

TOOLKIT FOR EDUCATORS

EMPOWERMENT & GENDER EQUALITY IN THE CLASSROOM

WEDNESDAY, APRIL 27TH, 2022
4:00-6:00PM PT

BILL & MELINDA
GATES *foundation*
DISCOVERY CENTER

COMPILED BY: RYAN HAUCK, JULIANNA PATTERSON, & ISABEL WILSON

How to Use This Toolkit



Visual Media



Audio / Podcast



Charts and Graphs



Lesson Plans

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Outlining Standards

A Note on Learning Standards Presented in this Guide

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.

The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

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.

Outlining Standards

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

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLU- SIONS AND TAKING INFORMED
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> Civics Economics Geography 	<ul style="list-style-type: none"> Gathering and Evaluating Sources Developing Claims and Using Evidence 	<ul style="list-style-type: none"> Communicating and Critiquing Conclusions Taking Informed Action

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

C₃ Framework Organization

CIVICS	ECONOMICS	GEOGRAPHY	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

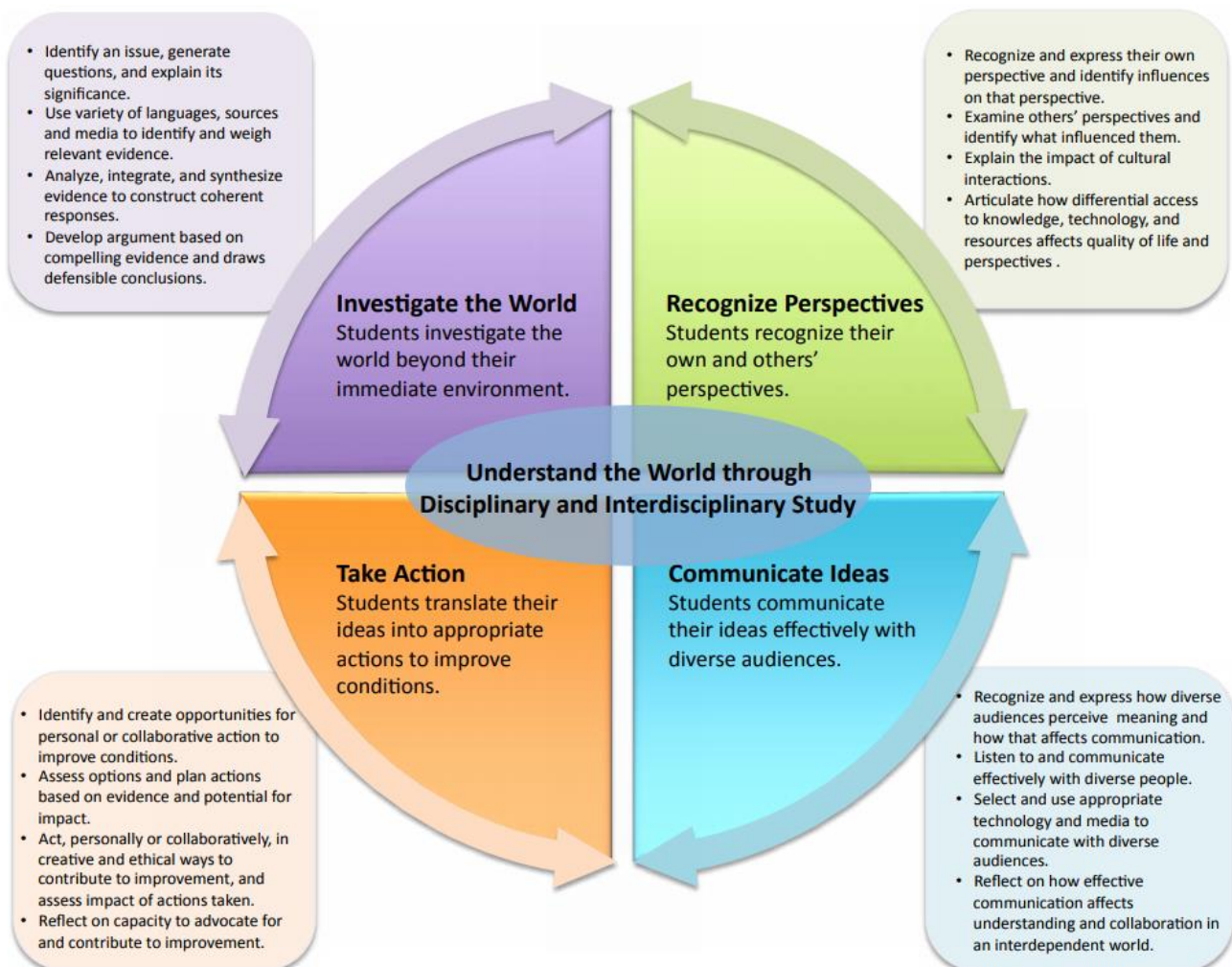
Educating for Global Competence

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.



Key Terms

Gender Equality: Addresses the tendency to ascribe, in various settings across societies, different roles and status to individuals on the basis of gender. In this context, the term gender generally refers to an individual's gender identity (e.g., male, female, or neither) or to a person's gender role, which is the manifestation of one's gender identity.

Gender Equity: Gender equity is the process of being fair to women and men. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality.

Gender Mainstreaming: The process of integrating a gender lens into all aspects of an organization's strategies and initiatives, and into its culture, systems and operations.

Unpaid Domestic and Care Work: What Is the Unpaid Care Burden? Unpaid care work includes household duties such as cooking, cleaning, water and fuel collection, child care, or elder care. These domestic duties are essential to a well-functioning society and economy — and they are often overlooked.

Dream Gap: Dream gap describes a phenomenon where young girls, due to social constructions that women are less capable and valuable than men, are held back from living up to their full potential.

Economic Autonomy: The capacity of an entity to make independent decisions about one's economic future.

Intersectionality: A perspective that acknowledges the concrete experiences of inequality that result from the interaction of gender with other social markers of difference.

Empowerment: The granting of the power, right, or authority to perform various acts or duties.

Transfeminism: A movement supporting the belief that the rights of transgender women are linked to the feminist movement, specifically the right to assume a gender identity that does not correspond to one's sex assigned at birth.

Pronouns: In English, our most commonly used pronouns (he/she) specifically refer to a person's gender. For queer, gender non-conforming, non-binary, and transgender people, these pronouns may not fit, can create discomfort, and can cause stress and anxiety.

Introduction to Workshop Facilitators & Moderator



David McIntosh (Facilitator) is a graduate of Northwest University. He is a Program Developer, Trainer, and Educator who has taught High School Computer Technology and Social Science classes at Seattle Urban Academy. David has served as a Director of Adult basic education programs at Shoreline Community College and Seattle Goodwill. He currently serves as the education & youth engagement communication officer at the Gates Foundation Discovery Center.



Ryan Hauck (Facilitator) is a teacher at Glacier Peak High School in Snohomish, WA. As a teacher of comparative politics and international studies, he is often applauded for bringing the world into his classroom by engaging students around the importance of living in an increasingly interconnected, interdependent world. Over the last 15 years, Ryan has worked closely with the World Affairs Council and hosted numerous International Visitor Program delegations at his school. He has traveled to South Africa and Swaziland, returning to write curriculum for other teachers to use. Ultimately, Ryan wants his students to think critically about world issues, acquire the skills needed to be globally competent in the 21st century, and become actively engaged citizens locally, nationally, and internationally.



Leo Segovia (Moderator) has been an advocate on transgender issues in Seattle and King County for the last 8 years. His focus has been on increasing access to housing and other economic justice issues for Black and brown transgender people living and working in King County. He currently works at the Seattle Office for Civil Rights managing the City's Gender Justice Project. This work includes community engagement, policy and program development, training, and technical assistance for all City departments. Leo has degrees in both Mathematics and Economics from the University of Washington. He was born and raised in Seattle.

