

# Aula 4

## GENDER EQUALITY

### **META**

DAbordar contextos que tratem da igualdade entre os sexos.

### **OBJETIVOS**

At the end of this class, it is expected that the students:  
Reconhecer as formas de desigualdade entre os sexos; identificar as expressões relacionadas às questões de gênero; estar consciente acerca da promoção da igualdade entre os sexos em todas as esferas sociais.

### **PRERREQUISITOS**

O aluno deve ter conhecimento prévio acerca das questões de gênero.

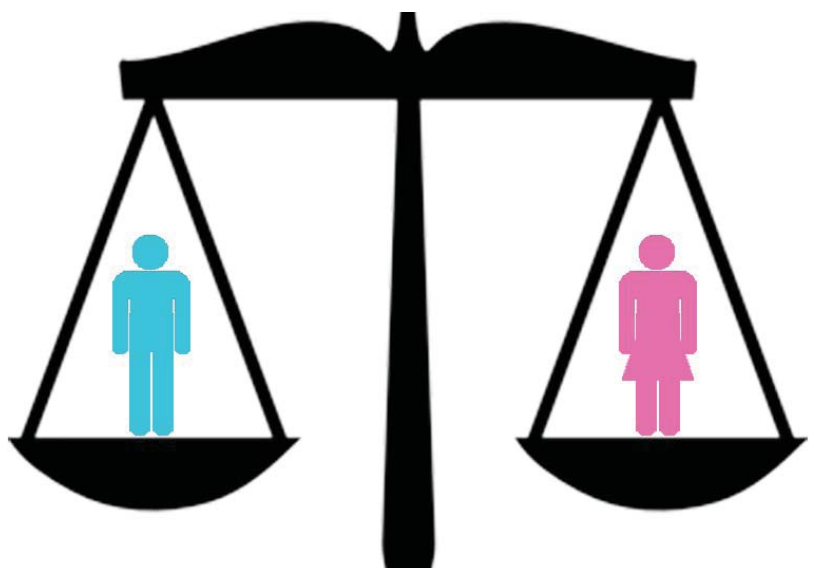
**Izabel Silva Souza D'Ambrosio**  
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### INTRODUCTION

Esta aula visa abordar aspectos relacionados às questões de gênero, muito discutidas atualmente. Isso porque as mulheres recebem, em média, 70% do que os homens recebem desempenhando a mesma função.

Além disso, ainda hoje, há resistência por parte de diversos setores da sociedade em aceitar os novos papéis sociais assumidos por elas. Como consequência de alguns estereótipos, tal como “sexo frágil”, poucas mulheres conseguem assumir cargos de liderança.

Com o intuito de aprofundar nessas questões, assim como conscientizar acerca da importância de promover a igualdade entre os sexos, trataremos da igualdade de gênero nesta unidade.



<http://themiddleground.sg>

**Pre-reading questions:** Have you heard of gender equality? If so, what do you know about it? If not, what do you think it is?

According to *Cambridge Dictionary*, *gender equality*, is “the act of treating women and men equally: Gender equality does not imply that women and men are the same, but that they have equal value and should be accorded equal treatment”

Source: <http://dictionary.cambridge.org/pt/dicionario/ingles/gender-equality>

### TAKE NOTES

In your opinion, does gender equality matter?

Do you think women have the same rights men have nowadays?

What can we do to fix those differences?

