

# Gender Equality

## Rationale:

I have chosen the topic area of Gender and Gender Equality for my Developmental Education Transition Unit. I feel like this topic is quite a relevant and ongoing issue that we are faced with every single day, whether it directly or indirectly affecting us. I believe that working towards a gender equal society is directly linked to local and global citizenship as by making small changes locally it will help make bigger changes globally. I chose this topic to teach my students as I believe that the more people that are informed about this issue the bigger chance of change occurring. Making students aware of this ongoing problem will open their eyes to whether or not they are encouraging a gender equal society and if not, how they can go about changing it. I chose to explore this in the home, in education, and in the workforce as I feel these areas are linked with the students own personal lives which may lead to real life examples being discussed in class. By having the students organise a fundraiser at the end of the unit will allow them to see a charitable organisation (Unicef) in action. Overall, I think this topic is something that transition year students should learn about in order for them to become more informed citizens.

## UNIT DESCRIPTOR

### 1. Title of transition unit

Are Boys and Girls Equal?

### 2. Area of study

Local and Global Citizenship – Development Education

### 3. Overview

This Transition Unit is designed to inform students of the ongoing problem of Gender Inequality in the world today. This unit has been prepared to make students aware of the inequality's faced by women every day, whether it be in school or in the workforce. It will also focus on gender roles and how in modern society they have changed, with emphasis on the changed role of the man within the household. Students will also carry out research on a charity that works closely with Gender Equality.

### 4. Related learning

This TU is related to the Home Economics LC Syllabus under Elective 3 - Social Studies: Parts 1-3: Social change and the family, Education, and Work. It can also be seen in the LC Religious Education syllabus – Section E: Religion and Gender. The students will have already seen aspects of this within JC CSPE.

### 5. Summary outline of the unit

**The TU is broken down into 4 lessons (one triple class a week):**

Class 1:

The opening lesson will focus on defining gender inequality. Students will discuss the link between gender inequality and discrimination. Students will describe what it means to be a boy/girl and will discuss if these traits were there since birth or taught to them. Students will explore the different roles given to men and women within the household and will discuss stereotypes. Students will also look at the changed role of the man within the modern household. Students will conduct an interview on gender roles in relation to the change that has occurred within Irish society.

Class 2:

This lesson will focus on gender inequality within education. The students will go into detail on the obstacles faced by girls all over the world every day trying to get an education. Students will explore the importance of all girls having access to a secondary level education. Students will be asked questions in relation to a video and a discussion will take place on the benefits of education for everyone. Students will look at the Irish education system and discuss the changes that have occurred over time in relation to education for girls.

Class 3:

This lesson will focus on gender inequality within the workforce. Students will explore some of the problems faced by women every day when it comes to work, e.g. unequal pay. Students will look at the link between education and work in relation to the work conditions of girls with and without a second level education. Students will conduct research on the changes that have occurred in relation to women in the workforce. They will explore the changes that have occurred in Ireland in the last century. There will also be a link to the RE syllabus under Religion and Gender.

Class 4:

This lesson will be the final lesson of the TU. Within this lesson the students will explore the variety of actions taken for a gender equal society. Students will evaluate their own school/classroom and come up with ideas on how they can improve gender equality within the learning environment. Students will research an organisation that works closely with improving gender equality in third world countries – Unicef. Students will organise a whole school charity fundraiser to raise money for Unicef.

#### **6. Breakdown of the unit (How timetabled)**

One triple class (40 minutes x 3 = 120 minutes)

Once a week for a duration of 4 weeks.

Contact hours (8 hours)

Class 1: Introduction to Gender Inequality and how it can be seen in the home.

Class 2: Gender Inequality within education.

Class 3: Gender Inequality within the workforce.

Class 4: How to work for Gender Equality.

#### **7. Aims (maximum 3)**

*This transition unit aims to:*

LWBAT explore the ongoing problem of gender inequality so as to become more aware of the importance of an equal society.

LWBAT compare Ireland's past and present stance on women so as to get a better understanding of the role of women within society.

LWBAT organise a charity fundraiser for Unicef so as to understand the importance of their work.