Introduction to Workshop Speakers



Jennifer Okwudili is a Deputy Director at the Bill and Melinda Gates Foundation and leads a team focused on policy, advocacy, and communications for gender equality. In this role she focuses on the development and execution of overarching goals, strategies, and budgets for the team in addition to leading a discrete portfolio of supportive investments and special projects. She is passionate about reducing inequalities and working to accelerate progress and exploring innovative approaches toward achieving policy and finance goals.

Prior to this role, Jennifer worked for six years as a senior program officer at the Gates Foundation, leading a policy and advocacy portfolio on domestic education. Before joining the Gates Foundation, Jennifer served in numerous roles within the New York City Department of Education, and in D.C. Public Schools, where she worked in their Office of Teacher Effectiveness. She has worked as a policy researcher for several think tanks including the Center for an Urban Future and the Center for Social Justice. She is a proud alum of the Georgetown University Praxis Fellowship in Education; AmeriCorps: Jumpstart; and Education Pioneers, where she worked as a consultant with the Nellie Mae Education Foundation. Jennifer holds a B.S in International Politics from Georgetown University, and an M.A. in Politics and Education from Columbia University, where she studied the ways in which politics and education affect one another through systems of governance, institutions, ideologies and race.

Marsha C. Botzer has served the Lesbian, Gay, Bisexual, Transgender and progressive communities for over 41 years, as a founding member of Equality Washington, and on boards of Pride Foundation, Safe Schools, Lambert House, Seattle Counseling Service and the World Professional Association for Transgender Health. A founding member of Equal Rights Washington, a past co-chair of Seattle's LBGT Commission, Marsha served as co-chair of The National LGBTQ Task Force in 2005-6, 2009-10, and as Chair of the Action Fund in 2015. She is a founding member of Out In Front Leadership Project, founded Seattle's internationally known Ingersoll Gender Center, and served as a national co-chair of the 2008 Obama Pride Campaign. [Read full bio...](#)



The Bill & Melinda Gates Foundation's Gender Equality Division



[The Gender Equality Division | The Bill & Melinda Gates Foundation](#)

The Gender Equality Division works to ensure that gender equality is incorporated across the foundation's work. Their initiatives include women's economic empowerment, women's leadership, data and evidence, and innovation in science and technology to improve women's health. Their focus is on reaching low-income women and girls in South Asia and sub-Saharan Africa, including Bangladesh, India, Ethiopia, Kenya, Nigeria, Tanzania, and Uganda. These countries represent some of the largest economies in their regions and have demonstrated promising efforts focused on women's empowerment. Through their partners—from local nonprofits to in-country researchers, gender-focused coalitions, and governments—they work to break down structural barriers to equality for women and girls and challenge the social norms that disadvantage them. They also work to improve the lives of individual women by backing projects and programs that help them overcome day-to-day obstacles. They believe that the undervaluing of women and girls is at the root of every problem our foundation is working to solve.

The Bill & Melinda Gates Foundation Discovery Center | COVID-19 Exhibition

[The Bill & Melinda Gates Foundation's Discovery Center](#)

The Bill & Melinda Gates Foundation Discovery Center is located at the global headquarters of the Bill & Melinda Gates Foundation in Seattle. It is a free public space where all are welcomed to experience the vision and work of the Gates Foundation and the individuals and organizations we partner with. The Discovery Center's interactive exhibits, programs, and digital platforms focus on sharing the stories of the foundation, its partners, community members, and inspiring people to make a difference on causes they care about.

[Enduring COVID-19 | Stories from Our Transforming World](#)

EVANA ENABULELE
Meeting the Needs of the Community
"We see a need in the community and try to figure out how to fix that need."
EXPLORE

KATHERINE VOLNER
Essential Workers Meeting Everyday Needs
"One of the biggest things you do in public health is preventative care."
EXPLORE

LYNDA STUART
Fighting and Treating COVID-19
"Health is a human right. Everybody should be entitled to live a healthy life."
EXPLORE

ROXANA PARDO GARCIA
Spreading Joy and Healing

TONY BENTON
Sharing Critical Information

The Gates Foundation partnered with South Seattle Emerald to compile media-rich stories of local heroes. For each theme, the virtual exhibit highlights one inspiring hero in an interactive, layered story that visitors can click through or explore more deeply. Combining video, portraits and text, the stories celebrate local individuals and organizations whose work has had global relevance to the pandemic response.

Ingersoll Gender Center

What is the Ingersoll Gender Center?

"An organization by and for transgender and gender nonconforming people providing mutual support through peer led support groups, advocating in navigating resources, community organizing, and education — all in the pursuit of our collective self-determination. "



Need Resources?

Job Board

The job board is meant for transgender and gender diverse folks seeking employment and training opportunities in and outside of Seattle and King County.

Trans Support Group

Peer support groups provide a great place for trans folks, gender nonconforming and questioning folks, friends, family and community allies to come together for mutual support.

COVID-19 Resource Base

We have compiled a list of resources available for community members looking for food access programs, individual grants and more.



Sustainable Development Goals (SDGs)



The United Nations defines the SDGs as “a shared blueprint for peace and prosperity for people and the planet, now and into the future.”

[Do you Know All 17 SDGs?](#)

This video by the United Nations summarizes the 17 Sustainable Development Goals adopted in 2015. The UN hopes to have the SDGs complete by 2030.

“At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. “ - The United Nations

SDG 5: Gender Equality

5 GENDER EQUALITY



[Why is Gender Equality a Sustainable Development Goal?](#)

"Gender inequalities are still deep-rooted in every society. Women suffer from lack of access to decent work and face occupational segregation and gender wage gaps. In many situations, they are denied access to basic education and health care and are victims of violence and discrimination. They are under-represented in political and economic decision-making processes."



[International Women's Day](#)

This site provides a variety of articles and videos that highlight efforts and opportunities to celebrate women's achievement, raise awareness against bias, and take action for equality. According to the site, "collective action and shared ownership for driving gender parity is what make's International Women's Day

Fast Fact:

March 8th, 2022 is
International
Women's Day.



SDG 5: Gender Equality



[From Where I Stand - A Gender Equality Project For the Global Goals](#)

This lesson plan, created by UNICEF, focuses on gender equality as a global goal for progress. The lesson includes videos, readings, and activities such as conducting a gender ratio survey. The lesson is best used for Middle and High School Students.



[Learning About SDG 5 \(2016\)](#)

Women still make up fewer than 20% of officials and just 5% of mayors worldwide, but the signs are that a new generation of women leaders is emerging at local level, just as the global urban population is set to explode. But it isn't enough to have women in elected office. All women and girls in our cities and territories must be empowered to participate in economic, cultural and political life.



[To Achieve Gender Equality, We Must](#)

[First Tackle Our Unconscious Biases](#)

Evidence shows that prejudice against women and girls has persisted into the 21st century, despite massive leaps in approving rights. Unconscious bias allows discrimination to continue in many as-

pects of society. In order to truly come towards gender equality, we all must challenge our unconscious bias.

TARGET

5 ▸ A



EQUAL RIGHTS TO ECONOMIC RESOURCES, PROPERTY OWNERSHIP AND FINANCIAL SERVICES

SDG 5: Gender Equality



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TARGET

5.4



**VALUE UNPAID CARE
AND PROMOTE SHARED
DOMESTIC
RESPONSIBILITIES**



[5 Things World Leaders Can Do Right Now to Advance Gender Equality \(2020\)](#)

This article published by the United Nations Foundation covers 5 concrete actions that could advance gender equality around the world. It includes ideas about how to change gender based laws, and how to empower women economically.

**1 in 2 women
report that they or a woman they know
have experienced
violence since the COVID-19
pandemic.
- UN Women**

SDG 8: Decent Work & Economic Growth

8 DECENT WORK AND ECONOMIC GROWTH



[Sustainable Development Goal Number 8](#)

"Economic growth should be a positive force for the whole planet. This is why we must make sure that financial progress creates decent and fulfilling jobs while not harming the environment. We must protect labor rights and once and for all put a stop to modern slavery and child labor. If we promote job creation with expanded access to banking and financial services, we can make sure that everybody gets the benefits of entrepreneurship and innovation."



