

Gender, Conflict, and Education

Instructor's Note

2017

Overview

This instructor's note provides a framework for using the "Gender, Conflict, and Education" teaching pack, which centers on a short case about the 2012 shooting of Malala Yousafzai by members of the Taliban due to her educational activism. In the case, students read about the shooting and reactions from the national and international community and Malala herself. The case examines Malala's shooting within the context of Pakistan and her advocacy work.

Through the reading and discussion of this case, as well as through four suggested classroom activities, students will be introduced to a broad concept of health which not only considers "health conditions" (conditions of the body) but also includes conditions in the world and social environment that affect health (social determinants of health). They will explore what social, political, and environmental conditions affect educational access in Pakistan. Education's connection to long-term health outcomes will be emphasized. Students will also explore the responses that are necessary to impact social determinants of health by exploring Malala's advocacy work and whether students believe it is an effective route to change.

This teaching pack is composed of this Instructor's Note as well as the following companion materials:

Teaching Materials

- Case Study: "[Malala Yousafzai: A Young Female Activist](#)"
- Lesson 1: Gender Equity, Education, and Health
 - Exhibit A: Statistics Snapshot – Pakistan and United States
- Lesson 2: The Long-Term Impact of Girls' Education
- Lesson 3: Analyzing Advocacy
 - Exhibit B: Excerpts From Malala's BBC Diary
- Lesson 4: Advocating for Change

Additional Resources

- Annotated Bibliography: Gender, Conflict, and Education
- Glossary: Violence Against Women and Girls

Learner Level

- High School, College

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Learning Objectives

This lesson will enable students to:

1. Understand how poverty, education, and gender equity are related to population health.
2. Apply the global health problem framework of conditions, determinants, and responses, to the specific challenges related to gender, girls' education, and health.
3. Analyze cross-country data related to gender equity, particularly girls' education, at the population level to understand its connection to long-term health outcomes.
4. Evaluate the role of advocacy (e.g., speeches, blogging, public outreach) as an effective response to tackle structural barriers to gender equity.
5. Reflect on community-level actions that can be taken to empower women and girls in response to these structural barriers.

WOMEN'S HEALTH

October 16, 2013

Malala Yousafzai: A Young Female Activist Teaching Case

Swat Valley & the Pakistani Taliban

Swat Valley, previously a tourist destination sometime referred to as the Switzerland of Pakistan, was located in Pakistan's northwestern region.^{1,2} In 2007, the militant group known as Tehrik-i-Taliban (TTP) began to occupy and control parts of Swat Valley and to impose their version of Sharia^a (Islamic) law.^{3,4} This included a prohibition on women's education and the death penalty for barbers, music shop owners, and thieves; the militants also claimed that polio vaccinations were a Western conspiracy.⁵ They also required women to wear shuttlecock burqas^b and banned them from going to market.⁶ Over the years, TTP militants periodically clashed with the Pakistani Army and engaged in two major campaigns in 2007 and 2009.⁷ Though the army was able to reclaim parts of Swat, including Mingora, the biggest city in the Swat District, large parts of the region remain impenetrable.⁸ According to government estimates, nearly three million civilians were displaced from their homes during the battles over the Swat Valley region.⁹

The TTP was an organization distinct from but closely related to the Taliban based in Afghanistan and Al Qaeda, another militant group with anti-West tendencies.¹⁰ In December 2009, the TPP bombed a mosque killing 36 and wounding 75 people and closed over 150 schools.¹¹ It also claimed responsibility for the attempted bombing in Times Square, a popular tourist spot in New York City in May 2010.¹² According to the Director of Policy and Programs at the Jinnah Institute, a non-profit, non-partisan organization based in Pakistan, TTP's primary target was the Pakistani state and military because "it resents the fact that it (Pakistan) has an alliance with the West, and it wants Sharia to be imposed in Pakistan."¹³



Source: <https://www.cia.gov/library/publications/the-world-factbook/geos/pk.html> accessed October 2013

Source: <https://www.cia.gov/library/publications/the-world-factbook/geos/pk.html> accessed October 2013.

^a Many Muslims viewed Shariah law as Divine Law. The basis for Shariah was the holy Islamic book, the Quran as well as the Sunnah, the teachings of the prophet Mohammad. For practicing Islamists Shariah Law guided religious practices as well as guidance for daily life. Within the Islam community, there were differing interpretations of the nature of Shariah law. Source: Farzaneh Roudi-Fahimi, "Islam and Family Planning," Population Reference Bureau Policy Brief, 2004, <http://www.prb.org/Publications/Reports/2004/IslamandFamilyPlanning.aspx> accessed September 2013.

^b A shuttlecock burqa covers the wearer's entire face except for a small region about the eyes, which is covered by a concealing net or grille.

This case was originally developed by the Harvard Global Health Institute by Jaclyn Chai, MPH, Administrative Director, Global Women's Health Programs, Rachel Gordon, MBA, Case Studies Manager, and Paula A. Johnson, MD, MPH of the Brigham and Women's Hospital. It is used and distributed with permission by the Global Health Education and Learning Incubator at Harvard University. Cases are developed solely as the basis for class discussion. Cases are not intended to serve as endorsements, sources of primary data, or illustrations of effective or ineffective management.

Teaching Case: Malala Yousafzai: A Young Female Activist

Malala Yousafzai's Public Profile Before the Shooting

In 2009, Malala Yousafzai, an 11-year-old girl, lived in the town of Mingora in Swat Valley and was an outspoken education and human rights activist despite her youth. Her father, Ziauddin Yousafzai was a poet, school owner, a member of Swat's peace jirga (tribal council), and educational activist.¹⁴ In 2008, he had taken his daughter to Peshawar to speak at a local press club about girls' right to basic education. The event was covered by newspapers and television channels through the region.¹⁵ (See **Exhibit 1** for ranking of countries with the most female out-of-school children.) Soon afterwards, she began anonymously blogging for BBC Urdu about what it was like to live under harsh TTP rule.¹⁶ These entries depicted life from a schoolgirl's perspective during the time whilst the TTP passed formal edicts prohibiting girls from attending school.^{17,18} Yousafzai was also featured in a *New York Times* documentary called "Class Dismissed: The Death of Female Education."¹⁹ In 2011, she was nominated for the International Children's Peace Prize by South African activist Desmond Tutu.²⁰ Later that year, Pakistan's Prime Minister awarded her Pakistan's first National Youth Peace Prize.²¹ As Yousafzai's public profile grew, she began receiving death threats.²²

The Events of October 9, 2012

On October 9th, 2012 in Mingora, Yousafzai, now 14 years old, was returning home from school when hooded TTP militants stopped and boarded the school bus. They demanded that the other schoolchildren on the school bus identify Yousafzai asking, "Who is Malala?"²³ After being identified, she was shot in the head. Although a bullet traversed her brain and lodged in her spine, she survived the shooting but was critically injured. Two other girls were also hurt during the shooting; they also survived.²⁴

The Government's Response

The Pakistani government took responsibility for her care, treating her at a military hospital in Peshawar under heavy security. Her doctors and the Pakistani government decided to transfer her out of country to an English hospital which specialized in military-related trauma.^{25,26} Pakistan President Asif Ali Zardari stated that the violent assault on Yousafzai was "an attack on all girls in Pakistan, an attack on education, and on all civilized people."²⁷ Authorities offered a US\$100,000 reward for her attackers' capture.²⁸ Pakistan's Prime Minister and top military officials also condemned the attack, calling the shooting "inhuman" and a "heinous act of terrorism."²⁹ A month later, the Pakistani government pledged cash incentives to poor families to send their children to school.³⁰ (See **Exhibit 2** for role that lack of income plays in educational access and opportunity.)