How do the roles of men and women differ in the family?  
 Look at the following image:

### ***Traditional Gender Stereotypes.***

<u><i>Feminine.</i></u>	<u><i>Masculine.</i></u>
<i>Not aggressive.</i>	<i>Aggressive.</i>
<i>Dependent.</i>	<i>Independent.</i>
<i>Easily influenced.</i>	<i>Not easily influenced.</i>
<i>Submissive.</i>	<i>Dominant.</i>
<i>Passive.</i>	<i>Active.</i>
<i>Home-oriented.</i>	<i>Worldly.</i>
<i>Easily hurt emotionally.</i>	<i>Not easily hurt emotionally.</i>
<i>Indecisive.</i>	<i>Decisive.</i>
<i>Talkative.</i>	<i>Not at all talkative.</i>
<i>Gentle.</i>	<i>Tough.</i>
<i>Sensitive to other's feelings.</i>	<i>Less sensitive to other's feelings.</i>
<i>Very desirous of security.</i>	<i>Not very desirous of security.</i>
<i>Cries a lot.</i>	<i>Rarely cries.</i>
<i>Emotional.</i>	<i>Logical.</i>
<i>Verbal.</i>	<i>Analytical.</i>
<i>Kind.</i>	<i>Cruel.</i>
<i>Tactful.</i>	<i>Blunt.</i>
<i>Nurturing.</i>	<i>Not nurturing.</i>

<https://s-media-cache-ak0.pinimg.com>

Do you agree with such stereotypes? Choose two of the aforementioned stereotypes and discuss them with your classmates.

Do you know other gender-related expressions/terms? Write them down in the following chart:

MEN	WOMEN

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



<https://www.emaze.com>

“While the world has achieved progress towards gender equality and women’s empowerment under the Millennium Development Goals<sup>1</sup> (including equal access to primary education between girls and boys), 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.

#### Fact and Figures

- About two thirds of countries in the developing regions have achieved gender parity in primary education
- In Southern Asia, only 74 girls were enrolled in primary school for every 100 boys in 1990. By 2012, the enrolment ratios were the same for girls as for boys.
- In sub-Saharan Africa, Oceania and Western Asia, girls still face barriers to entering both primary and secondary school.
- Women in Northern Africa hold less than one in five paid jobs in the non-agricultural sector. The proportion of women in paid employment outside the agriculture sector has increased from 35 per cent in 1990 to 41 per cent in 2015
- In 46 countries, women now hold more than 30 per cent of seats in national parliament in at least one chamber.

Source: <http://www.un.org/sustainabledevelopment/gender-equality/>

<sup>1</sup>The eight Millennium Development Goals (MDGs) – which range from halving extreme poverty rates to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015 – form a blueprint agreed to by all the world’s countries and all the world’s leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world’s poorest.



**ACTIVITY**

Which country do you think is the best for women in the economic field? And the worst? Research on gender equality around the world and discuss your findings with your colleagues.

**TAKE NOTES**

In some countries, female students outnumber the number of male students at universities. Will this affect labor market? Is it good or bad? Why? Why are there few women in top positions? Should girls/women be treated differently? Do you think there is glass-ceiling in your town?

**VOCABULARY**

Discrimination	_____ : The act of keeping one group of people apart from another and treat them differently, especially because of race or sex.
Equal opportunities	_____ : The right to vote in an election, especially for representatives in a parliament or similar organization.
Equal rights	_____ : Women leaders contribute to the development of their home country. Many nations are governed by women leaders.
Equal status	_____ : The act of excluding women from something.
Female headed households	_____ : The participation of women in the development of a country.
Feminism	_____ : An unacknowledged discriminatory barrier that prevents women and minorities from rising to positions of power or responsibility, as within a corporation.
Glass ceiling	_____ : The act of breaking or acting against rights that normally should be treated with respect.
Gender discrimination	_____ : The belief that women should
Sexism	
Sexual harassment	
Segregation	
Suffrage	
Women leaders	
Women empowerment	
Women's rights	
Violation of rights	
Women's participation	
Women's exclusion	

be allowed the same rights, power and opportunities as men and be treated in the same way, or the set of activities intended to achieve this state.

\_\_\_\_\_ : It refers to the belief or attitude that one gender or sex is inferior to or less valuable than the other.

\_\_\_\_\_ : This term refers to freedoms and entitlements of women and girls of all ages. These rights may or may not be institutionalized, ignored or suppressed by law, local custom, and behavior in a particular society.

\_\_\_\_\_ : It refers to increasing the spiritual, political, social or economic strength of women.