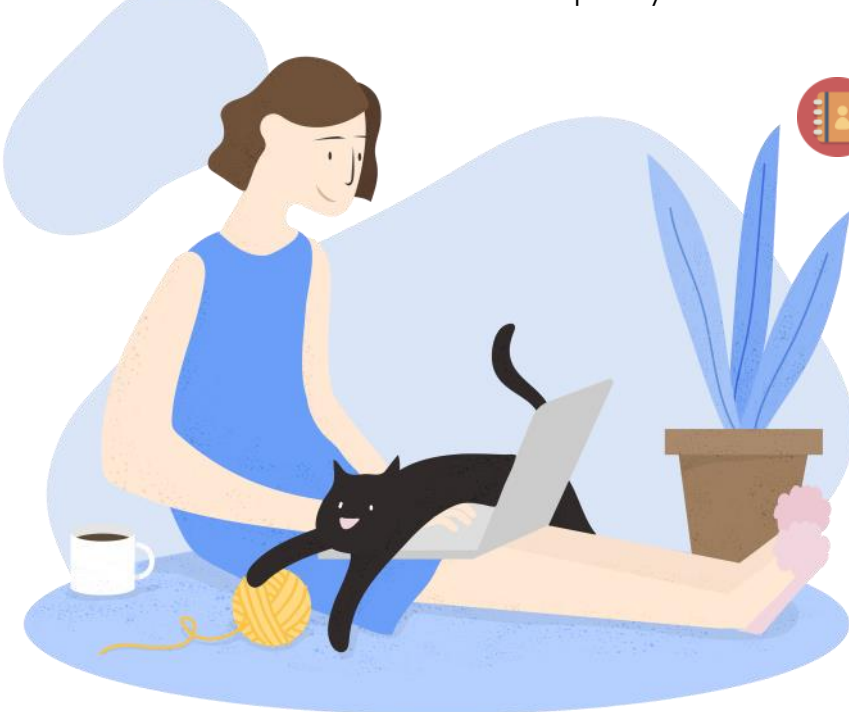
[When Women Lose All the Jobs: Essential Actions for a Gender-Equitable Recovery. \(2021\)](#)

Women bore the brunt of job losses due to the COVID-19 pandemic. As the world moves into recovery, it is vital that economic recovery includes women. This article outlines what must be done to ensure women are able to return to the labor force equitably.



[National Standards for Personal Financial Education](#)

This Lesson Plan is a unified set of standards that will guide educators, curriculum writers, policymakers, and other financial education stakeholders across the country to promote effective, comprehensive financial education for K-12 students.



SDG 8: Decent Work & Economic Growth



[The Positive Impact of Female Economic Autonomy \(2019\)](#)

Empirical evidence suggests a positive relationship between gender equality and long-term economic growth, but establishing the direction of causality has been hampered by a lack of consistent data. This column uses historical evidence on dairy farming to examine the growth effects of gender equality. Countries with greater female autonomy allowed women to contribute more to human capital formation and prosperity, leading to greater economic development in the long run.



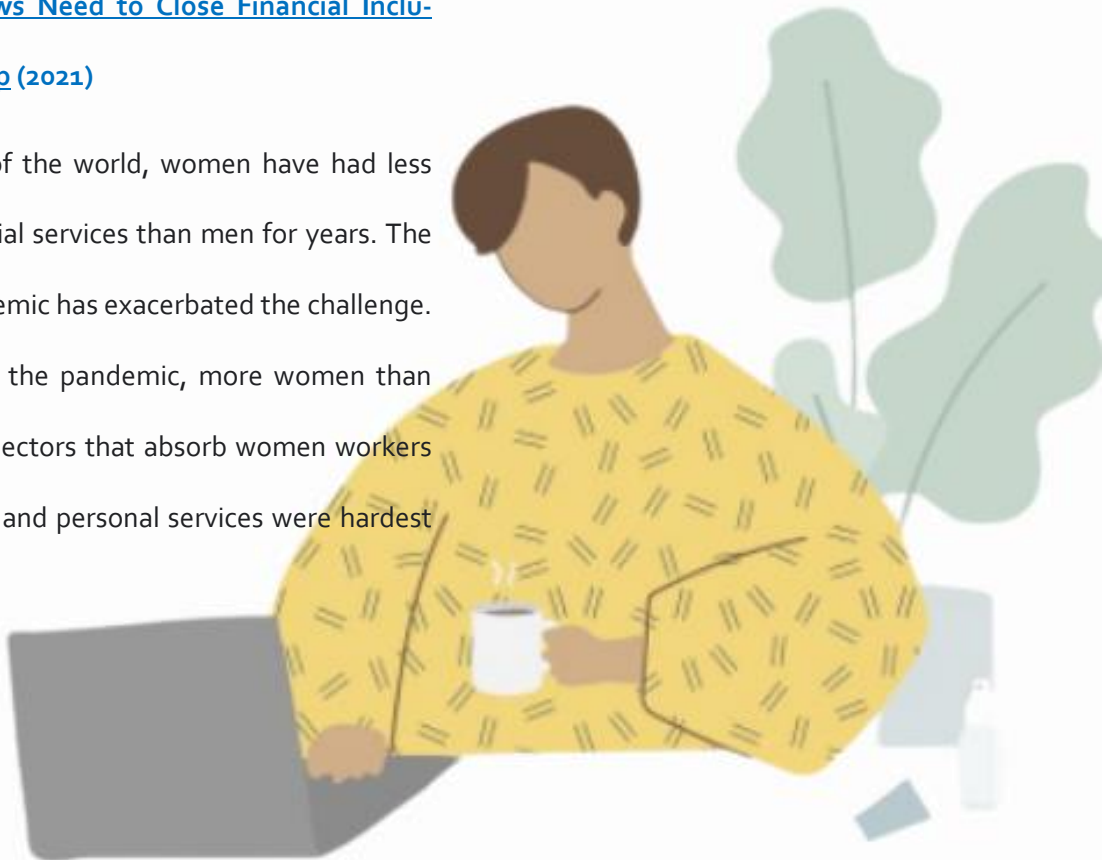
[Lesson Plan: Economic Empowerment of Women in Developing Nations \(2013\)](#)

This lesson plan is designed for the AP Human Geography course requirements. The lesson can be adapted to other courses, but is best geared towards High School students. The lesson includes activities such as a budgeting activity to help students understand the impact of low wages and the stress of supporting a family in extreme poverty.



[COVID-19 Shows Need to Close Financial Inclusion Gender Gap \(2021\)](#)

In many parts of the world, women have had less access to financial services than men for years. The COVID-19 pandemic has exacerbated the challenge. At the onset of the pandemic, more women than men lost jobs. Sectors that absorb women workers such as tourism and personal services were hardest hit.