Pakistani Taliban Response

A TTP spokesman confirmed that Yousafzai was the specific target of the shooting and added that she was a symbol of "infidels and obscenity."³¹ He went on to say, "She has become a symbol of Western culture in the area; she was openly propagating it," adding that if she survived, the militants would try to kill her again.³²

Public Response & International Outrage

Rallies and prayer sessions were held across Pakistan while social media forums bustled as people from around the world voiced their disgust with the attack and expressed their admiration for Yousafzai.³³ Fifty Islamic clerics in Pakistan issued a fatwa—an Islamic religious decree—against the gunmen, and the Sunni Ittehad Council publicly denounced the TTP's religious arguments for justifying the shooting of Yousafzai and her classmates.³⁴

Teaching Case: Malala Yousafzai: A Young Female Activist

The shooting also drew significant international response. The US President Obama “strongly condemned the shooting,” calling it “reprehensible, disgusting and tragic.”³⁵ UN Secretary-General Ban Ki-moon also voiced his “outrage and strong condemnation” at this “heinous and cowardly” act.³⁶ Gabriella Giffords, the US Representative from the US state of Arizona who was shot in the head by a gunman during a public rally in 2011, and John Kerry, the US Secretary of State, former Senator from the US state of Massachusetts, were among the many who reached out to offer assistance.³⁷

“I am Malala”

On October 15, 2012, Gordon Brown, former British Prime Minister, who had been appointed UN Special Envoy for Global Education in July 2012, launched a petition in Yousafzai’s name to call on Pakistan “to ensure that every girl like Malala has the chance to go to school” using the slogan “I am Malala,” a chant that was heard at demonstrations across Pakistan.^{38,39} He also called on the international community to ensure that all children have access to education by the end of 2015.⁴⁰ On July 12, 2013, dubbed “Malala Day,” over 500 youth from 75 nations gathered at the UN headquarters calling for every child worldwide to have the right and access to an education as Yousafzai spoke to UN leaders to call for worldwide education.^{41 42}

Fall 2013

In the fall of 2013, Yousafzai published her memoir, “I Am Malala.” The European Parliament awarded her the prestigious Sakharov Prize for Freedom of Thought and many believed that she might be a recipient of the Nobel Peace Prize.⁴³ However, even as Yousafzai was increasingly recognized worldwide for her efforts on behalf of educational access, there were reports by news agencies that within the Swat region some residents were ambivalent about Yousafzai and her impact.^{44,45} They worried that the TPP might return to power in the region. Yousafzai, they felt, had received undeserved attention especially because another schoolgirl who had also been shot and seriously injured by the TPP had not received any offers of medical assistance.⁴⁶ The girl’s father, a flour mill worker according to *The New York Times* “noted that in contrast to Ms. Yousafzai, no politicians or campaigners had rushed to help after his daughter was shot. ‘We are arranging her treatment with great difficulty.’”⁴⁷ However, despite the continuing threats on her life and the ambivalent attitudes of some at home, Yousafzai remained a steadfast advocate. In an interview with the popular American TV personality Jon Stewart she explained what she would do if she encountered a Taliban member,

“If you hit a Talib, then there would be no difference between you and the Talib... You must not treat others with cruelty [...] you must fight others through peace and through dialogue and through education. I would tell him how important education is and that I would even want education for your children as well,” the Pakistani girl added. “That’s what I want to tell you, now do what you want.”⁴⁸

Fall 2014

On October 10, 2014, the Norwegian Nobel Committee jointly awarded the Nobel Peace Prize to Yousafzai and Kailash Satyarthi, an Indian activist dedicated to improving children’s rights, “for their struggle against the suppression of children and young people and for the right of all children to education.”⁴⁹ The Committee noted, “Despite her youth, Malala Yousafzai has already fought for several years for the right of girls to education, and has shown by example that children and young people, too, can contribute to improving their own situations. This she has done under the most dangerous circumstances. Through her heroic struggle she become a leading spokesperson for girls’ right to education.”⁵⁰

Teaching Case: Malala Yousafzai: A Young Female Activist

Yousafzai, the youngest recipient ever of the Nobel Peace award, reacting to the award said, “I want to tell children all around the world that they should stand up for their rights, they shouldn’t wait for someone else.” This award is for all those children who are voiceless, whose voices need to be heard.”⁵¹

Teaching Case: Malala Yousafzai: A Young Female Activist

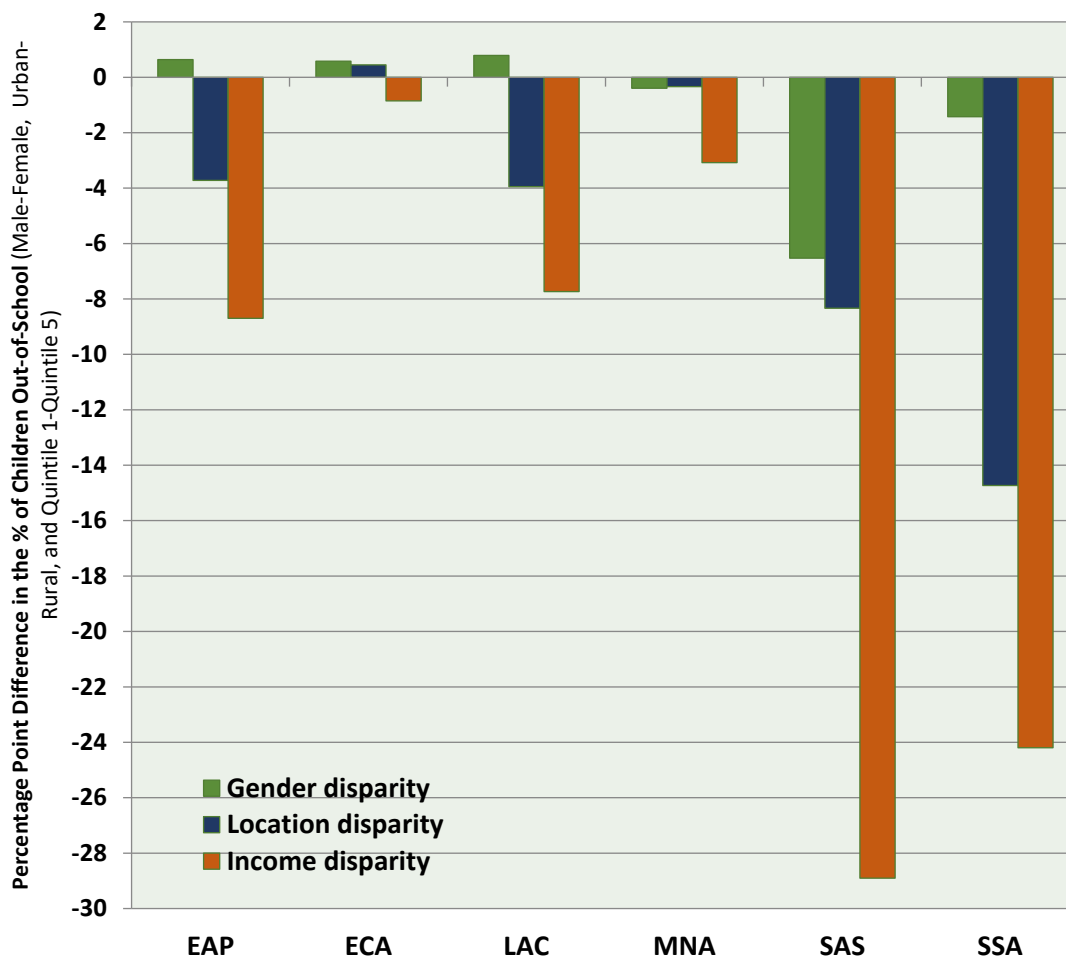
Exhibit 1: 10 Countries with the Most Female Out of School Children

10 Countries with the Most Female Out-of School Children (2008-2011)		
1	Nigeria	5,487,901
2	Pakistan	3,241,203
3	India	1,407,495
4	Ethiopia	1,367,141
5	Côte d'Ivoire	663,809
6	Philippines	661,551
7	Bangladesh	591,325
8	Niger	568,884
9	Yemen, Rep.	567,702
10	Burkina Faso	530,731
<p>Source: UNESCO Institute for Statistics in EdStats, October, 2012;</p> <p>Notes: Data displayed is the most current year available; Data were not available for 61 of 213 countries.</p>		

Source: EdStats, "Access to Education: A Global Report," The World Bank, The State of Education Series, November 2012, <http://go.worldbank.org/WBYFTX6CM0>, accessed August 2013.

Teaching Case: Malala Yousafzai: A Young Female Activist

Exhibit 2: Low Income is the Greatest Source of Disparity in Percentages of Out-of-School Children Across Regions



Source: Estimated by Porta (2011) using data from Demographic and Health Surveys, Multiple Indicator Cluster Surveys, and Living Standards Measurement Studies for 1985-2007

Legend:

EAP: East Asia Pacific	ECA: Europe and Central Asia	LAC: Latin America and Caribbean
MNA: Middle East and North Africa	SAS: South Asian Seas	SSA: Sub-Saharan Africa

Source: EdStats, "Access to Education: A Global Report," The World Bank, The State of Education Series, November 2012, <http://go.worldbank.org/WBYFTX6CM0>, accessed August 2013.

