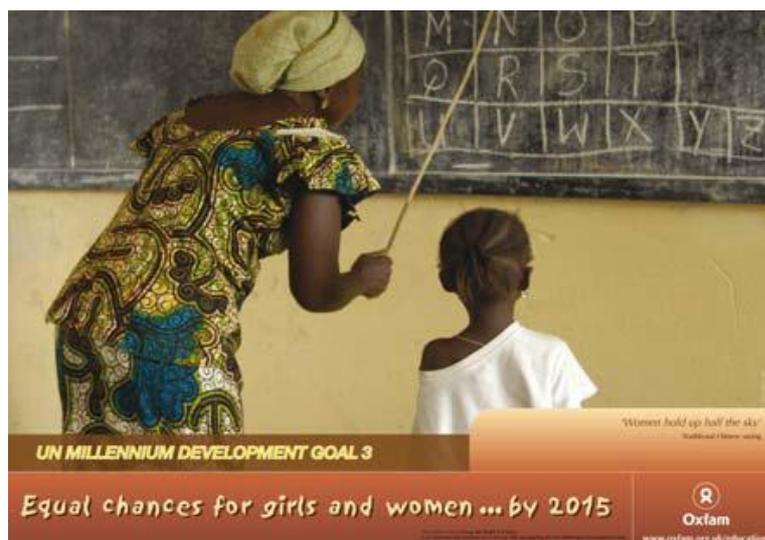


MDG Progress Report 2013: Goal 3 To promote gender equality and empower women



Progress to date	
Target	Eliminate gender inequality in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.
Summary	<p>Equality, or parity, in terms of primary education between boys and girls, has been achieved throughout the world.</p> <p>However, there is still much room for improvement in terms of gender equality and the empowerment of women.</p>
<p>Due to national and international efforts and the MDG campaign, there are almost as many girls as boys enrolled in primary school throughout the world, particularly since 2000.</p> <p>But gender inequality still exists. Women still continue to face discrimination in their access to education, work and pay, and participation in government. For example, by the end of January 2012, women accounted for 19.7 per cent of parliamentarians worldwide. Although this amounts to nearly a 75 per cent increase since 1995, when women held 11.3 per cent of seats worldwide, it still means that 4 out of 5 parliamentarians are men. So while there has been an increase in female politicians, there still aren't very many and progress is spread unevenly.</p> <p>Violence against women is still a big problem and also makes reaching some of the other goals more difficult.</p> <p>Source: Millennium Development Goals Report 2012 (http://www.un.org/en/development/desa/publications/mdg-report-2012.html)</p>	



Wubalem and neighbours. Distribute this to students before case study 1.

CASE STUDY 1 | Wubalem (second right) and neighbours load racks of honey, Ethiopia

This picture shows Wubalem Shiferaw, age 23, who lives in the village of Mecha with her husband Tsega and their daughter Rekebki, age 4.

Wubalem remembers her grandparents harvesting honey from hives in trees. Until now, she has maintained this traditional, unproductive method of producing honey. However, with modern hives she can produce a far greater amount of honey.



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Wubalem is a member of the Mecha village **Cooperative** which brings together local women beekeepers allowing them to share insights and build a credit union.

“We have no land to farm so it has always very hard for us to make money. For years we have been eating just one small meal a day. But the bee hives have changed that. Now we are able to afford clothing. The yield we used to get per bee hive was only 5 to 8 kilos a year. Using the modern technique we get 10 to 15 kilos at times sometimes even 20 kilos - though that depends on conditions and varies from place to place. In a very favourable place and condition the yield is even far greater. With the extra money I got I’m planning to buy some more bee hives to multiply the amount of honey and wax I can sell. Hopefully that will improve my income in return.”

Source: Oxfam

CASE STUDY 2

A worker at the Agunta Primary Cooperative pours honey into jars ready for sale

This picture shows a worker at the Agunta Primary **Cooperative** pouring honey into jars ready for sale. Some of the honey at Agunta is sold directly as Amar honey. The remainder is distributed through the Zembaba Union which supplies honey to Ambrosia, a bigger **multinational company**.



The formation of the Zembaba Bee Products Development and Marketing Cooperative Union is an attempt to realize the potential of honey production in Amhara and ensure that the benefits reach small producers. These include women's cooperative groups like the Mecha village cooperative.

By providing modern, high-yield hives, protective equipment and training to beekeepers, the Cooperative Union helps increase production and secure a steady supply of honey for which there is growing demand both in and beyond Ethiopia. By carrying out the processing, marketing and selling of the honey themselves, the cooperative keeps the profits which would otherwise go to brokers and agents.

The Union has signed an agreement with the multinational Ambrosia group to supply honey to the export market. Selling honey abroad will make a lot more money for the cooperative.

Source: Oxfam

ACTIVITY

Aim	To encourage pupils to think about the gender inequalities that exist and the ways in which women can be empowered.
You will need	The progress update, case study 1 and case study 2. Words that are in bold are defined in the glossary.
Title	How can women be empowered in today's society?
Age	11-14
Task/s	<ul style="list-style-type: none"> • Have pupils read the update information on MDG3. What questions do they have about promoting gender equality? What does this mean? Why is it hard to achieve? • If they were to give MDG3 a <i>traffic light</i> colour, what would it be? <ul style="list-style-type: none"> ○ Red (way off) ○ Amber (mixed progress) ○ Green (good progress) • Give pupils the image from case study 1. They should look at the image very carefully and share their thoughts about it. What do they think is happening? How does it link to MDG3? • Give the pupils the information. Were they right? Why is this helpful? • Encourage pupils to generate a caption to accompany the image. Get each pair or small group to share their caption with the rest of the class. • Now show pupils case study 2. Why is it important not just to work on honey production, but also the marketing and processing of honey? Do they think women are always in control of these things? If not, why not? • What barriers do they think prevent more women being involved in activities like this? How can they be overcome?

FURTHER WORK

Age	11-14.
Task/s	<p>Encourage students to consider if gender equality has actually been achieved within the UK.</p> <p>Points for discussion:</p> <ul style="list-style-type: none"> • Are women and men equal in our society today? • Can they identify aspects of society where men and women are not equal? Prompt them to consider things like politics and businesses. • Have they themselves directly experienced gender inequality? • What action needs now needs to be taken to help promote gender equality and empower women across the world? • Ask pupils to consider what they would say if they were to meet their local MP to discuss these issues. • You could encourage them to write letters with their ideas.

Glossary of terms

Cooperative: An enterprise or organisation that is owned or managed collectively by those who use its facilities or services.

Multinational company: A company that is registered and operates in more than one country at a time. Also called a **transnational company**.