SDG 8: Decent Work & Economic Growth

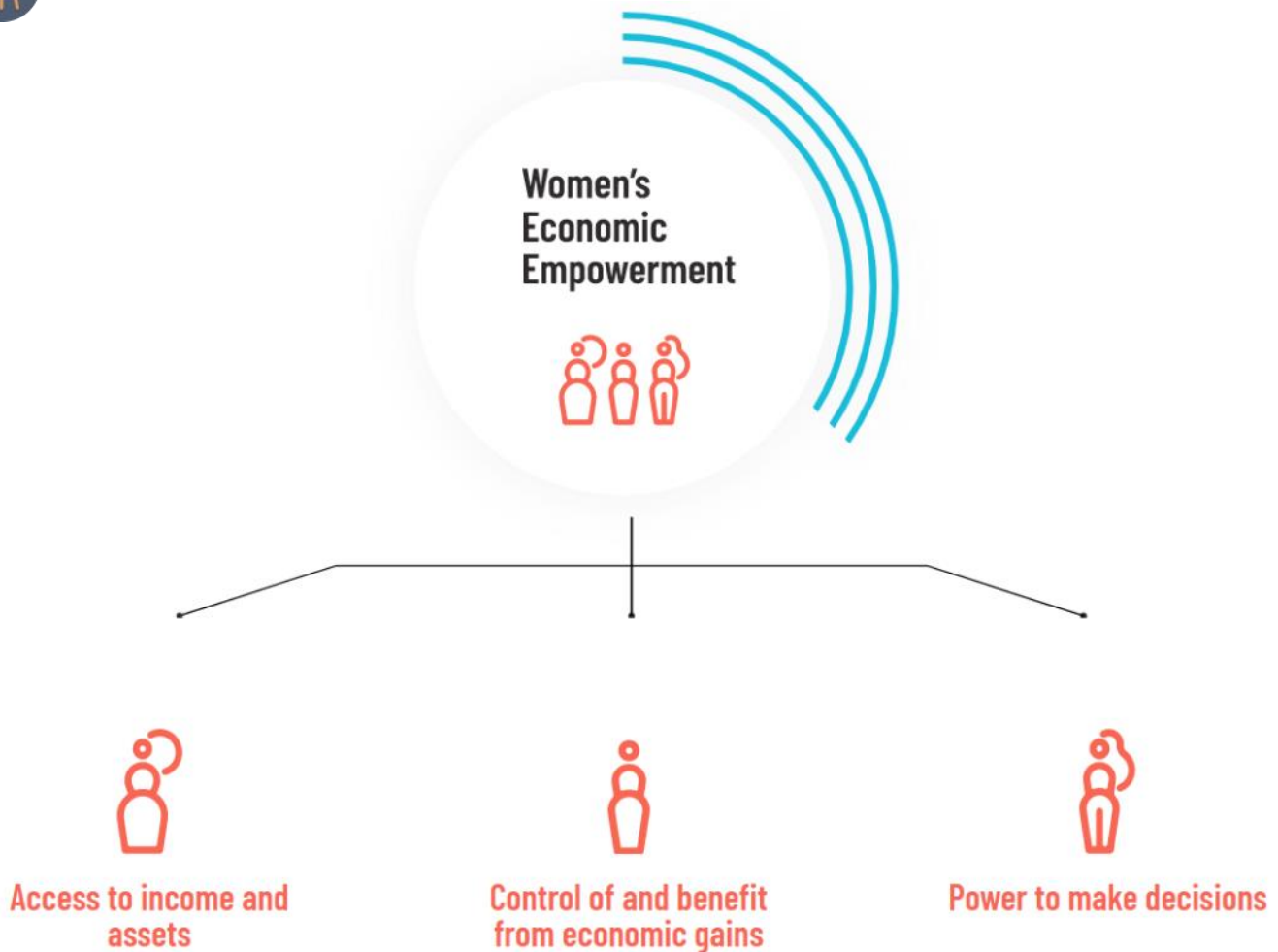


[Women's Economic Empowerment - The Gates Foundation Report](#)

"When we set out to develop our strategy, we started with a single question: How do countries tend to progress towards women's economic empowerment? We define women's economic empowerment (WEE) as the transformative process that helps women and girls move from limited power, voice, and choice at home and in the economy to having the skills, resources, and opportunities needed to compete equitably in markets as well as the agency to control and benefit from economic gains. The approach outlined below is not an exhaustive representation of our research or the work that led to our strategy but rather a window into how we arrived at our perspective on what's needed to increase women's economic empowerment throughout the world."

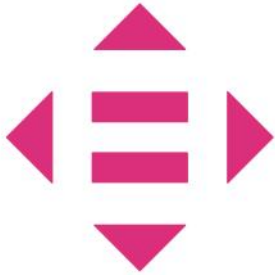


[How The Bill and Melinda Gates Foundation defines the path to Women's Economic Empowerment.](#)



SDG 10: Reduced Inequalities

10 REDUCED INEQUALITIES



[An Introduction to Goal 10](#)

Inequality is a reality in many countries, especially in the developing world where poverty adds to this issue. There is unequal access to education, health services, job opportunities, and basic necessities. The problem of inequality between countries is not the main concern anymore, but rather within countries. Certain social, economic, and environmental development must take place to eradicate this.



[Understanding Gender Identity \(2018\)](#)

In this lesson from the Anti-Defamation League students learn about gender identity and explore the impact of rigid gender role expectations and stereotypes. Using various media—an audio interview and a video of a spoken word performance—transgender people and issues are personalized and clarified for students. Students then discuss real-life scenarios depicting conflicts around gender expression in school settings, and brainstorm ways to be an ally to transgender and gender non-conforming people.



[The ADA at 31: Expanding Disability Rights in the Time of COVID-19 \(2021\)](#)

Over the past year, the United States has seen growing inequalities and one of the biggest increases in disability rates due to the pandemic. Rep. Ayanna Pressley (D-MA) and a panel of cross-movement organizers and policy experts discuss the next steps policymakers need to take to permanently strengthen the Americans with Disabilities Act and ensure people with disabilities have access to care and the support they need.



SDG 10: Reduced Inequalities



[Nepali Youth and Women with Disabilities Lead During the Pandemic \(2021\)](#)

In Nepal, the International Foundation for Electoral Systems' (IFES) local partners, the Nepal Disabled Women Association (NDWA) and the Association of Youth Organizations Nepal (AYON), are working to ensure that the priorities and rights of women with disabilities and young people are included in the government's response to the pandemic and to spread awareness of health and safety measures in their communities and on social media. This videos series demonstrates the harm caused by current COVID-19 policies to disabled women and girls, and what needs to change for an accessible future.



[Caregiving in Crisis: Gender Inequality in Paid and Unpaid Work during COVID-19 \(2021\)](#)

The OECD's 2020 Risks that Matter survey presents cross-national evidence that when schools and child-care facilities shut down, mothers took on the brunt of additional unpaid care work – and, correspondingly, they experienced labor market penalties and stress.



Transfeminism



[5 Things to Know to make your Feminism Trans-inclusive \(2021\)](#)

Most people understand feminism to simply mean, “the advocacy of women's rights on the basis of the equality of the sexes.” However, that definition leaves out a lot of nuance about what effective and inclusive feminism actually entails. Simply put, trans exclusion makes feminism weaker for trans and cis women alike. This article covers things you should know to make your feminism trans-inclusive



[Kids Considered: Gender Identity & Children](#)

Identifying as gender non-binary or transgender is becoming more frequent among young people. In this podcast we delve into the topic of gender identity and children. This episode discusses how and when gender identity develops. We will explain the process of gender affirming care for transgender youth, including gender expression, pronouns, hormone blockers and hormone therapy. In addition, we discuss some of the social barriers these kids face and how we as pediatricians, parents and community members can help.



[Educators 4 Social Change](#)

These lesson plans teach students how to practice inclusion in their feminism. Including how to be an ally for non-white peers and include transgender people in feminist conversations and spaces.

63% of Transgender people polled said they experienced serious discrimination in their life.

- National Center for Transgender Equality

Transfeminism



[Teaching Beyond the Gender Binary in the University Classroom](#)

In recent years, students on campuses across the country have become increasingly vocal in resisting binary thinking with respect to gender identity and expression. But expressing identity is not easy and being accepted by the public. Several students at Vanderbilt University in a survey of their experiences expressed fear of instructors and staff misgendering them or committing other microaggressions. They described their anxiety about being “outed” by professors in their classes and being forced to “come out” every semester when they must talk with faculty about their names or pronouns. This lesson is meant to help university professors and students better serve their transgender and nonbinary peers.

