https://www.gsbadgerland.org/content/dam/gsbadgerland/documents/Program/bossgirl/Lesson%20Plan%201.pdf

A lesson plan to educate students on the meaning of being an entrepreneur, specifically focused on female examples.

https://www.mostvaluablenetwork.com/why-female-entrepreneurs-are-ready-to-take-the-business-world-by-storm/

Fast Facts

- Between 1997 and 2017, the number of women-owned businesses increased by 114%, a rate 2.5 times higher than the national average.

- In the United States, women launch more than 1,200 new businesses every day.

- In 2019, 29% of senior management roles globally are held by women.

- Globally., over 2.7 billion women are legally restricted from having the same choice of jobs as men.

Helpful Resources

Progress of the World's Women 2019 Dashboard
https://data.unwomen.org/data-portal/sdm?tab=bar&annex=Household%20Composition%20and%20Living%20Arrangements&finic%5B%5D=P-13&finic%5B%5D=P-15&finic%5B%5D=P-17&finic%5B%5D=P-19&finic%5B%5D=P-20&finic%5B%5D=P-34&finic%5B%5D=P-35&finic%5B%5D=P-37&flocat%5B%5D=4&flocat%5B%5D=50&flocat%5B%5D=51&flocat%5B%5D=104&flocat%5B%5D=8&flocat%5B%5D=24&flocat%5B%5D=72&flocat%5B%5D=32&flocat%5B%5D=68&flocat%5B%5D=76&download-type=Others
UN Women website which assess the progress of women worldwide within categories such as legal frameworks and percentage of the labour force. Can be narrowed by country and displayed as a table or bar chart.

Flagship programme: Making Every Woman and Girl Count
https://www.unwomen.org/en/how-we-work/flagship-programmes/making-every-woman-and-girl-count
This website provides information into how the UN is attempting to improve statistics on gender disparities in order to more fully understand where progress is needed and what measures are working.

SDG Tracker
https://sdg-tracker.org/gender-equality#targets
The Sustainable Development Goal Tracker which includes many useful charts and maps revealing how far the world has progressed towards the fifth Sustainable Development Goal. Information on universal suffrage, domestic violence, and child marriage worldwide included.

Gender Equality
https://www.unicef.org/gender-equality
The UNICEF page on gender equality, which considers the associated problems and potential solutions to the marginalization of girls worldwide.

Gender Equality Strategy Overview
https://www.gatesfoundation.org/what-we-do/global-growth-and-opportunity/gender-equality
A strategy overview from the Bill and Melinda Gates Foundation on the challenges they face in their work towards gender equality and how they aim to overcome these challenges.

Women's Economic Empowerment: Elements
https://www.gatesfoundation.org/equal-is-greater/elements
The Bill and Melinda Gates Foundation have identified 13 elements which are strongly correlated to one facet of women's empowerment: economic empowerment. This webpage considers each element individually and provides links for more information into each one.

Women and Sustainable Development Goals
https://sustainabledevelopment.un.org/content/documents/2322UN%20Women%20Analysis%20on%20Women%20and%20SDGs.pdf
A very informative study into how each of the 17 Sustainable Development Goals affect women, as well as how women and girls can—and will—be key to achieving each of these goals. Data and stories of the impact of each SDG on women and girls is illustrated.
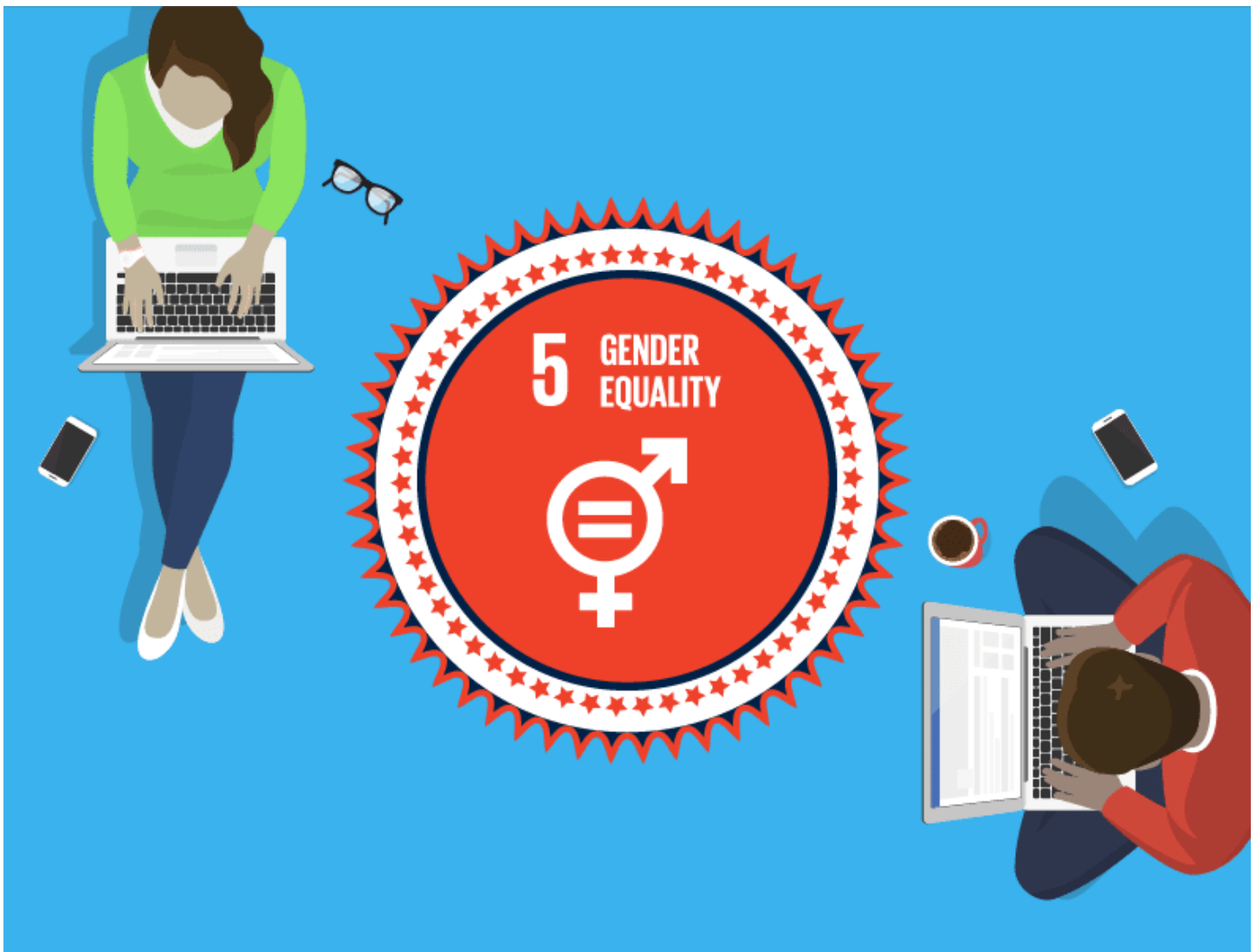
Examples of Successful Projects