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Endnotes

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Gender Equity, Education, and Health

Lesson Plan 1

2017

Purpose

The purpose of this lesson is to introduce the concept of “health” as more than an absence of disease. By analyzing the social context in Malala’s case, students will learn to identify the determinants of health, or the environmental, social, and economic conditions outside the body, that may affect health. More specifically, students will describe barriers that children face when trying to attend school, and what these factors look like especially for girls.

Learner Level

- High School

Time

One 1-hour session

Required Materials

- Copies of the case, “[Malala Yousafzai: A Young Female Activist](#)” (included in teaching pack)
- Copies of “Exhibit A: Statistics Snapshot – Pakistan and United States” (included in teaching pack)
- Computer, projector
- Copies of the [17 Sustainable Development Goals infographic](#)

Lesson Summary

This short case describes the 2012 shooting of Malala Yousafzai, a 14-year-old girl in Pakistan, by members of the Taliban due to her educational activism. Students read about the shooting and reactions from the national and international community and Malala herself. The case examines Malala’s shooting within the context of Pakistan and her advocacy work.

Learning Goals

1. Describe how girls’ education is related to the United Nations Sustainable Development Goals.
2. Compare and contrast cross-country data on gender equity and connect to a case study.
3. Understand how poverty, education, and gender equity are related to population health.

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Lesson Plan: Gender Equity, Education, and Health

Procedure

Read the case “[Malala Yousafzai: A Young Female Activist](#),” which shares the story of Pakistani girls’ education activist, Malala Yousafzai.

To warm up the class, elicit students’ ideas about the barriers Malala experienced while trying to go to school; write them on the board.

Now that students have identified barriers to education, have them reflect on the consequences of limited access to education with the person next to them: If a girl receives little or no schooling when she grows up, will it be harder or easier for her to have or do the things in the table below? Why?

Table 1 – Girl’s Life as a Grown-Up Activity

Girl’s Life as a Grown-Up	Easier	Harder	Why?
Extra savings			
A family			
Food to eat on a daily basis			
Safe Shelter			
Health			
Independence			
Type of job she has			
Write a letter			
Amount of money she may make			
Make decisions about her body			
Choices about the type of job she can look for			
Get news			
Use a smart phone (text, web, etc.)			
Other things you can think of:			

Lesson Plan: Gender Equity, Education, and Health

Debrief by asking students to share what surprised them, which items might have confused them, or if they believe the things they have selected affect a person's quality of life. Students may not agree on all of the answers, and these points of tension can facilitate interesting dialogue.

Watch "[Malala Introducing 'The World's Largest Lesson'](#)," a six-minute video about the United Nations' global goals for sustainable development, also known as the "Global Goals" or the "Sustainable Development Goals (SDGs)." The 17 goals aim to help the global community end extreme poverty, fight inequality and injustice, and tackle climate change by 2030.

Pass out a handout of [The Global Goals for Sustainable Development](#) and allow students time skim them briefly. Discuss why Malala is introducing the SDGs in the video. How might her story and her mission about girls' education relate the SDGs, if at all?

Why does education matter?

Education is the key that will allow many other Sustainable Development Goals (SDGs) to be achieved. When people are able to get quality education they can break from the cycle of poverty. Education therefore helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live more healthy and sustainable lives. Education is also crucial to fostering tolerance between people and contributes to more peaceful societies.

Source: [United Nations](#)

Why does gender equality matter?

Women and girls represent half of the world's population and therefore also half of its potential. But today gender inequality persists everywhere and stagnates social progress. Disadvantages in education translate into lack of access to skills and limited opportunities in the labor market. Women's and girls' empowerment is essential to expand economic growth and promote social development. The full participation of women in labor forces would add percentage points to most national growth rates—double digits in many cases.

Source: [United Nations](#)

Divide students into small groups and have them examine Exhibit A: Statistics Snapshot – Pakistan and United States (included in teaching pack), which provides an overview of specific data and indicators the global community is tracking in Pakistan and the United States.

Assign each group one set of statistics—extreme hunger and poverty, universal primary education, gender equality, maternal health, environmental sustainability—to discuss the inequities reflected in the data. Students should discuss the following questions in their groups:

How does Malala's situation—or girls' education more broadly—relate to the statistics you are looking at?

- e.g., Lack of a toilet might make it difficult for young girls to stay in school, especially during their menstrual cycle.

Jot down three observations that pique your interest about the data across countries (Pakistan vs. United States). Why do these comparisons intrigue you?

- e.g., There's surprisingly a similar percentage of women holding national parliament seats in the United States and Pakistan.
- e.g., Almost twice as many people have access to toilets in the United States than in Pakistan.

Lesson Plan: Gender Equity, Education, and Health

- e.g., Almost 16 times more mothers die per 100,000 infants born in Pakistan than in the United States.

Debrief as a class, selecting a few groups to present their rationale or share their observations.

Wrap up the first lesson with students journaling about their personal experience: What factors shape their own ability to go to school? How are they similar or different from Malala's experience?

Summary

Students have observed what barriers children may face when trying to attend school. Next, they thought about these factors within the context of being a girl (gender) and considered the possible negative long-term consequences that may result if a girl can't go to school. These factors that they've identified in the case and in their own context are social determinants. These are conditions that affect a person's health but don't necessarily have to do directly with disease—the circumstances of their life.

Gender Equity, Education, and Health

Lesson 1 Exhibit A

2017

Exhibit A: Statistics Snapshot – Pakistan and United States

Table 1 -Millennium Development Goal Indicators from Pakistan and the United States.

MDG Category	Specific Indicator (item being measured)	Pakistan	United States
Extreme Poverty and Hunger	Percent of population in extreme poverty (surviving on less than U.S. \$1.25 daily)	13%	-
Extreme Poverty and Hunger	Percent of population without enough to eat	22%	<5%
Universal Primary Education	Number of children who attend school per every 100 children	72	93
Gender Equality	Ratio of girls to boys in primary education	0.87	0.99
Gender Equality	Percent of women with a paid job unrelated to agriculture	13%	48%
Gender Equality	Percent of seats held by women in national parliament	21%	19%
Maternal Health	Number of mothers that die per every 100,000 infants born	170	28
Maternal Health	Percent of married women or women in a long-term relationship using birth control	35%	76%
Maternal Health	Percent of married women or women in a long-term relationship who want birth control but can't get it	20%	8%
Environmental Sustainability	Percent of population with access to at least 5 gallons of clean, uncontaminated water for safe bathing and drinking	91%	99%

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Lesson 1 Exhibit A: Gender Equity, Education, and Health

MDG Category	Specific Indicator (item being measured)	Pakistan	United States
Environmental Sustainability	Percent of population with access to private toilets (or something comparable) that dispose of human waste in a manner that does not promote disease	64%	100%
Environmental Sustainability	Percent of those living in cities who live in slums	46%	-

Data Source: Millennium Development Indicators: Country and Regional Progress Snapshots. United Nations 2015. <https://mdgs.un.org/unsd/mdg/Host.aspx?Content=Data/snapshots.htm>.

The Long-Term Impact of Girl's Education

Lesson Plan 2

2017

Purpose

The purpose of this lesson is to examine the conditions that result from different influences—social, political, physical environment, health—in a girl's life and how these may influence her access to educational opportunities. Students will consider the impact of educational opportunity on a girl's life and on the world. They will discuss what needs to change to promote greater gender equity in education, and whether girls in the United States face any of the same challenges as girls in Pakistan.

Learner Level

- High School

Time

One 1-hour session

Required Materials

- Copies of the case, "[Malala Yousafzai: A Young Female Activist](#)" (included in teaching pack)
- Papers, pencils
- Dry-erase board or chalkboard

Lesson Summary

This short case describes the 2012 shooting of Malala Yousafzai, a 14-year-old girl in Pakistan, by members of the Taliban due to her educational activism. Students read about the shooting and reactions from the national and international community and Malala herself. The case examines Malala's shooting within the context of Pakistan and her advocacy work.