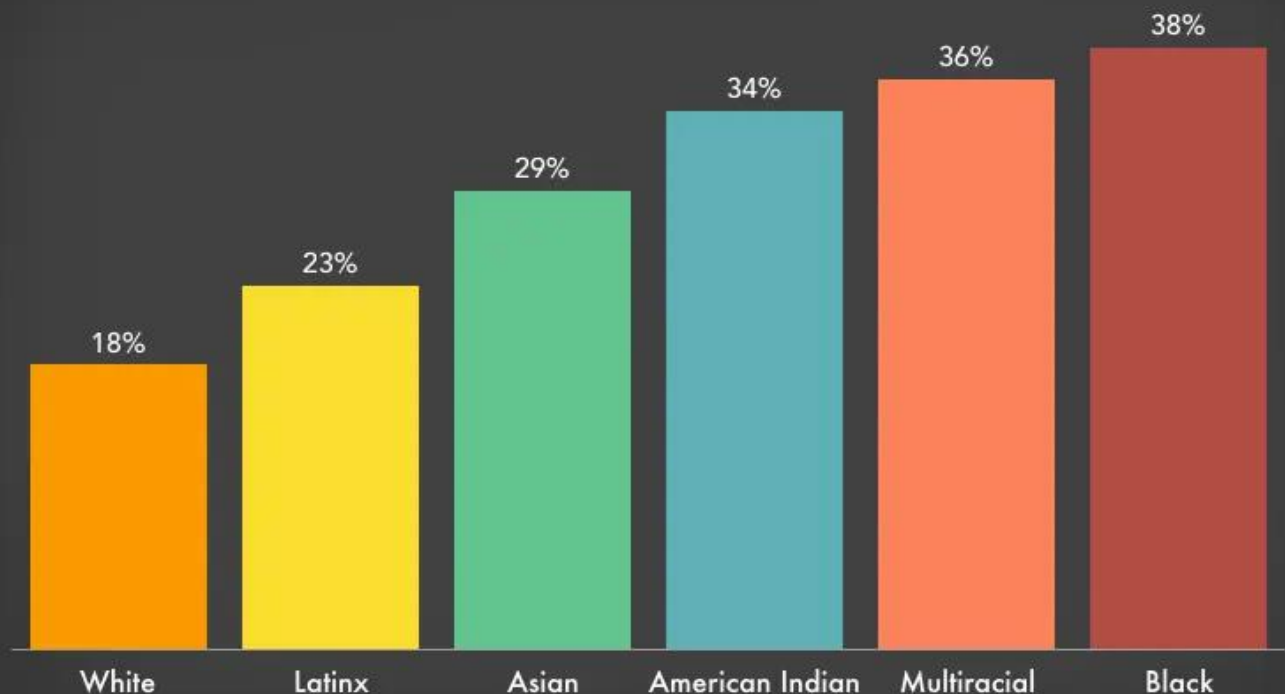
[Gender Identity and Transgender Rights in a Global Perspective.](#)

This journal article from Elijah Edelman describes the current position of Transgender rights in the global community — and international perspectives of trans rights.



BIPOC transgender people are disproportionately harassed by police

Percentage of transgender people who have had police interactions and report being harassed by police, by race



PRISON
POLICY INITIATIVE

Source: National Center for Transgender Equality and National Gay and Lesbian Task Force,
Injustice at Every Turn: A Report of the National Transgender Discrimination Survey

Impacts of COVID-19 on Women & Girls



[The Impact of the Pandemic on Women's Financial Wellbeing: \(2021\)](#)

Nearly a year has passed since the WHO declared the coronavirus outbreak a pandemic. After an overview of the disproportionate impact of COVID on the financial well-being of women, and especially women of color, the panelists will discuss the role leaders can play in supporting women employees, developing and implementing policies that recognize and address gender and racial inequities, and advocating for changes across industries and sectors.



[Beyond COVID-19: A Feminist Plan for Sustainability and Social Justice](#)

This report from the United Nations calls for rebuilding the broken global food system from the bottom-up by supporting rural women's livelihoods to produce and distribute diverse and healthy food crops. With less than 10 years to achieve the Sustainable Development Goals, including Zero Hunger (Goal 2) and Gender Equality (Goal 5), UN Women is working to support rural women and girls around the world, to build their resilience, skills and leadership.



"Women are leaving
the workforce at
four times the rate
of men. "

- United States
Department of
Labor



Impacts of COVID-19 on Women & Girls



[The Impacts of COVID-19 on Women's Economic Autonomy in Latin America and the Caribbean \(2021\)](#)

The impacts of the coronavirus pandemic have not been gender-neutral. The crisis brought by COVID-19 has deepened pre-existing gender inequalities. This document analyzes the measures adopted by governments in Latin America and the Caribbean to mitigate the consequences of the pandemic, with the objective of determining the extent to which they recognize, make visible and/or focus on the impacts of the crisis in the life of girls and women.



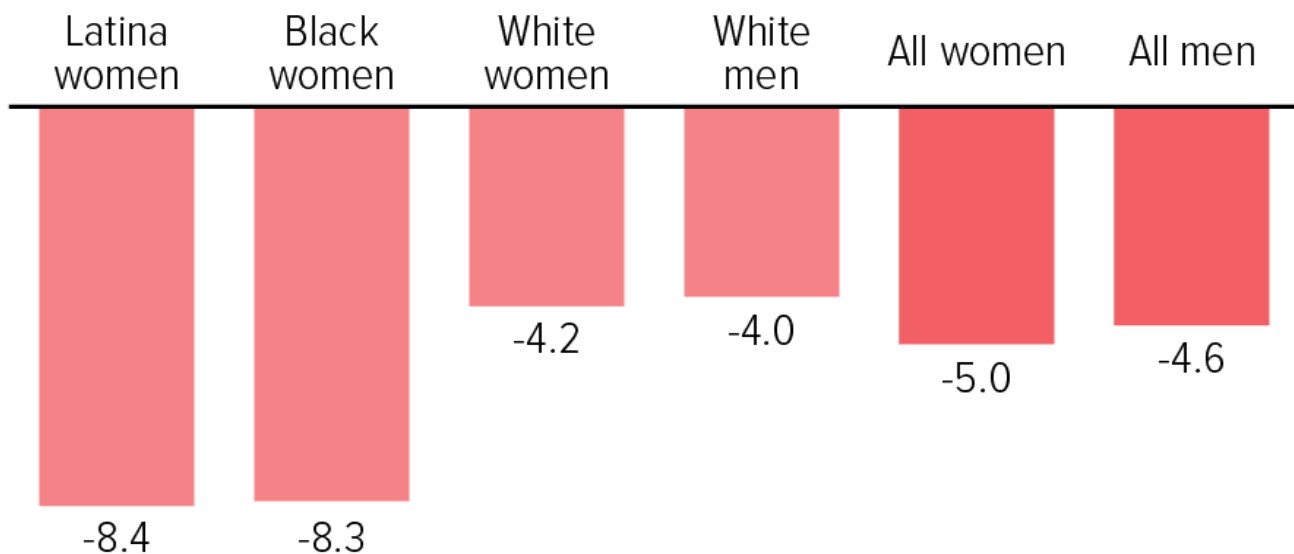
[Millions Of Women Haven't Rejoined The Workforce — And May Not Anytime Soon](#)

This podcast from NPR discusses why so many women have not returned to work following the COVID-19 pandemic.



COVID-19 Recession's Job Losses Greater Among Women of Color

Percentage-point change in share of population age 20 and over with a job, February-September 2020



Note: Latina can be of any race.

Source: Economic Policy Institute, "A more comprehensive look at employment losses among women," 2020.

Impacts of COVID-19 on Women & Girls



[The Economic Autonomy of Women in a Sustainable Recovery with Equality \(2021\)](#)

The crisis caused by the COVID-19 pandemic has had a negative impact on employment and labor conditions for women in Latin America and the Caribbean, generating a setback of more than a decade in terms of the progress achieved in labor market participation. The rate of job market participation by women was at 46% in 2020, while for men it was 69%. It is further estimated that the unemployment rate for women reached 12% in 2020, a percentage that rises to 22.2% if we factor in women's participation in the labor force in 2019. In 2020 there was a mass exodus of women from the labor force, who have not returned to search for employment, having to attend to care demands at home.



[Achieving Gender Equality - The World's To Do List | Global Goals](#)

The pandemic has threatened the reversal of progress towards gender equality. But around the world, women's movements are continuing to strive for a world where gender equality is a reality for everyone, everywhere. We can't move forward when half the world is held back - here's what needs to happen to get the World's To-Do List for gender equality done.



Impacts of COVID-19 on Women & Girls



[AT Liberty Podcast - How COVID-19 Is](#)

[Setting Working Women Back](#)

A report from McKinsey Global revealed that while women made up just 43% of the workforce, they had borne 56% of COVID-related job losses. This data — and much more — led one news source to call this moment “America’s First Female Recession.” What exactly is going on? Why are women losing and leaving jobs more than men during this global pandemic? And what can we do about it?