#### **8. Learning outcomes**

*On completion of this unit students should be able to:*

LWBAT define gender.

LWBAT compare gender inequality and discrimination.

LWBAT evaluate the changing gender roles within the household.

LWBAT create an interview with an elderly person.

LWBAT identify the problems faced by girls trying to get an education.

LWBAT examine the benefits of a second level education for all.

LWBAT analyse gender inequality in Irish education.

LWBAT state the problems faced by women in the world of work.

LWBAT discuss the links between education and work.

LWBAT investigate the conditions of work for women in Ireland in the past vs now.

LWBAT explore the vast number of charities that work for a gender equal society.

LWBAT critique their own school on gender equality.

LWBAT construct a fundraiser to raise money for Unicef.

#### **9. Key skills**

information processing

#### **How evidenced**

Researching information, recording of information, and evaluation all play a huge role in the TU. Students will be faced with a variety of methods of processing information, e.g. conducting the interview and answering questions in relation to a video.

critical and creative thinking	Students will have to be both critical and creative when they are thinking of ideas for the fundraiser. Their aim is to raise as much money as possible so they must work effectively to come up with the best idea.
communicating	Conducting the interview, they will have to listen to the answers to the questions. They will also have to communicate effectively with each other in all group work activities given throughout the 4 lessons.
working with others	The students will have to work together as a group to organise the charity fundraiser so that it will make the most amount of money possible to give to Unicef. They will have to work effectively and share the work equally in order for it to be completed with the timeframe.
being personally effective	Through organising a school fundraiser, students will have to talk to higher members of school staff and they will have to communicate with Unicef in order for the fundraiser to be a success.

### **10. Teaching approaches**

A variety of teaching strategies will be used throughout the course of the 4 lessons.

- Group work
- Interview with elderly person
- Video
- Worksheet
- Think, pair, share.
- Poster making.
- Use of ICT to conduct research
- True or false using mini whiteboards
- Organisation of fundraiser

### **11. Assessment approaches**

Both summative and formative assessment approaches will be used to assess the students learning of the TY module.

Pop quizzes.

Verbal Q&A

Mini whiteboards

Final exam.

A ticket to leave.

### **12. Evaluation**

T will use an evaluation sheet at the end of the module to evaluate the students learning and also to evaluate the module as a whole. Some key questions will include:

- What part of this module did you find to be most enjoyable?
- Was the information given of benefit to you?
- What part of this module was of least benefit to you?
- One suggestion on how to improve this module for future TY groups?

### **13. Resources**

PowerPoint  
Whiteboard  
Posters  
Access to internet  
Computer room  
Sticky notes  
Worksheets

## Lesson Plan Template

Lesson topic: Gender Equality - Introduction	
Date: 25 <sup>th</sup> October 2018	Year group: Transition Year
Time: 2:00-4:00	Class Size: 20
Class length: Triple class - 120 minutes	Repeat: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Unit Sequence/lesson number: Class 1 of 4	
Syllabus/Specification links: This Transition Unit has specific links to the Home Economics Leaving Certificate syllabus: Elective 3 - Social Studies: Parts 1-3: Social change and the family, Education, and Work. It also is linked to LC Religious Education syllabus – Section E: Religion and Gender.	

### Planning for inclusive practice:

This class may contain learners of all different learning capabilities. Therefore, all active learning methodologies and questions will be catered for all learners. I will ensure all instructions will be given clearly and will not move on to the next part of the lesson until everyone understands. More HO questions will be prepared for the students that are capable.

I will ensure to use gender neutral examples throughout the lesson so everyone is included.

The learners in this class may be multicultural and multilingual. I will ensure language used is colloquial and easy to understand. Have visual aids such as pictures and demonstrations and extra probes prepared to include all learners

### Key Content/Concepts (2 – 3):

Gender Inequality

Gender roles

### Content from previous lesson/s related to this topic:

All students have completed Junior Certificate subjects – Home Economics, CSPE, and Religious Education. These subjects have allocated the students with the basics of what we are about to cover.

How has the previous lesson with this group informed my planning for the lesson?