Learning Goals

1. Generate and organize the social, political, built environment, and health factors that influence a girl's access to education.
2. Infer the long-term consequences on a girl's life—and the world—that are influenced by these factors.
3. Compare and contrast the similarities and differences in these social determinants between Pakistan and the United States

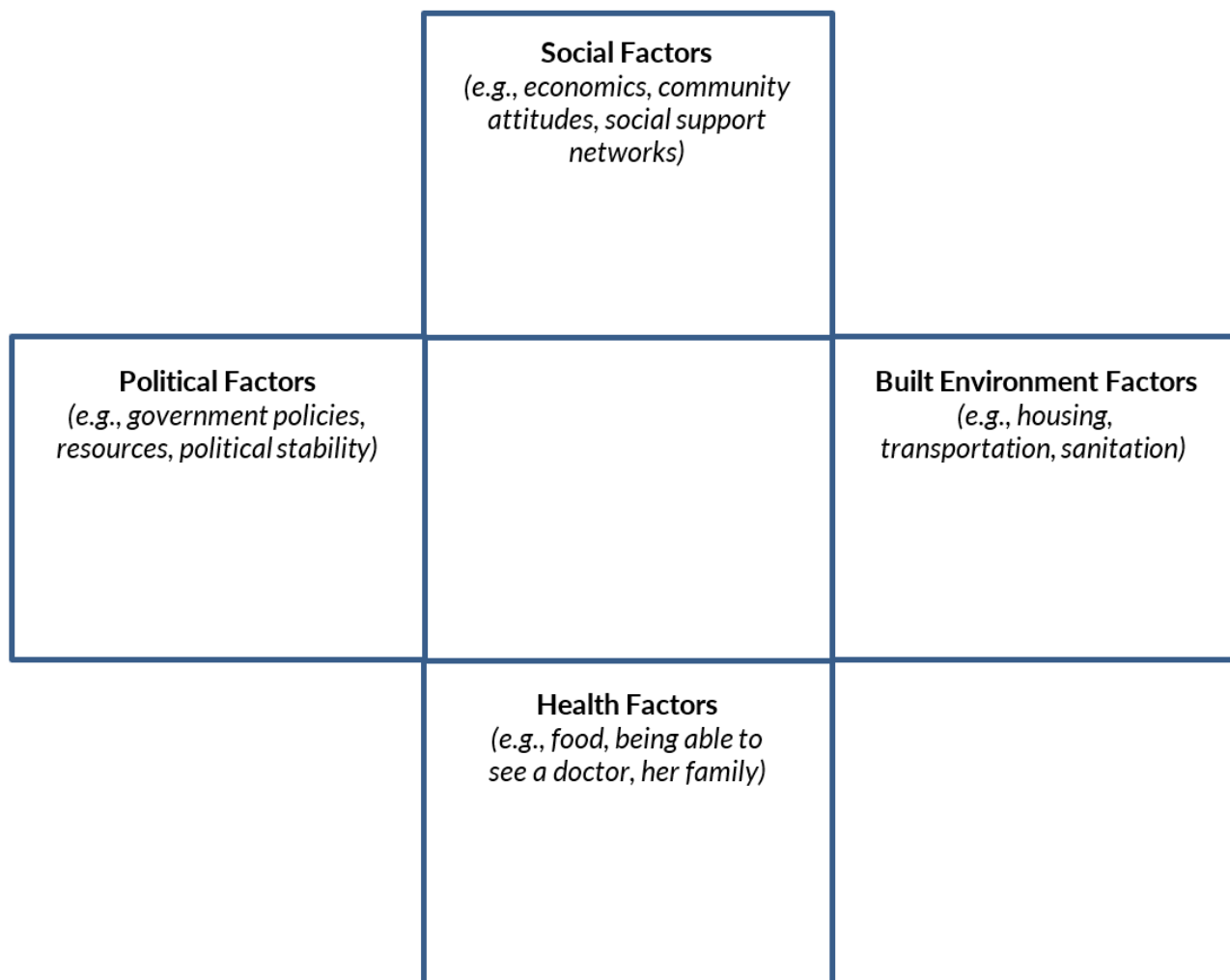
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Lesson Plan: The Long-Term Impact of Girls' Education

Procedure

You may want to have a student summarize the key takeaways from the previous lesson, “Gender Equity, Education, and Health.” Reiterate that in this lesson, the class will continue to think what factors may prevent a girl from attending school and how a lack of education may have long-term consequences on the quality of a girl’s life well into adulthood.

For the next activity, students will brainstorm and categorize the factors that make it difficult for girls in certain societies to attend school. Divide the students into small groups and have them sketch out the following graphic organizer on a sheet of paper.



Assign each group a category from one of the outside boxes (social, political, built environment, or health factors). Have each group generate a list of specific things relating to their category that make it difficult for a girl to attend school.

- Discuss how some factors mentioned apply specifically to girls while others may have more to do with poverty or location.
- Note that while many of these factors may also apply to boys, girls experience additional barriers to accessing education due to their gender in certain contexts.

Lesson Plan: Gender Equity, Education, and Health

On the board, draw the graphic organizer. Ask each group to contribute their responses under the respective factor, and have each group explain one factor in depth. List their responses in the appropriate box.

A sample of possible responses are included below.

Social Factors

- Socioeconomic status
 - Is her family able to afford school? Even if it is free, can they afford school fees and expenses such as uniforms, books, supplies, or transportation?
 - Does her family need the girl to work, either doing unpaid work such as household chores or watching siblings, or paid work such as working in the field?
- Social status
 - Does her family come from a background that sends girls to school?
- Cultural
 - Does her family think it is important for girls to go to school?
 - Does she have any role models? Did her mother (or other female relatives) attend school? Did other women in her community attend school?
 - Does the family think it is important to invest in the girl's future beyond marriage?
 - Does her family and community think it is okay for a girl to walk to school?
 - Is she expected to marry early?

Political Factors

- Is there political will at the societal level to enroll girls in school?
- Is there adequate government/municipal spending on education?
- Is there conflict or unrest?
- Is there a national system of education?
- Are there female political leaders?

Built Environment Factors

- Water and Sanitation
 - Does she have access to a bathroom?
 - Is she able to deal with personal sanitary needs when menstruating?
- Housing
 - Does she have adequate housing?
 - Does she have a place to study? Is it quiet?
- Electricity
- Transportation
 - Is there a manageable way for her to get to school?
 - Is it physically safe for a girl to walk to school?
 - Does she risk being attacked because of her gender?

Health Factors

- Malnutrition and undernourishment
 - Does she have enough food to eat so that she won't be hungry (and distracted) during school?
- Maternal mortality

Lesson Plan: The Long-Term Impact of Girls' Education

- Has her mother died from childbirth? If so, has she lost a champion of her education? Is she expected to take over managing the domestic household?
- Use of health services (especially around reproductive health)

As a class, generate a list of the long-term impacts of these factors on a girl—or even the world—if girls do not have access to school. For example, what are the long-term consequences of malnutrition on access to education? Lack of housing? Write them in the middle box of the graphic organizer.

Sample answers could include:

- Increased chance of poverty due to lack of professional opportunities. (While this is acute for all who do not attend school, it is especially true for women.)
- Lost chances for greater independence/autonomy/decision-making power as education offers opportunity to increase earning power.
- Continuation of a cycle of poverty to the next generation—family continues to remain in poverty and lacks opportunities that earning power brings.
- Continued social inequality between men and women.
- Continued economic inequality between men and women/continued loss of women's full contributions to society
- Continued loss of women to disease, to health conditions related to childbirth and child rearing
- Lack of women's voices to shape policies and systems that are more equitable

Have the groups of students list their top response for the long-term impacts of now attending school.

Discuss the following, before debriefing as a class:

- What needs to change so that girls may attend school?
- Do girls in the United States face any of the same challenges as girls in Pakistan to attending school? What are the similarities and differences? Explain.

Summary

Students have continued to think about health and what it means to be healthy. They have considered how having limited educational opportunities may affect the quality of one's life and health negatively. Specifically, the class has looked at conditions that result from different influences—social, political, physical environment, health—in a girl's life and how these may influence a girl's access to educational opportunities. Students have considered this impact on her life and even the world. They briefly touched on what they think needs to change and whether girls in the U.S. face any of the same challenges as girls in Pakistan. In the subsequent lesson, they will look at Malala and how she has chosen to advocate for change with a fuller understanding of the conditions she has addressed.

Analyzing Advocacy

Lesson Plan 3

2017

Purpose

The purpose of this lesson is for students to think about leadership and methods for advocating for change by analyzing Malala's actions and texts and consider her impact within various contexts (change at the country level, change at the international level, change in attitudes, etc.). Students will reflect on pieces of Malala's writing and connect her recommendations for change to the social determinants categories identified in Lesson 2. Students will pull together their reflections and draft their own letter to Malala.