[Gender and Unemployment: Lessons from the COVID-19 Pandemic \(2021\)](#)

The COVID-19 pandemic has had a negative impact on both women's and men's employment – but at different stages of the crisis due to the gender segregation of economic activities in many countries. UNCTAD analysis shows that early measures to curb the spread of the virus first hit jobs held predominantly by women, such as personal services. At the outset of the pandemic, a higher prevalence of the virus correlated with a higher rate of female unemployment



[How The Pandemic Is Making The Gender Pay Gap Worse - Planet Monday Podcast \(2020\)](#)

Women are now more likely to drop out of the labor force or cut hours, hurting their future job prospects. It's why the economists project that, instead of shrinking, the gender wage gap will widen by five percentage points, so that the average female worker will earn about 76 cents for every dollar the average male worker makes.

Global Perspectives | Kenya



[Kenya Climate Change Fact Sheet \(USAID\)](#)

Climate risks pose serious threats to Kenya's sustainable development goals. With the largest economy in East Africa and a population of 54 million, Kenya serves as the region's financial, trade, and communications hub. The country's economy is largely dependent on rain fed agriculture and tourism, each susceptible to climate variability and change and extreme weather events. For this reason, Kenya is taking action to ensure it meets its goals in Climate action and other SDG's.



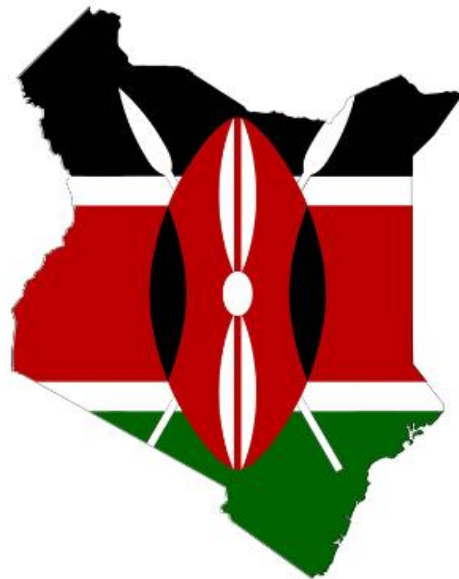
[Family Planning and Kenya's Progress Towards the Sustainable Development Goals](#)

Family planning is a cross-cutting intervention that can accelerate progress towards achieving the Sustainable Development Goals (SDGs). In Kenya, family planning is a best buy that contributes to the nation's growth and creates a path towards achieving the SDGs and Kenya's Vision 2030.



[Adapting to Climate Change—The Gates Foundation in Kenya](#)

This article follows the ways in which women in Machakos and Makueni County, Kenya have adapted their farms in the nations changing climate and built resilience in their communities.



[Inside the Roadmap for Advancing Gender Equality in Kenya](#)

Just five years ago in Kenya, progress on gender equality was stalling. Despite a progressive Constitution and many public pledges, enforcement of laws that promote gender equality was inconsistent at best, and programs were often underfunded.

Global Perspectives | Pakistan



[The Road to 2030 via Pakistan - Establishing A Baseline for the SDGs \(2021\)](#)

This video organized by the Global Compact Network Pakistan covers what it will take for Pakistan to reach the Sustainable Development Goals by 2030. It covers an array of issues including building an equitable economy and social rights for minority groups.



[Pakistan National Statistics—UN](#)

[Women](#)

While progress has been gained globally in the past decade, there is still a long way to go to achieve gender equality. In Pakistan, 75% of legal frameworks that promote, enforce and monitor gender equality under the SDG indicator, with a focus on violence against women, are in place. In order to achieve SDG 5, it is important to understand what is currently in the way of full gender equality. These statistics on Pakistan can help illuminate the path to gender equality.



[SDG 8 and Post-Covid Pakistan \(2021\)](#)

COVID-19 has hit Pakistan's economy hard, with an estimated 20 million jobs lost since March 2020. In order to reach SDG 8, Decent Work and Economic Growth, by 2030, Pakistan will need to recover from COVID-19 quickly and equitably.

Pakistan ranks 153 out of 156 nations in the 2021 Global Gender Gap Report

- World Economic Forum

Local Lens: How is COVID-19 Impacting Women & Girls in the United States?



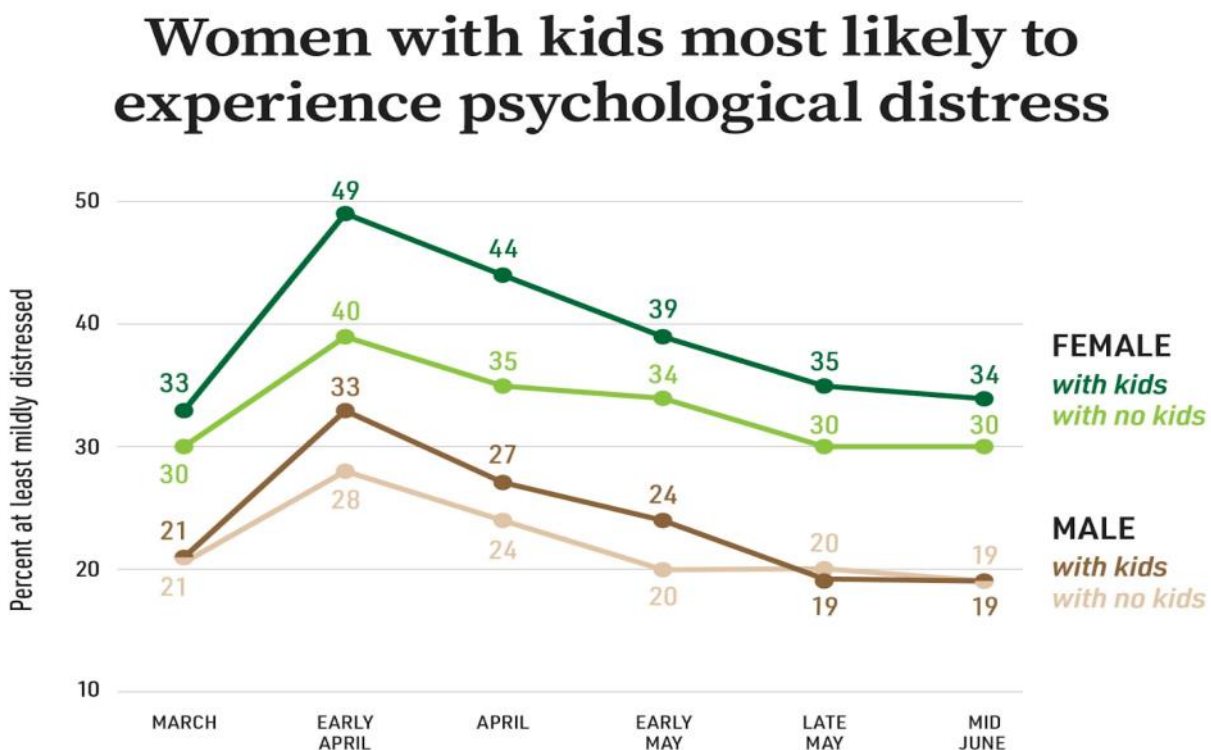
[Women in Exodus: Reversing the Pandemic's Unjust Effects \(2021\)](#)

While COVID-19 has caused a global health pandemic, its economic shockwaves have induced another crisis: the mass exodus of women from the global workforce. The economic impact of COVID-19 on women as a group has been manifold: disproportionate rates of job loss, greater complexity of workload, increased unpaid care work, and less out-of-home care support, to name a few. On this first part of “Women in Exodus: Reversing the Pandemic’s Unjust Effects,” a special miniseries of The Edge, five of Skillsoft’s female leaders come together to paint a picture of the pandemic-era challenges that women workers are facing.