What UNESCO does for Gender Equality
https://en.unesco.org/genderequality/actions
This page includes links to several examples of how the United Nations Educational, Scientific and Cultural Organization enables gender equality in STEM, education and in the media.

ICRW Research Programs
https://www.icrw.org/research-programs/
Interactive map of the world which displays the past and present projects undertaken by the International Center for Research on Women (ICRW). These projects include example studies on how gender equality is researched and how to empower female workers.

Empowering women beer brewers
https://www.unido.org/sites/default/files/2014-02/Factsheet_BKF_women_2013_0.pdf
A specific project based on beer brewing in Burkina Faso which aimed to empower women by providing more effective and energy-efficient equipment, thus improving their health and ensuring profitable production.

Using Soccer to End Child Marriage in Niger

https://www.unicefusa.org/stories/using-soccer-end-child-marriage-niger/36486

This page considers a project supported by Unicef to keep young girls in education and athletics rather than marriage.

Connecting cook and customer in Libya

https://medium.com/@UNDP/connecting-cook-and-customer-in-libya-a1a029de6738

An article focused on two female Libyan entrepreneurs and how they are attempting to empower female Libyans at a local level.

5 Stories of Progress for SDG 5 on #WomensDay

https://www.girlup.org/5-stories-progress-sdg-5-womensday/#sthash.zdiFNxne.dpbs

This blog post from Girl Up features five examples of progress towards SDG 5 worldwide, including breaking STEM stereotypes in Rwanda and prompting Girl's Education in Guatemala.

If you teach a girl to code, she will change the world

https://www.unwomen.org/en/news/stories/2019/10/feature--kenya-kakuma-refugee-girls-learn-coding

Article from UNWomen considering the impact of teaching young female refugees coding in a boarding school.

They can't Google, so they ask me about their rights

https://www.gatesfoundation.org/TheOptimist/Articles/they-cant-google-so-they-ask-me-about-their-rights

Consideration of the impact of using female Muslim clerics to educate women in predominantly Muslim countries on their rights and how to stay healthy.

Goal 5: Achieve gender equality and empower all women and girls

https://www.naturalcapitalpartners.com/sustainable-development-goals/goal/5-gender-equality

This page provides several examples of Natural Capital Partners' projects which align with SDG 5, including improving cookstoves in Kenya and water filtration in Guatemala.

**From Where I Stand: "When I'm stung, I am reminded of how strong I already am"**

https://www.unwomen.org/en/news/stories/2017/2/from-where-i-stand-oralia-ruano-lima

A short article into the success of an all-female beekeeping project in Guatemala, which provides sustainable jobs and income to the women of rural communities.

The Men Who Are Standing Tall Against Early Marriages in the Gaza Strip

https://www.unwomen.org/en/news/stories/2019/11/feature-men-standing-tall-against-early-marriages-in-gaza-strip

Article into the success of the UN Women's Regional Men and Women for Gender Equality Program in Gaza.
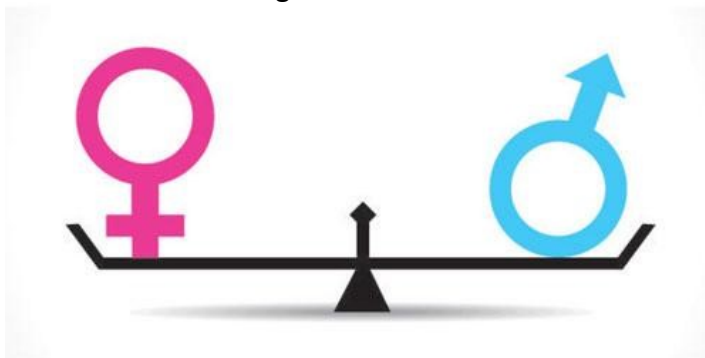
Sustainable Development Goal #5: Gender Equality

A reminder of the prompt:

Gender equality and the empowerment of women and girls is targeted by United Nations' Sustainable Development Goal (SDG) #5. If you were hired by the United Nations to lead a project addressing gender equality by empowering women and girls, what would you do? Where would you work and why? Finally, what specific steps would you take to achieve your goal?

Good Luck For The 2020 World Citizen Essay Contest!