\_\_\_\_\_ : Actions based on the belief that the members of one sex are less intelligent, able, skillful, etc. than the members of the other sex, especially that women are less able than men.

\_\_\_\_\_ : Having the same position in society.

\_\_\_\_\_ : Families taken care of by a woman.

\_\_\_\_\_ : Sexual behavior that annoys or upsets someone.

\_\_\_\_\_ : The act of treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin color, religion, sex, etc.

\_\_\_\_\_ : The principle of treating all people the same, and not being influenced by a person's sex, race, religion, etc.

\_\_\_\_\_ : Having the same rights, treatment, etc.

Adaptado de: [http://www.myenglishpages.com/site\\_php\\_files/vocabulary-lesson-vocabulary-women.php](http://www.myenglishpages.com/site_php_files/vocabulary-lesson-vocabulary-women.php)  
Fonte: <http://www.thefreedictionary.com/glass+ceiling>



<http://thebrazilnotebook.weebly.com>

## Brazil Works for Gender Equality and Security for Women

By Jay Forte, Contributing Reporter on March 8, 2016

Since the early 1980s the fight against violence has been a central theme of the feminist movement in Brazil.

RI O DE JANEIRO, BRAZIL – International Women’s Day is celebrated on March 8th every year to varying degrees around the world, and the theme for this year is “Planet 50-50 by 2030: Step It Up for Gender Equality”. Domestic violence is responsible for the deaths of five women per hour in the world, according to the non-governmental organization (NGO) ActionAid, and in Brazil, from 1980 to 2013 another report shows the number has increased by over 250 percent.

Since the early 1980s the fight against violence has been a central theme of the feminist movement in Brazil. The secretary for Women’s Autonomy Policy Secretariat for Women of the Ministry of Citizenship, Tatau Godinho told government press that, “[It] was a long process to build a police apparatus, healthcare and justice with particular care for those who suffer violence.”

According to the secretary, public policies such as the Maria da Penha Law – which increased the severity of penalties for crimes of domestic violence and family – the special courts responsible for the care for women, call centers and the House of the Brazilian Women encourage many Brazilians to speak out. “There are many elements that are becoming safer to report, as they [now] will find support.”

Yet according to the Map of Violence 2015 between 1980 and 2013, there have been 106,093 recorded deaths of women as homicide victims. The number of victims increased from 1,353 women in 1980, to 4,762 in 2013, an increase of 252 percent.

Secretary Tatau Godinho believes that the increase in assaults and murders of women is explained in part by the increasing number of complaints, and the macho reaction to the popularization of feminism. “The conservative reaction is negative and violent,” which for her shows tension between the advancement of women’s demands and the more traditional forces of machismo.

“Machismo is very strong in Brazilian society. It is shocking to realize the increase, for example, of complaints of violence against women in universities, a place for young people, better educated and with better economic conditions than most of the population, therefore, you expect to have the need of gender equality already assimilated.”

Rane Souza, director at RS Language Services, is from Minas Gerais but has lived in Rio for years, and at age 32 shares her experience during her lifetime. “I have seen improvement especially in the legislation concerning violence against women and women’s rights in Brazil. The change

in legislation is due to the fact that women's civil movements have been successful at making their claims come true.”

“For instance, until 2002 a man could divorce his wife on the grounds that she had had sex before marriage. The law that backed such claims has been lifted. In 2006, the Maria da Penha Bill was enacted as federal law. This law has fostered women to try and fight domestic violence.”

Still, other activists agree that the increased violence in Brazil today is a sexist reaction to greater female freedom. Jéssica Barbosa, assistant to the women's rights program ActionAid Brazil explains, “Here in Latin America, in violence against women Brazil is the fifth country. According to the Avon Institute, three out of five women have experienced violence in relationships in our country.”