Learner Level

- High School

Time

One 1-hour session

Required Materials

- Copies of "Exhibit B: Excerpts From Malala's BBC Diary" (included in teaching pack)
- Sticky notes

Lesson Summary

This short case describes the 2012 shooting of Malala Yousafzai, a 14-year-old girl in Pakistan, by members of the Taliban due to her educational activism. Students read about the shooting and reactions from the national and international community and Malala herself. The case examines Malala's shooting within the context of Pakistan and her advocacy work.

Learning Goals

1. Deconstruct the components of Malala's blog posts for the BBC (e.g., audience, purpose).
2. Organize and evaluate how Malala's advocacy addresses different social determinants of health
3. Analyze and discuss the effectiveness of Malala's advocacy in reducing barriers to girls' education in Pakistan.

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Procedure

In small groups, read excerpts from Malala's blog for the BBC (Exhibit B, included in teaching pack):

- Describe the tone of the blog. Who is the intended audience?
- What is the purpose of these blog posts? How effective or ineffective do you think these posts are in achieving the purpose?
- Why do you think Malala used a blog versus another platform? Generate some benefits and challenges to her approach.
- At what level is Malala seeking change (e.g., local, national, international)? Why do you think she has targeted that specific level with her advocacy?

Pass out sticky notes. Each student should jot down one solution Malala has identified and post it on the board. Ask if they notice any patterns or trends among the sticky notes.

Now that students have identified the overarching themes, have the class categorize the changes Malala seeks, using the categories from the previous lesson's analysis (social, political, health, and built environment). What factors do Malala's solutions tend to address?

Based on the recommendations on the board, discuss what evidence would you look for to evaluate Malala's impact. Some of the indicators listed in Exhibit 1 and Exhibit 2 of the case might be helpful.

Debate as a class: Some say that Malala's advocacy has not had a demonstrable impact, and that girls in Pakistan still face the same barriers that they did before Malala was shot. What do you think? Use data from the case to support your points where possible.

Gender Equity, Education, and Health

Lesson 3 Exhibit B

2017

Exhibit B: Excerpts From Malala's BBC Diary

Source: Moving Moments from Malala's BBC Diary. BBC News 2014; Oct 10.
<http://www.bbc.com/news/world-asia-29565738>.

Saturday 3 January: I Am Afraid

I had a terrible dream yesterday with military helicopters and the Taleban. I have had such dreams since the launch of the military operation in Swat. My mother made me breakfast and I went off to school. I was afraid going to school because the Taleban had issued an edict banning all girls from attending schools.

Only 11 students attended the class out of 27. The number decreased because of Taleban's edict. My three friends have shifted to Peshawar, Lahore and Rawalpindi with their families after this edict.

On my way from school to home I heard a man saying 'I will kill you'. I hastened my pace and after a while I looked back if the man was still coming behind me. But to my utter relief he was talking on his mobile and must have been threatening someone else over the phone.

Wednesday 14 January: I May Not Go to School Again

I was in a bad mood while going to school because winter vacations are starting from tomorrow. The principal announced the vacations but did not mention the date the school was to reopen. This was the first time this has happened.

In the past the reopening date was always announced clearly. The principal did not inform us about the reason behind not announcing the school reopening, but my guess was that the Taleban had announced a ban on girls' education from 15 January.

This time round, the girls were not too excited about vacations because they knew if the Taleban implemented their edict they would not be able to come to school again. Some girls were optimistic that the schools would reopen in February but others said that their parents had decided to shift from Swat and go to other cities for the sake of their education.

Since today was the last day of our school, we decided to play in the playground a bit longer. I am of the view that the school will one day reopen but while leaving I looked at the building as if I would not come here again.

Monday 19 January: Army in Their Bunkers

Five more schools have been destroyed, one of them was near my house. I am quite surprised, because these schools were closed so why did they also need to be destroyed? No one has gone to school following the deadline given by the Taleban.

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Lesson 3 Exhibit B: Analyzing Advocacy

Today I went to my friend's house and she told me that a few days back someone killed Maulana Shah Dauran's uncle; she said that it may be that the Taleban destroyed the schools in anger at this.

She also said that no one has made the Taleban suffer but when they are hurt they take it out on our schools. But the army is not doing anything about it. They are sitting in their bunkers on top of the hills. They slaughter goats and eat with pleasure.

Sunday 8 February: School Memories

I am sad watching my uniform, school bag and geometry box.

I felt hurt on opening my wardrobe and seeing my uniform, school bag and geometry box. Boys' schools are opening tomorrow. But the Taleban have banned girls' education.

The memories of my school flashed before me, especially the arguments among the girls.

My brother's school is also reopening and he has not done his homework. He is worried and does not want to go to school. My mother mentioned a curfew tomorrow and my brother asked her if it was really going to be imposed. When my mother replied in the affirmative he started dancing with joy.

Monday 9 February: Precarious

Boys' schools in Swat have reopened and the Taleban have lifted restrictions on girls' primary education - therefore they are also attending schools. In our school there is co-education until primary level.

My younger brother told us that out of 49 students only six attended his school including a girl. In my school, only a total of 70 pupils attended out of 700 students who are enrolled.

Today the maid came. She normally comes once a week to wash our clothes.

She comes from Attock district but she has been living in this area for years now. She told us that the situation in Swat has become "very precarious" and that her husband has told her to go back to Attock.

People do not leave their homeland on their own free will - only poverty or a lover usually makes you leave so rapidly.

Monday 16 February: Reopening?

Today I was very happy because the government and the militants were to sign a peace deal. Today the helicopters were flying very low too. One of my cousins remarked that with the gradual return of peace the choppers were coming down too.

In the afternoon people started distributing sweets. One of my friends called me to greet me. She said she hopes she could go out of her home now because she was imprisoned in her room for the last several months. We were also happy hoping the girls' schools might open now.

Advocating for Change

Lesson Plan 4

2017

Purpose

The purpose of this lesson is for students to apply lessons learned from Malala's advocacy efforts by designing their own effort to tackle barriers to girls' education.

Learner Level

- High School

Time

One 1-hour session

Required Materials

- Copies of "How Can I Make a Difference" worksheet, p. 11-12 (from: Global Agreements, Grassroots Advocacy: Youth and Governance in a Post-2015 World. Restless Development, Plan UK 2015. <http://cdn.worldslargestlesson.globalgoals.org/2016/07/Global-agreements-grassroots-advocacy-toolkit1.pdf>.)
- Markers, art supplies
- Poster board
- Tape
- Sticky notes

Lesson Summary

This short case describes the 2012 shooting of Malala Yousafzai, a 14-year-old girl in Pakistan, by members of the Taliban due to her educational activism. Students read about the shooting and reactions from the national and international community and Malala herself. The case examines Malala's shooting within the context of Pakistan and her advocacy work.

Learning Goals

1. Design a proposal for an advocacy effort that tackles one of the barriers to girls' education discussed in previous lessons.
2. Integrate cross-country data into the proposal to support the recommendations.
3. Reflect on community-level actions that can be taken to empower women and girls in response to these structural barriers.

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Lesson Plan: Advocating for Change

Procedure

Pass out the “How Can I Make a Difference” (p. 11-12) worksheet. This handout will help students synthesize the conversations over the past few lessons by summarizing the problem, describing the root cause, identifying barriers to solving the problem, and developing solutions.

11 ACTIVITY

How can I make a difference?

Follow these seven steps to develop your advocacy plan. By combining your personal experience with evidence from the *Partners for Change 2014 Report* this section will enable you to identify how you can have an impact on Post-2015 governance and will guide you to develop an effective strategy to influence change in the Post-2015 Agenda.

Start here: →

Step 1 - Identify the Issue:
Having thought through the challenges to engaging in governance processes, you can work through this problem tree to better understand the issue that you want to focus on. Try separate problems trees for 2-3 different issues.

1. Tree trunk =
What is the problem?
What, where, when?
E.g. Young people are underrepresented or excluded from decision-making processes.

2. Roots =
What are the root causes?
Why do these problems exist?
E.g. Adults think young people 'can't' or 'shouldn't' be involved in community-level decisions.

3. Branches =
What are the barriers to solving the problem?
There could be several cultural, social, political and/or economic.
E.g. mistrust by older people or the perception of youth as violent or as only beneficiaries.