This is my first encounter with these students and the introduction to the TY module. I have prepared adequate HO questions if the students' previous knowledge is quite high and the pitch will be altered accordingly. I also have used a variety of different methodologies to cater for all different students with various levels of prior knowledge.

Health and safety specific to this lesson:

Care will be taken to ensure that all bags are placed under, and not besides, desks.

Care will also be taken to ensure that, when sitting on chairs, learners keep the four legs of the chair on the ground and do not lean back on the rear two legs only.

The teacher will also ensure that the learners enter and exit the classroom in a calm and safe manner, i.e. walking in single file and not running and/or pushing past each other.

Aim:

LWBAT analyse why gender roles have changed so as to get a better understanding of the importance of a gender equal society.

Lesson Learning Outcomes	Teaching Strategies	Assessment
<p><b>1. LWBAT understand the term gender (U).</b> SLO 1.1: Define gender vs sex. SLO 1.2: Discuss what it means to be a boy/girl.</p> <p><b>2. LWBAT analyse the link between gender inequality and discrimination (An).</b> SLO 2.1: Define discrimination. SLO 2.2: Examine some of the reasons for discrimination.</p>	<p><u>Motivation of interest:</u> Distribution of sweets – all to boys none to girls.</p> <p>Note taking pairs Activity sheet: groupwork- what does it mean to be a boy/girl?</p> <p>Work stations around the room – race, gender, religion, and age. Video on some examples of gender inequality.</p>	<p>Verbal Q&amp;A</p> <p>Worksheet of questions based on the video. Class discussion.</p>

<p>SLO 2.3: Discuss why gender inequality and discrimination are related.</p> <p><b>3. LWBAT evaluate the changing gender roles within the household (Ev).</b></p> <p>SLO 3.1: Categorise different household duties to a gender.</p> <p>SLO 3.2: Discuss stereotypes.</p> <p>SLO 3.3: Compare the different gender roles of past and present Ireland.</p> <p>SLO 3.4: Evaluate their own household on gender equality.</p> <p><b>4. LWBAT create an interview with an elderly person (C).</b></p> <p>SLO 4.1: Design a series of questions for an interview.</p> <p>SLO 4.2: Conduct the interview at home for homework.</p>	<p>Picture game – pictures of chores to be categorised into male/female. Using mini whiteboards.</p> <p>Case study on Ireland past and present.</p> <p>Questionnaire on evaluation of their own home.</p> <p>Groupwork in conducting questions to ask.</p> <p>Interview sheet.</p>	<p>Mini whiteboards.</p> <p>Verbal Q&amp;A.</p> <p>Interview questions will be assessed before it is conducted.</p> <p>Ticket to leave.</p>
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Resource list/teacher advance planning:

T will have the class list ready to take the attendance.

T will ensure that learners arrive to classroom and she is waiting for them.

T will ensure power point is up and running before the students come in to the classroom.

T will ensure to have all resources printed off before the class.

T will ensure the classroom used has internet access for any research that needs to be done.

T will have bought the sweets for the motivation of interest before the lesson.

Introduction:

2:00-2:10

T will begin the class by welcoming the students into the classroom.

Once all students are seated, T will take the class attendance.

T will ask all students to pay close attention to what exactly the T is about to do.

T will then distribute sweets (T has chosen to use smarties for this activity) to all of the boys in the class and T will ensure to give none to the girls. T will ask the students questions based on this action:

Q: *Is giving sweets to only the boys fair?*

Q: *Girls how does this make you feel?*

Q: *Why do you think I only gave sweets to the boys?*

Q: *How could we make this fair?*

Q: *Have you seen this happen in other scenarios? Where the boy is treated better than the girl?* – T will brainstorm the students answers on the board and will have a class discussion on the different answers given.

Q: *Ok so, can anyone tell me what today's class will be about?* – **T expects answers in relation to gender inequality.**

T will then introduce the Transition Unit called Are Boys and Girls Equal? – *“For the next 4 weeks we will be exploring the topic of Gender Equality based on the main question: Are Boys and Girls Equal? We will be looking at how it can be seen in globally and in Irish society.”*

T will then display the breakdown of the unit on the board and ask for a student to call it out to the class.