In Brazil, the organization promotes the Cidade Segura para as Mulheres (Safe City campaign for Women), which seeks the commitment of the government with a fair and equitable city for all genres. “Many women can not exercise their right to come and go. The city was not meant for women, the alleys are too narrow and dark in Brazil. There must be the empowerment of women to overcome the violence,” adds Barbosa.

Fonte: <http://riotimesonline.com/brazil-news/rio-politics/brazil-works-for-gender-equality-and-security-for-women/#>

### TAKE NOTES

In your opinion, does Brazil have good policies for women?

Do you think that the educational system attempts to push people into traditionally “female” and “male” roles?

Are there social behaviors which are only seen as appropriate for men/women?



<http://trainingandcounselling.co>





**ACTIVITY**

Read the text and answer the questions:

Men dying sooner than women makes sense biologically: because 105 males are born for every 100 females, it would assure that there are about the same number of men and women at reproductive ages. But even though women showed a longer life expectancy in almost every human society in the last decade of the 20th century, the size of the advantage varied greatly. For example, in the U.S. male life expectancy was 73.4 years for males and 80.1 years for females, a difference of 6.7 years, whereas in France it was 7.8 years and in the U.K., 5.3 years. The discrepancy was much greater in some countries, with the difference in Russia reaching more than 12 years, but in others, such as India (0.6 year) or Bangladesh (0.1 year), it was much less.

Fonte: <https://www.scientificamerican.com/article/why-is-life-expectancy-lo/>

Considering those numbers and the fact that

How would women change the world if they outnumbered men in different areas?

Complete the table with your partner(s) and share your ideas.

Women as...	How would they change things?	Better or worse than now?
Politicians		
Military generals		
Police officers		
Taxi drivers		
CEOs		
City planners		



<https://pixabay.com>

### DISCUSSING GENDER EQUALITY

Choose one of the following roles and write down the arguments that support the role you have chosen:

Students A believes that the world would be a much better place if women ran it.

Students B believes women in charge would lead to disaster.

Adaptado de: [http://www.breakingnewsenglish.com/0809/080918-gender\\_equality.html](http://www.breakingnewsenglish.com/0809/080918-gender_equality.html)

#### WEB SEARCH

<https://www.youtube.com/watch?v=NNt35VWc7aE>

Access the website and watch the video. Do you think what Emma Watson said is common in Brazil?

### CONCLUSION

Nesta unidade, pudemos conhecer o conceito de *gender equality* e as dificuldades que as mulheres têm tanto em começar os estudos, em algumas regiões, quanto em conseguir superar o preconceito e ter acesso a empregos outrora associados aos homens.

Na esteira de tais discussões, tivemos a oportunidade de discutir alguns estereótipos atribuídos a ambos os sexos, bem como vislumbrar novas perspectivas de vida para as mulheres, tendo em vista que elas têm maior expectativa de vida que os homens.



## SUMMARY

*Gender Equality* é um tema amplo e merece ser explorado na esfera acadêmica, visto que as mulheres são maioria tanto no ingresso quanto na conclusão dos cursos nas universidades brasileiras.

Outro aspecto relevante é que elas são as que mais sofrem violência, além de terem salários em média 30% menor que o dos homens, ainda que desempenhem a mesma função. Com o intuito de estimular a reflexão acerca dessas situações, trouxemos essa temática para a nossa disciplina.

Outrossim, continuaremos a discorrer a respeito dos paradigmas impostos pela sociedade há muito tempo. Nesse sentido, na próxima aula, abordaremos *Beauty Patterns*.



## SELF-EVALUATION

Estou ciente da definição de Gender Equality?

Sei aplicar o vocabulário relacionado ao tema em contextos reais?

Consegui assimilar o material apresentado?



## NEXT CLASS

Na próxima aula, *Beauty Patterns*.

## REFERENCE

BRASIL. Secretaria de Educação Fundamental. **Parâmetros curriculares nacionais**: terceiro e quarto ciclos do ensino fundamental: Língua Estrangeira / Secretaria de Educação Fundamental. Brasília: MEC/SEF, 1998.