4. Leaves =
Identify the solutions(s)
What would address the root causes and/or remove the barriers? Be as specific as possible.
E.g. Holding a conference with different stakeholders from your district to showcase young people's ideas and present them as valuable decision-makers.

Bring in your personal experience!
Have you been involved in decision-making or governance processes in your community?
YES: What happened as a result and how did you feel during and after that experience?
NO: Why not? What stops you from being involved?
E.g. being in a student council at school or helping to decide how the budget is used in your local area.
E.g. My community put money towards building a new youth centre. I understand and have the skills to be part of local governance processes.

12 ACTIVITY

Divide the class into small groups, and have each group fill out the handout. Now, imagine that you have the opportunity to pitch a plan for change to a funding institution. Have each group develop a poster that formally addresses one barrier identified in the “How Can I Make a Difference” worksheet. Use markers and other art supplies to create a visually engaging poster that responds to some of the following questions:

- What is the problem?
- What evidence supports the need for change?
- How do you propose to solve problem? What evidence supports your proposed solution?
- What is being done and can be done to make the change happen? What prevents action from taking place right now?
- What specific actions need to be taken?

Hang up the group posters around the room. During this time, every student should receive one sticky note per group (e.g., eight groups mean eight sticky notes per student).

Conduct a silent gallery walk, where students can visit the posters and read about other groups’ solutions to addressing barriers to girls’ education. Students should write on a sticky note a question or offer a comment for each poster. The goal is to end the exercise with a collection of thoughtful comments each group can consider to refine their idea.

Fill out an exit ticket before leaving class:

- What did you notice about the process of making the poster?
- What are some common threads that you noticed among the posters, if at all?

Annotated Bibliography

Gender, Conflict, and Education

2023

Overview

This bibliography is a selective sampling of educational resources that introduce students to gender, conflict, and education as they relate to the health of women over the life course. These multidisciplinary materials may be suitable for students at the high school, undergraduate college, and public health graduate school levels. Learning objectives and supporting materials will vary depending on how the material is used in a course. Brief annotations provide a cursory summary and indicate where certain materials may be particularly relevant. Within each section, dated publications are listed in chronological order.

This bibliography accompanies a [case study](#) about girls' education activist Malala Yousafzai. The materials listed here represent a diversity of viewpoints and opinions and do not necessarily reflect the viewpoints and opinions of the Incubator.

This annotated bibliography includes:

- [Reports](#)
- [Articles and Books](#)
- [Fact Sheets, Country Profiles, and Data Portals](#)
- [Infographics](#)
- [Topic Portals](#)

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[Last updated: May 2023]

Selected Resources

*indicates resource listed in GHELI's online Repository

REPORTS

*** Report. The State of the World's Children 2023: For Every Child, Vaccination**

The State of the World's Children 2023: For Every Child, Vaccination. United Nations Children's Fund 2023.
<https://www.unicef.org/reports/state-worlds-children-2023>.

*** Report. The World's Women 2020: Trends and Statistics**

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<https://worlds-women-2020-data-undesa.hub.arcgis.com>.

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Article. Prevention of Violence Against Women and Girls: What Does the Evidence Say?

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Article. From Work With Men and Boys to Changes of Social Norms and Reduction of Inequities in Gender Relations: A Conceptual Shift in Prevention of Violence Against Women and Girls

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Article. Prevention of Violence Against Women and Girls: Lessons From Practice

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García-Moreno C et al. Addressing Violence Against Women: A Call to Action. The Lancet 2014; 385 (9978): 1672–1684. [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(14\)61830-4/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(14)61830-4/fulltext).

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* Data Publication. 2022 World Population Data Sheet

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Gender Equality and Education. United Nations Education, Scientific, and Cultural Organization.
<https://www.unesco.org/en/gender-equality/education>.

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REPORTS

* Report. The State of the World's Children 2023: For Every Child, Vaccination

The State of the World's Children 2023: For Every Child, Vaccination. United Nations Children's Fund 2023.

<https://www.unicef.org/reports/state-worlds-children-2023>.

GHELI repository link: <https://repository.gheli.harvard.edu/repository/14103>

This report from the United Nations Children's Fund (UNICEF) examines the issue of routine vaccination for children worldwide and how to ensure that every child across the globe is protected against vaccine-preventable diseases. The report finds that one in five children worldwide are under-vaccinated or have missed out partially or entirely on routine immunization—putting children's health at risk. In the wake of the COVID-19 pandemic, the report highlights that the crisis disrupted over a decade of gains toward routine childhood immunization—leaving 67 million children under-vaccinated between 2019 and 2021. The report discusses the impact of the pandemic on immunization, along with how gender, marginalization, and poverty, impact child vaccination rates. The report analyzes ways to strengthen primary health care to bolster immunization services and also discusses innovations in vaccine development and delivery.

* Report. The World's Women 2020: Trends and Statistics

The World's Women 2020: Trends and Statistics. United Nations Department of Economic and Social Affairs 2020.

<https://worlds-women-2020-data-undesa.hub.arcgis.com>.

GHELI repository link: <https://repository.gheli.harvard.edu/repository/13481>

This data portal examines the state of global gender equality today, painting a dire picture wherein the ongoing COVID-19 pandemic has threatened limited gains. Gender equality is analyzed across six domains: population and families; health; education; economic empowerment and asset ownership; power and decision-making; and violence against women and the girl child, as well as the [impact of COVID-19](#). In particular, the gender-specific impacts of the COVID-19 pandemic have shone a light on the underlying factors deepening inequality worldwide.

Report. Still Left Behind: Pathways to Inclusive Education for Girls with Disabilities

Still Left Behind: Pathways to Inclusive Education for Girls with Disabilities. United Nations Girls' Education Initiative, Leonard Cheshire Disability 2017. <https://www.ungei.org/publication/still-left-behind>.

This report by the United Nations Girls' Education Initiative and Leonard Cheshire Disability sheds light on persistent and significant gaps in research regarding education and disability. The report highlights the need to analyze in depth the intersection between gender and disability to formulate more comprehensive policies, programs, and development indicators to measure progress. The report also recommends an equity-focused gender and disability approach to budgeting, resource allocation, and inclusive teacher training.

Report. Adolescent Boys and Young Men

Adolescent Boys and Young Men. United Nations Population Fund, Promundo 2016.

<http://www.unfpa.org/publications/adolescent-boys-and-young-men>.

This report by the United Nations Population Fund and Promundo examines boys' and young men's specific risks in relation to sexual and reproductive health, sexuality, media violence, sexual exploitation, and other vulnerabilities. The report analyzes the implications of these risks and realities not only for boys, but also on the lives of women and girls, and offers suggestions how adolescent boys and young men around the world can promote health and gender equality.

Report. Background Paper on Attacks Against Girls Seeking to Access Education

Background Paper on Attacks Against Girls Seeking to Access Education. United Nations 2015.

http://www.ohchr.org/Documents/HRBodies/CEDAW/Report_attacks_on_girls_Feb2015.pdf.

This background paper presented to the United Nations Committee on the Elimination of Discrimination Against Women (CEDAW) analyzes the problem of attacks against girls trying to access education. The report found that schools in at least 70 different countries were attacked between 2009 and 2014, with many attacks focused on girls,

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parents, and teachers advocating for gender equality in education. The paper examines several cases in depth, and calls for measures to address the social, cultural, political, economic, and security contexts within which violations occur.

Report. Fixing the Broken Promise of Education for All

Fixing the Broken Promise of Education for All. United Nations Education, Scientific, and Cultural Organization and United Nations Children's Fund 2015. <https://www.unicef.org/reports/fixing-broken-promise-education-all>.

This report, by UNESCO and UNICEF, examines data from more than 30 countries about which children are out of school, why they are out of school, and what strategies will help them access schooling. The report draws on government-backed national studies of countries participating in the Global Initiative on Out-of-School Children and highlights the barriers that continue to deny 58 million children the right to primary education.

Report. Gender and Education for All (EFA) 2000-2015: Achievements and Challenges

Gender and Education for All (EFA) 2000-2015: Achievements and Challenges. United Nations Education, Scientific, and Cultural Organization 2015. <https://www.unesco.org/gem-report/en/efa-achievements-challenges>.

This report from UNESCO provides a complete assessment of progress since 2000 toward the global Education for All (EFA) goals and sets out an agenda for future work post-2015. The report indicates that just one-third of countries achieved all the measurable EFA goals, and that despite great progress, the poorest children are still five times more likely not to complete primary school than the richest. The report is accompanied by a [summary report](#) and a [summary specifically for youth](#).