- Class 1: Introduction to Gender Inequality and how it can be seen in the home.
- Class 2: Gender Inequality within education.
- Class 3: Gender Inequality within the workforce.
- Class 4: How to work for Gender Equality.

T will then turn students' attention to the learning intentions of this class.

*“Ok so as we can see from this breakdown, class 1, which is today's lesson, is on an introduction to gender inequality and how it can be seen in the home. Can I get a volunteer to read out today's learning intentions from the PowerPoint?”*

- Define gender vs sex.
- Explore the link between gender inequality and discrimination.
- Analyse the different gender roles and how they can lead to stereotypes.
- Compare the Irish society now vs 50 years ago in relation to gender roles.
- Conduct an interview.

LLO 1: LWBAT understand the term gender (U).
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2:10-2:30
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Introduce:
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T will introduce the first LLO using verbal Q&A with the students to assess prior knowledge.
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*“This module is based on the very important question – are boys and girls equal? Can I get a show of hands to see how many people agree with this? Do you think they are seen as equal all around the world? We are going to explore this topic in a lot of detail over the next 4 weeks.”*

*Q: Did you know that gender and sex are not the same?*

*Q: Can anyone tell me, in their own words, what the term gender means?*

*Q: Ok now can anyone tell me what sex means, in your own words?*

Teach:

SLO 1.1: Define gender vs sex.

T will ask students to work in their pairs for the next exercise.

*“Working with your partner I want you to help each other with the definitions of gender and sex. I am going to call out each definition only once. You must listen very carefully before taking it down in your copy. You must then work in your pairs to complete the two definitions so that they both match each other’s and if it is successful the two definitions will both match mine.”*

T will call out the two definitions from the World Health Organisation.

*“Gender: Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women*

*Sex: Sex refers to the biological and physiological characteristics that define men and women.”*

T will allow students to work in their pairs for 2-3minutes to complete their definitions.

T will then ask all groups to call out their answers.

If any group is unsure of a definition or did not get all parts of the definition, T will display both on the board and allow an additional minute for them to take it down.

SLO 1.2: Discuss what it means to be a boy/girl.

T will then ask students to split into 4 groups. 1 group must contain all girls, 1 must contain all boys, and the other two groups will be mixed. T will allow the students time to divide into their groups.

T will then distribute a worksheet to each group. – the group of all girls and one of the mixed groups will get an outline of a man. The group of all boys and the other mixed group will get an outline of a woman.

*“I want you to work in your groups to describe what it means to be a boy or a girl, depending on which one you got. Think about your answers before writing them down. Look back to our definition of sex and look at biological and physiological characteristics. Also look at the definition of gender and look at socially constructed roles, behaviours, activities and attributes.”*

T will allow the students 5-8 minutes to complete this exercise.

Once all students are finished T will turn students' attention to the two posters on the wall, one an outline of a man and the other an outline of a woman.

T will ask students from each group to call out their answers related to their gender and T will place the answers on the poster so the whole class can see the answers called out.

T will ask students questions based on their answers.

*Q: Which of these words are related to the term 'sex'?*

*Q: Which of these words are related to the term 'gender'?*

*Q: Do you think these characteristics can differ from person to person? Why might this be? What factors can influence these being different from person to person?*

*Q: Is there a huge difference between male and female?*

*Q: which of these characteristics are both in male and female? Why do you think they are the same?*

*Q: Is there some of the words listed here that could be done by the opposite sex? Why do you think it is just associated to this particular sex? – T will ask this question in relation to both male and female.*

T will then clear the board and ask students to close their copies.

*Q: Can someone tell me what gender means?*

*Q: How does this differ to sex?*

T will check if students have any questions before moving on.

Assess:

This LLO will be assessed throughout this part of the lesson. Questions will be asked in relation to the information. Any questions the students may have in relation to this part of the lesson will be answered before the class moves on.

T will then tick off the learning intention off the notice board before moving on.

LLO 2: LWBAT analyse the link between gender inequality and discrimination (An).

2:30-3:00

Introduce:

T will begin by asking students to reflect for a moment.

*Q: Think of a time you were left out of a group activity; how did you feel?*

T will ask students to write their answer on a sticky note.