Understanding Coronavirus in America

USC
Dornsife
Center for Economic
and Social Research



A total of 6,824 members of the probability-based Understanding America Study participated in six tracking survey waves from March 10 - June 16, 2020. Sample sizes and margins of sampling error for this population are available at: tinyurl.com/CESRGenderDiffs. For full question text, methodology, topline, and data, visit: covid19pulse.usc.edu

Local Lens: How is COVID-19 Impacting Women & Girls in the United States?



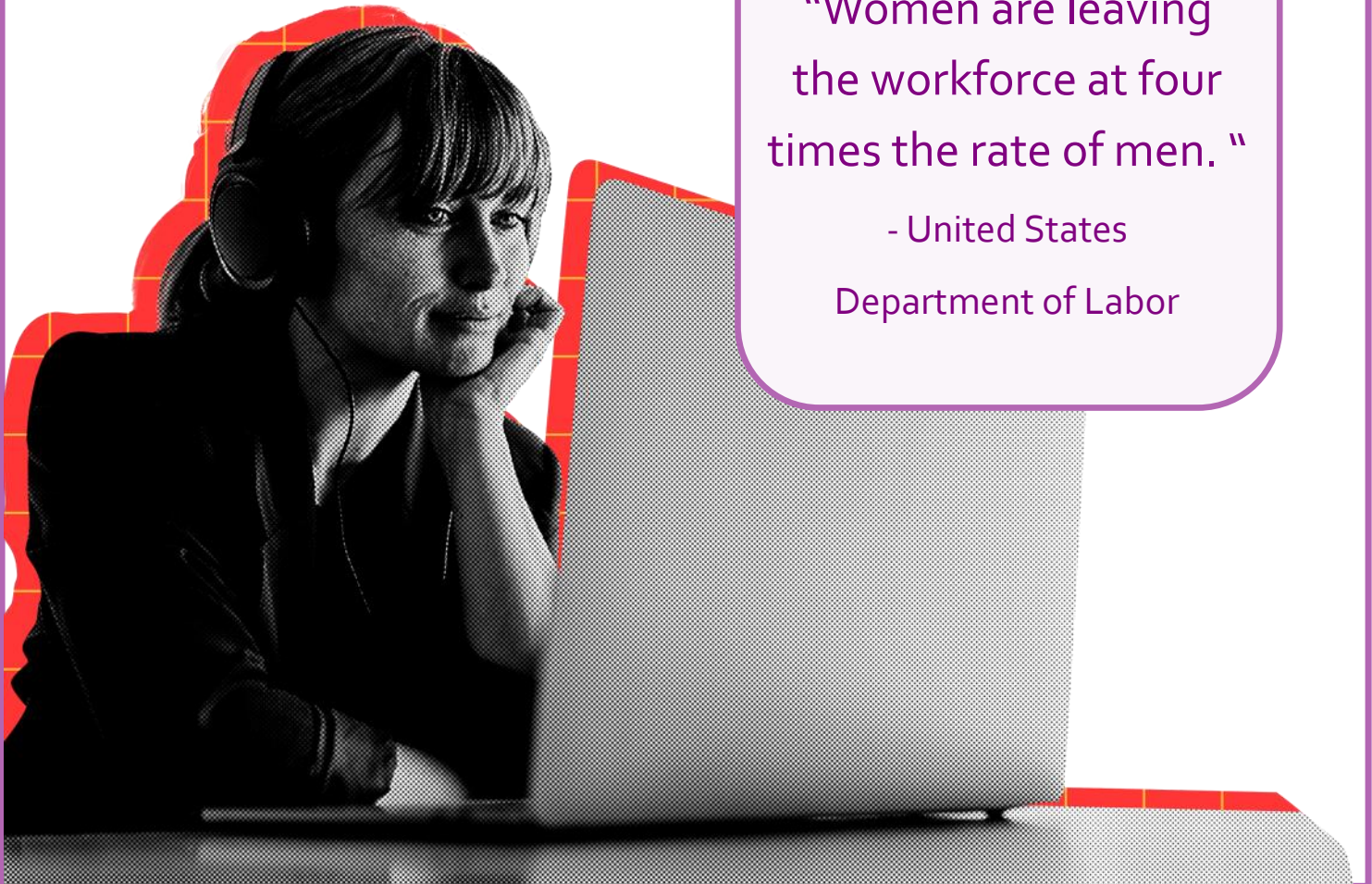
[Why Has COVID-19 Been Especially Harmful for Working Women? \(2020\)](#)

COVID-19 is hard on women because the U.S. economy is hard on women, and this virus excels at taking existing tensions and ratcheting them up. Millions of women were already supporting themselves and their families on meager wages before coronavirus-mitigation lockdowns sent unemployment rates skyrocketing and millions of jobs disappeared. And working mothers were already shouldering the majority of family caregiving responsibilities in the face of a childcare system that is wholly inadequate for a society in which most parents work outside the home. Additionally, research shows working women are more likely to have to quit their job or lose hours due to childcare needs than working men.

“Women are leaving the workforce at four times the rate of men. ”

- United States

Department of Labor



The Value of Unpaid Domestic & Care Work



[COVID-19 Recovery: Recognizing Women's Paid and Unpaid Work \(2021\)](#)

This public convening of global experts, hosted by the Wilson Center's Maternal Health Initiative with EMD Serono, will focus on best practices, innovative solutions, and supportive policies to ensure women have equitable opportunity to financial success, health and safety while at work, and that caregiving is finally front and center in policy discussions.



[It's a Woman's Recession \(2020\)](#)

We're in a recession, and it's hitting women especially hard. So how does it compare to the last recession, and how much of it has to do with childcare? Women are getting hit hard by the closure of schools and day care facilities, which have forced kids to stay home. Even in families where both Mom and Dad work full time, the average mom does almost 60% of the child care in normal times, about three more hours per week than dad.



[COVID-19: How Women are Bearing the Burden of Unpaid Work \(2020\)](#)

The COVID-19 pandemic, and the economic downturn it has caused, have hit everyone hard. But the impact has not been spread equally. A report in November by UN Women found clear evidence that, although both genders have seen their unpaid workloads increase, women are bearing more of the burden than men.



Equity & Women's Rights



[Global Issues: Gender Equality and Women's Empowerment](#)

In this Peace Corps article, the authors state "women have fewer opportunities for economic participation than men, less access to basic and higher education, greater health and safety risks, and less political representation. Guaranteeing the rights of women and giving them opportunities to reach their full potential is critical not only for attaining gender equality, but also for meeting a wide range of international development goals. Empowered women and girls contribute to the health and productivity of their families, communities, and countries, creating a ripple effect that benefits everyone."



[Gender Equality Toolbox](#)

The Bill & Melinda Gates Foundation's Gender Equality Toolbox is made up of tools that can guide foundation staff and partners in designing, managing and measuring the results and impact of gender intentional and gender transformative programs and investments.



[Understand Maternity Leave Laws \(What Are Your Rights\)? \(2022\)](#)

This article provides an overview of the rights pregnant individuals have in the workplace, including the Pregnancy Discrimination Act, The Family Medical Leave Act, and various state laws and policies currently in place in many parts of the United States



[Hindsight: Looking Back on 100 Years of Women's Suffrage \(2020\)](#)

Hindsight: Looking Back at 100 Years of Women's Suffrage is a six-episode podcast series from KMWU. Historian and host Dr. Robin Henry examines the history of women's suffrage, political involvement, and social activism in the United States from the middle of the 19th century through today. A blend of historical context and conversations with scholars, politicians, and activists, Hindsight aims to educate, entertain, have us all gain a better understanding of women's diverse voices and roles in U.S. history.

Teacher Talk: Advancing Gender Equality in the Classroom



Analyzing Character Development in Three Short Stories About Women

In this lesson, students will read three short stories about women, written in different historical periods. Students will read each story and discuss the development of female characters in a particular setting, the role of women, gender differences, and society's expectations. During the last session, students will compare all women characters in the three stories and will bring them to life by having the characters meet and discuss similarities and differences in their lives.



Women's Empowerment Educator's Guide

This educator guide includes activities and supporting video modules that encourage students to examine key social and political issues impacting women. Students will explore topics such as social change and social justice, equal rights, and civic engagement; they will learn about international struggles and how to take an active role in issues affecting their own communities.