Report. Global Status Report on Violence Prevention 2014

Global Status Report on Violence Prevention 2014. World Health Organization 2014.

<https://apps.who.int/iris/handle/10665/145086>.

This World Health Organization report reflects data from 133 countries and is the first to assess national efforts to address interpersonal violence. The report includes chapters on child maltreatment, youth violence, intimate partner and sexual violence, and elder abuse. Jointly published by WHO, the United Nations Development Programme, and the United Nations Office on Drugs and Crime, the report reviews the current status of violence prevention efforts and calls for a scaling up of violence prevention; stronger legislation and enforcement of laws; and enhanced services for victims. The report is accompanied by an [executive summary](#).

Report. Voice and Agency: Empowering Women and Girls for Shared Prosperity

Voice and Agency: Empowering Women and Girls for Shared Prosperity. The World Bank Group 2014.

<https://openknowledge.worldbank.org/handle/10986/19036>.

This report by the World Bank examines the nature of constraints women and girls continue to face globally, as well as promising opportunities and entry points for lasting transformation. The entry points include interventions such as life-skills training, sexual and reproductive health education, conditional cash transfers, and mentoring. In particular, the report highlights the need to scale up engagement with men and boys to stop violence against women, and underlines the role of information and communication technologies in empowering women voices.

Report. Out-of-School Children in the Balochistan, Khyber Pakhtunkhwa, Punjab and Sindh Provinces of Pakistan

Out-of-School Children in the Balochistan, Khyber Pakhtunkhwa, Punjab and Sindh Provinces of Pakistan. United Nations Children's Fund 2013. <http://unesdoc.unesco.org/images/0022/002245/224501e.pdf>.

This report from UNICEF examines statistical information and analysis of out-of-school children in Pakistan and investigates the major barriers to education in the country. The report notes that the primary barriers to education include societal gender roles (especially for girls), economic status, under-supply of school, inadequate sanitation for schools, out-of-date curriculum, and harsh corporal punishment. The report also examines political, governance, and capacity barriers that affect Pakistan's education system, which include unclear roles between government staff, weak coordination of programs, and poor monitoring and data collection.

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ARTICLES AND BOOKS

Article Series. Lancet Series 2014: Violence Against Women and Girls

Violence Against Women and Girls. The Lancet 2014. <http://www.thelancet.com/series/violence-against-women-and-girls>.

This *Lancet* Series shows that violence against women and girls is preventable. Abuse takes many forms, including intimate physical and sexual partner violence, female genital mutilation, child and forced marriage, sex trafficking, and rape. Five papers cover the evidence base for interventions, discuss the vital role of the health sector in care and prevention, show the need for men and women to be involved in effective programs, provide practical lessons from experience in countries, and present a call for action with five key recommendations and indicators to track progress.

Series papers include:

- [Prevention of Violence Against Women and Girls: What Does the Evidence Say?](#)
- [The Health-Systems Response to Violence Against Women](#)
- [From Work With Men and Boys to Changes of Social Norms and Reduction of Inequities in Gender Relations: A Conceptual Shift in Prevention of Violence Against Women and Girls](#)
- [Prevention of Violence Against Women and Girls: Lessons from Practice](#)
- [Addressing Violence Against Women: A Call to Action](#)

Book. What Works in Girls' Education: Evidence for the World's Best Investment

Sperling GB et al. What Works in Girls' Education: Evidence for the World's Best Investment. Brookings Institution Press 2015. <https://www.brookings.edu/book/what-works-in-girls-education-evidence-for-the-worlds-best-investment>.

This book lays out the evidence supporting investments in girls' education. Its chapters synthesize more than 1,000 studies that show how quality girl's education can lead to returns like better economic outcomes; reduced rates of infant and maternal mortality; reduced rates of child marriage; increased resilience to natural disasters; and much more.

FACT SHEETS, COUNTRY PROFILES, AND DATA PORTALS

Fact Sheet. The Effect of Girls' Education on Health Outcomes: Fact Sheet

The Effect of Girls' Education on Health Outcomes: Fact Sheet. Population Reference Bureau 2011.

<https://www.prb.org/resources/the-effect-of-girls-education-on-health-outcomes-fact-sheet>.

This fact sheet from the Population Reference Bureau summarizes the benefits that education has for girls and women: greater control over fertility, better maternal health, better infant and child health, reduced risk of HIV/AIDS, and increased earning power.

* Country Profiles. World Report 2023: Country Profiles

World Report 2023: Country Profiles. Human Rights Watch 2023. <https://www.hrw.org/world-report/2023>.

GHELI repository link: <http://repository.gheli.harvard.edu/repository/11424>

These country profiles accompany the [Human Rights Watch World Report 2023](#) and reflect the most recent developments in human rights worldwide. Each country profile details human rights issues specific to the country, identifying significant human rights abuses, examining the freedom of local human rights defenders to conduct their work, and detailing the response of key international actors. The profiles are available as an individual web page, and the full compilation of country profiles is included in the [main report](#).

Country Profiles. WHO Country Profiles

Country Profiles. World Health Organization. <https://www.who.int/countries>.

These country profiles from the World Health Organization summarize key indicators of member countries, including demographic information and health-related statistic.

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* Data Publication. 2022 World Population Data Sheet

2022 World Population Data Sheet. Population Reference Bureau 2022. <https://2022-wpds.prb.org>.

GHELI repository link: <https://repository.gheli.harvard.edu/repository/11620>

The 2022 World Population Data Sheet, published annually by the Population Research Bureau (PRB), provides the latest data on key population, health, and environment indicators for major world regions and over 200 countries and territories. This year's data sheet has a special focus on the demographic impacts of COVID-19, examining indicators such as the number of excess deaths due to the pandemic and population-wide vaccination rates. According to PRB researchers, the COVID-19 crisis caused 14.9 million excess deaths worldwide in 2020 and 2021, accounting for 12% of all global deaths. The data sheet provides comprehensive data on global population trends, including birth and death rates, total fertility rates, life expectancy at birth, family planning, HIV/AIDS statistics, and more. Overall, the data sheet provides an overview of the demographic trends that shape our world of 7.96 billion people and further illuminates future projected trends.

* Data Publication. The Little Data Book on Gender

The Little Data Book on Gender 2019. The World Bank Group 2019. <http://data.worldbank.org/products/data-books/little-data-book-on-gender>.

GHELI repository link: <https://repository.gheli.harvard.edu/repository/11684>

This data publication, produced by The World Bank Group and derived from the annual World Development Indicators, provides comparable statistics about gender equality for women and men for the years 2000 and 2017 in 217 economies worldwide. Data are included across a range of indicators covering education, health and related services, economic structure, participation and access to resources, public life and decision-making, and agency. The data illustrate notable progress in recent decades toward gender equality—particularly in education and health—but also reveal how gains have been distributed unequally between richer and poorer countries, with low-income countries seeing far less progress for women and girls. The 2019 edition is accompanied by online country tables, which are updated quarterly and allow users to track progress over time, compare country data with regional and global data, and download data tables for further analysis.

Data Portal. Education Overview

Education Overview. United Nations Children's Fund. <https://data.unicef.org/topic/education/overview>.

This data portal by UNICEF reports on the current status and progress towards achieving the Sustainable Development Goal of inclusive and equitable quality education for all by 2030 (SDG 4). This portal includes recent data on primary education, secondary education, and literacy, as well as resources about key findings from the data. UNICEF advocates for high-quality basic education for all, with an emphasis on gender equality and eliminating disparities of all kinds.

Data Portal. Gender Data Portal

Gender Data Portal. The World Bank Group. <http://datatopics.worldbank.org/gender>.

This data portal is The World Bank Group's comprehensive source for the latest sex-disaggregated data and gender statistics covering demography, education, health, access to economic opportunities, public life and decision-making, and agency. The Gender Data Portal provides access to features including country/region and topic dashboards with indicators on gender equality, [tools](#) for data visualization and analysis, and a [survey catalog](#) for browsing household surveys and censuses for topics of interest.

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Infographic. Violence Against Women

Violence Against Women. The World's Women 2015: Trends and Statistics Report. United Nations 2015.

https://unstats.un.org/unsd/gender/downloads/Ch6_VaW_info.pdf.