Creating a Gender Expansive Classroom



[Welcoming Schools - Lesson on Gender Identity, Grades 3-8](#)

The gender snowperson is a simple tool to break down concepts of gender and sexual orientation for students and adults. It is important for students to understand the differences between gender identity, sex assigned at birth (girl/boy/intersex assigned at birth or pronouns she/he/they assigned at birth) and sexual orientation.



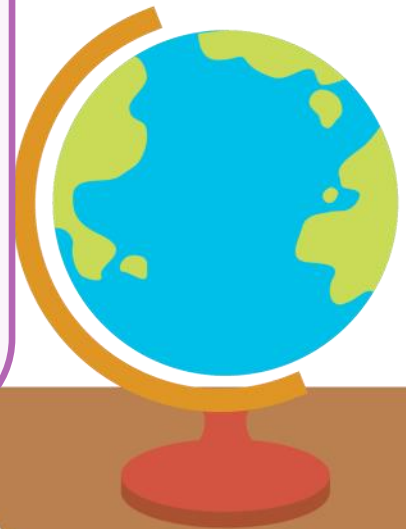
[I Am Who I Am: A Lesson Plan from Rights, Respect, and Responsibility: A K-12 Curriculum](#)

This Lesson plan targets grades 6-7 to teach about gender identity, sexual orientation, and gender expression. The lesson also includes ways to respect those whose identities are different from your own and what respect can look like.

Fast Fact:

1 in 10 American youth identify as gender diverse.

- Journal of Pediatrics



Creating a Gender Expansive Classroom



[Trans Inclusive Practices in the Classroom](#)

Classrooms are the heart of the student experience at NYU, and it is imperative that students be, and feel, fully recognized in academic spaces. As faculty, you have great power in creating an inclusive and welcoming classroom where all students can thrive. Respecting pronouns and using gender-inclusive language can help students feel like they belong in the classroom and be fully present in their academic experience. The following are some best practices and resources for fostering more inclusive classrooms and supporting all students, specifically transgender, gender non-conforming, non-binary, gender questioning, and other gender diverse students.



[Guidelines to Support Transgender and Gender Expansive Students](#)

These guidelines set forth protocol and describe best practices for supporting transgender and gender expansive students. Schools must be proactive in creating a culture and practices that respect and value all students and foster understanding of gender identity and expression within the school community. Creating such an inclusive culture will greatly affect what research shows: that transgender and gender expansive students are at higher risk for being marginalized, victimized, or bullied. An inclusive environment will mitigate the bias, misunderstanding, and/or a lack of knowledge about transgender and gender expansive student's experiences.



Closing the “Dream Gap”



[@Barbie | Closing the Dream Gap](#)

Starting at age 5, many girls begin to develop limiting self-beliefs. They stop believing their gender can do or be anything. This is the Dream Gap, and this is the year Barbie begins working to close it.

[ESA and Mattel Help to Close the “Dream Gap”](#)

Launched in 2018 to celebrate the Barbie doll’s 60th anniversary, the ‘Dream Gap Project’ is based on research that has shown that, because of cultural stereotypes and media representations, young girls start to think as they grow up that they are not suitable for certain types of activity.

[5 Ways Parents Can Close the Dream Gap Between Girls and Boys](#)

You are hands-down the most influential person in your child’s life. They will do what you do and say what you say. So unless you correct your own biases, conscious or subconscious, these aforementioned recommendations won’t take hold, leaving any lasting impact on your families and your children.

Education & STEM Resources for Women & Girls



[3 Ways to Excite and Encourage Girls in STEM in Your Classroom](#)

This article by a science teacher Denise Nuno, covers the ways in which she strives to encourage girls in her classroom to pursue careers and interest in STEM. The article includes a video on encouraging girls to be leaders by Reshma Saujani.



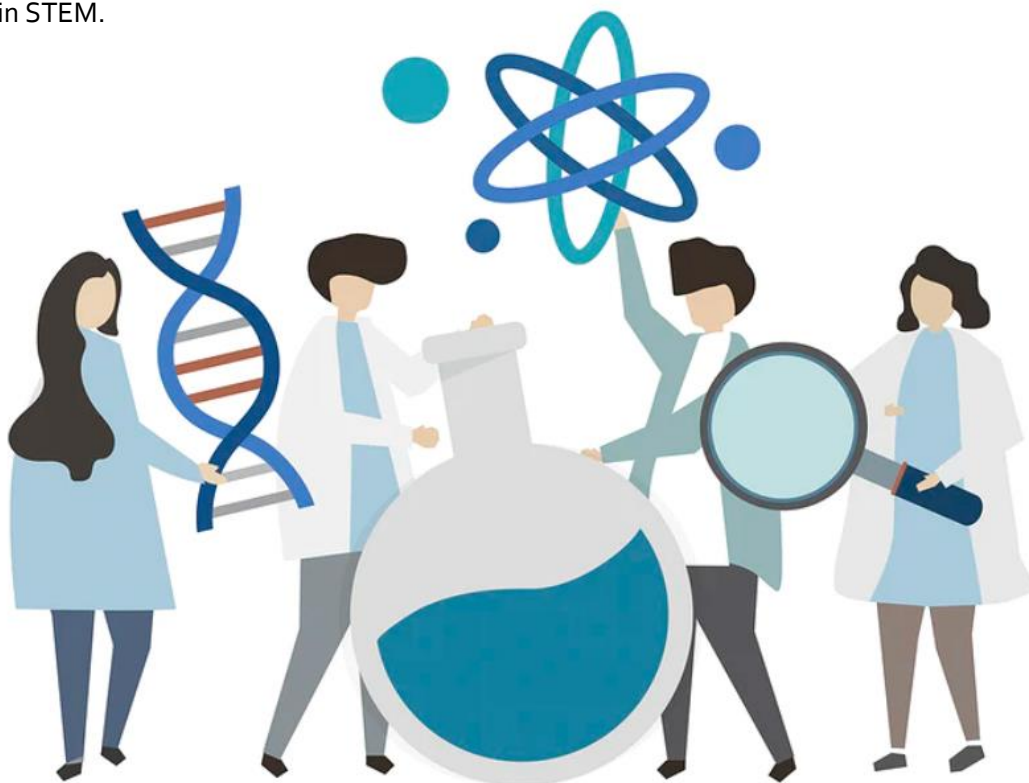
[A Guide for STEM Scholarships for Women \(2022\)](#)

This article provides a list of scholarship opportunities for women and girls pursuing a STEM education. These scholarships are often offered annually and can be given to students over several years.



[The Girls in STEM Toolkit](#)

This toolkit aims to encourage girls to study and pursue careers in science, technology, engineering and maths (STEM) and is packed with information, resources, activities and a career quiz to build girls' confidence in STEM.



Tools & Resources for Women & Girls

National Domestic Violence Hotline

Call (800) 799-7233 or Text 88788

Or visit www.thehotline.org for more information

Need Help Making Rent in Washington State?

Rent Assistance is available, visit <https://search.wa211.org/>

Pathways for Women—YMCA King and Snohomish Counties

Need somewhere to stay?

45 day emergency shelter for single adult women and mothers with children

Visit <https://www.ywcaworks.org/programs/pathways-women> for more info.

Sexual Assault Hotline

Please call (877) 995-5247

or visit www.safeline.org for more information

COVID-19 Resources

Center for Social and Emotional Wellbeing—Refugee Women's Alliance

Counseling services available in English, Arabic, Turkish, Dari, Farsi, Pashto, Kurdish, and Somali .Contact Maryam@rewa.org or call (206) 496-4330 for a referral.

Emergency Food Network

Please visit efoodnet.org to access a map that will lead to your nearest food pantry in Washington State.

Tacomaprobono's Housing Justice Project

E-mail hjp@tacomaprobono.org, or leave a message at (253) 571-5134, ext. 102 for free legal assistance with housing related issues.

Washington Listens

Feeling Anxious or Stressed? Help is out there!

Call the Washington Listens support line at 1-833-681-0211 Monday-Friday from 9AM -9PM, and 9AM-6PM on weekends.

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