This infographic on violence against women accompanies the United Nations Statistics Division report, which is produced every five years on gender statistics as called for in the Beijing Platform for Action adopted at the Fourth World Conference on Women in 1995. The eight chapters of the report, The World's Women 2015: Trends and Statistics, cover several critical areas of policy concerns. Each chapter provides an assessment of progress and gaps in gender

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statistics, new and emerging methodological developments, and areas demanding further attention from the international community.

Infographic. What is School-Related Gender-Based Violence

What is School-Related Gender-Based Violence? United Nations Education, Scientific, and Cultural Organization 2016. <https://unesdoc.unesco.org/ark:/48223/pf00000246691>.

This infographic from UNESCO briefly summarizes basic definitions and consequences of school-related gender-based violence. The infographic also shares practical action for holistic responses to this issue across sectors, including laws, policies, and education reform; ensuring schools are safe and supportive; developing and teaching prevention curriculum; strengthening responses around schools; collaborating with key stakeholders; and continuing to monitor and evaluate school-related gender-based violence.

TOPIC PORTALS

Topic Portal. Malala Fund

Malala Fund. <https://www.malala.org>.

The Malala Fund, founded in 2013 by girls' education activist Malala Yousafzai, champions every girl's right to 12 years of free, safe, quality education. The organization's work focuses on advocating for girls by girls, investing in local education activists, and amplifying girl's stories in their own words.

Topic Portal. United Nations Girls' Education Initiative

United Nations Girls' Education Initiative. <http://www.ungei.org>.

The United Nations Girls' Education Initiative (UNGEI) strives to promote girls' education and gender equality through policy advocacy and support to governments and other development actors. The organization's primary goals include focus on marginalized and excluded groups; reduction of school-related gender-based violence; improved learning outcomes for girls; an increased number of girls transitioning to secondary education and accessing post-primary opportunities. UNGEI also has a [knowledge hub](#) where users can search for resources based on thematic areas, keywords, regions & countries, and resource type.

Gender Equality and Education

Gender Equality and Education. United Nations Education, Scientific, and Cultural Organization. <https://www.unesco.org/en/gender-equality/education>.

This topic portal from UNESCO summarizes the organization's initiatives to promote gender equality in and through education systems from early childhood to higher education. This topic portal shares the latest news and research in girls' education.

Glossary

Violence Against Women and Girls

2017

Armed Violence

The use or threatened use of weapons to inflict injury, death, or psychosocial harm, which undermines development. (World Health Organization 2014)

Changing Social and Cultural Gender Norms

Attempts to alter the social expectations that define appropriate behavior for women and men, such as norms that dictate men have the right to control women, and which make women and girls vulnerable to physical, emotional, and sexual violence by men. (World Health Organization 2014)

Condition or Health Condition

A disease, illness, impairment, or injury that negatively affects a person's or group of people's health, or a physiologic condition (e.g., pregnancy) that requires health services to maintain health and/or prevent a complication.

Culture

Culture is comprised of values, attitudes, norms, ideas, internalized habits, and perceptions as well as the concrete forms or expression they take in. For example, social roles, structures and relationships, codes of behaviors and explanations for behavior that are to a significant extent shared among a group people. Culture is learned and internalized, and influences people's actions and interpretations of circumstances at the same time as people in turn influence the content of culture by their compliance with it or by challenging it. (Child Rights International Network 2017)

Equity in Health

(i) The absence of systematic or potentially remediable differences in health status, access to health care and health-enhancing environments, and treatment in one or more aspects of health across populations or population groups defined socially, economically, demographically, or geographically within and across countries. (ii) A measure of the degree to which health policies are able to distribute well-being fairly. (World Health Organization 2016)

Gender

The economic, social, political, and cultural attributes, constraints, and opportunities associated with being a woman or a man. The social definitions of what it means to be a woman or a man vary among cultures and change over time. Gender is a sociocultural expression of particular characteristics and roles that are associated with certain groups of people with reference to their sex and sexuality. (Population Reference Bureau 2016)

This glossary was originally developed by the Global Health Education and Learning Incubator at Harvard University in 2017. It is used and distributed with permission by the Global Health Education and Learning Incubator at Harvard University. The Incubator's educational materials are not intended to serve as endorsements or sources of primary data, and do not necessarily reflect the views of Harvard University.

Glossary: Violence Against Women and Girls

Gender Equity

The process of being fair to women and men. To ensure fairness, measures must be taken to compensate for historical and social disadvantages that prevent women and men from operating on a level playing field. (Population Reference Bureau 2016)

Gender Equality

The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities, and resources. (Population Reference Bureau 2016)

Gender Inequality

A situation in which gender norms and values can give rise to differences between men and women which systematically empower one group to the detriment of the other. Gender inequalities can lead to inequities between men and women in health status and access to health care. For example, this is important to consider in the context of the AIDS epidemic because gender inequality often leaves women unable to negotiate sexual situations, which increases their risk of contracting HIV. Gender inequality is increasingly seen as a major driver of the AIDS epidemic. (Kaiser Global Health 2013)

Gender Norms

Social expectations that define what is considered appropriate behavior for women and men. The different roles and behaviors of females and males, children as well as adults, are shaped and reinforced by gender norms within society. (World Health Organization 2014)

Indicator

A characteristic of an individual, population, or environment which is subject to measurement (directly or indirectly) and can be used to describe one or more aspects of the health of an individual or population (quality, quantity, and time). (World Health Organization 2015)

Interpersonal Violence

The intentional use of physical force or power, threatened or actual, by a person or a small group of people against another person or small group that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. (World Health Organization 2014)

Millennium Development Goals (MDGs)

In 2000, eight Millennium Development Goals (MDGs) were agreed upon by all United Nations member countries. The MDGs provide a framework for improving health, education, gender equity, economic, and environmental conditions in developing countries. Specific and measurable targets were set for low- and middle-income, developing countries with a goal to achieve them by 2015. (Kaiser Global Health 2013)

Population Health

Population health: The health outcomes of a group of individuals, including the distribution of such outcomes within the group. Crucial to the concept of population health is the idea that most cases in a population come from individuals with an average level of exposure (rather than high-risk groups). A small (clinically insignificant) change at a population level yields a greater impact on population health and well-being than an intervention on high-risk groups. (World Health Organization 2015)

Public Health

Public health refers to all organized efforts of society to prevent disease, promote health, and prolong life among the population as a whole. Its activities aim to provide conditions in which people can be healthy and focus on entire populations, not on individual patients or diseases. (World Health Organization 2015)

Sexual Violence

Any sexual act or attempt to obtain a sexual act; or, unwanted sexual comments or advances or acts to traffic that are directed against a person's sexuality using coercion by anyone, regardless of their relationship to the victim, in any setting, including at home and at work. Three types of sexual violence are commonly distinguished: sexual violence involving intercourse (i.e., rape), contact sexual violence (for example, unwanted touching, but excluding intercourse), and non-contact sexual violence (for example, threatened sexual violence, exhibitionism, and verbal sexual harassment). (World Health Organization 2014)

Social Determinants of Health

The circumstances in which people are born, grow up, live, work, and age, and the systems put in place to deal with illness. The World Health Organization's Commission on Social Determinants of Health (CSDH) took a holistic view of social determinants of health, arguing that "the poor health of the poor, the social gradient in health within countries, and the marked health inequities between countries are caused by the unequal distribution of power, income, goods, and services." (World Health Organization 2015)

Sustainable Development Goals (SDGs)

On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development—adopted by world leaders in September 2015 at an historic United Nations Summit—officially came into force. Over the next 15 years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind. The SDGs, also known as Global Goals, build on the success of the Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income, to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and address a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection. While the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the 17 Goals. Countries have the primary responsibility for follow-up and review of the progress made in implementing the Goals, which will require quality, accessible, and timely data collection. Regional follow-up and review will be based on national-level analyses. (United Nations)

Violence Against Women

Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether in public or in private life. (World Health Organization 2014)

Violence

The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. (World Health Organization 2014)

Glossary: Violence Against Women and Girls

Vulnerable Populations

Populations that are at increased risk of exposure to diseases due to socioeconomic, cultural, or behavioral factors. Vulnerable populations include racial and ethnic minorities, refugees, poor people, men who have sex with men, injection drug users, sex workers, and women where gender inequality is pronounced. (Kaiser Global Health 2015)

Women's Empowerment

Improving the status of women to enhance their decision-making capacity at all levels, especially as it relates to their sexuality and reproductive health. (Population Reference Bureau 2016)