T will ask for student's answers, only if they wish to share with the class. T will add their ideas to a brainstorm so they are visual for everyone to see.

Teach:

SLO 2.1: Define discrimination.

T will ask the students for their answers to the following question.

*Q: What does discrimination mean?*

A class discussion will be held on this to get all students view and opinions.

T will then place the definition of discrimination on the board from the dictionary and ask students to record it into their copies.

*“the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, religion, or sex”.*

T will then ask students to highlight the parts they think to be most important.

T will ask students for their responses.

SLO 2.2: Examine some of the reasons for discrimination.

*“In this definition it gives four reasons why discrimination occurs. They are race, age, religion, and sex. In the four corners of this room I have created four work stations, one for each of the reasons. I am going to give you all a different number (1-4) and I want you to go to the station that matches your number.”*

T will give the students their numbers and wait for them to be ready at their stations before continuing.

*“Ok so now in your stations I want you to work in your groups and think of reasons why people would be discriminated for the reason on the worksheet. Maybe write down some examples of discrimination you may have heard of that have happened in the past”.*

T will allow students adequate time to complete this activity.

*“when you are finished, I want you to pick a person from the group that will present back to the rest of the group”.*

Once the students are finished, t will ask them to return to their seats.

T will then hand out a worksheet to each student to use in this part of the lesson. T will ask the first group’s presenter to come up to the top of the class. They must tell the rest of the group what they wrote down around their reason. All other students in the class will write down these answers into their worksheet under that section.

T will then repeat this with the other 3 groups, and in the end each student will have everyone’s answers in their own worksheet.

T will then allow an additional 2-3 minutes for the students to think of any more ideas or thoughts they might have.

SLO 2.3: Discuss why gender inequality and discrimination are related.

Q: *What is your understanding of the term gender inequality?*

Q: *What does gender mean?*

Q: *What does inequality mean?*

Q: *Do you think gender inequality and discrimination are related?*

T will ask for students' responses and bring about a class discussion.

T will then distribute a questionnaire to students.

T will read through the questions with the students and explain to them what they are to do.

*"I am now going to show you a short video clip from Plan International. I want you to watch this closely and look out for the answers to the questions we just went through. When it is finished I will give you time to complete the questionnaire so I don't want you to be writing during the clip as it is quite short".*

T will play the video clip: <https://www.youtube.com/watch?v=M8EiCCTto9U> (3.59 minutes).

T will allow the students to complete the questionnaire before going through the answers.

T will check if students have any questions before moving on.

Assess:

T will assess the students learning at the end of each of the presentations before moving on.

T will also assess learning using the written questionnaire based on the video.

T will then tick off the learning intention off the notice board before moving on.

LLO 3: LWBAT evaluate the changing gender roles within the household (Ev).

3:00-3:30

Introduce:

T will begin the next part of the lesson by asking the students a question.

Q: *think of the different jobs/duties/chores that are done at home on a daily basis, who does what jobs? Why is it that this person does this job?*

Teach:

SLO 3.1: Categorise different household duties to a gender.

*"Gender roles in society means how we're expected to act, speak, dress, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing.*

*Men are generally expected to be strong, aggressive, and bold. These gender roles can change over time and they also are different from country to country. We are now going to look at some common well-known examples of some gender roles”.*

T will show students a variety of pictures of different household chores/duties and ask students whether they think it is more suited to a male or female or if it is neutral.

T will use the mini whiteboards for this activity. The most popular answer will be used.

T will then go through each picture individually and ask some questions.

Q: *Why is this job seen as a male/female role?*

Q: *Is this job always done by them?*

Q: *Could the opposite sex do it? why/why not?*

Q: *What might be the reason behind this job being a gender specific role? **Probe for stereotypes.***

### SLO 3.2: Discuss stereotypes.

T will then create a class discussion on stereotypes.

T will get a student to read definition from the board.

*“A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing. They can be seen in a variety of different ways like occupations, personality traits, and physical appearance. They are very much related to gender roles and can be seen very simply in everyday life. Modern day society are trying to work towards breaking stereotypes.”*

Q: *Can you think of any well-known stereotypes?*

Q: *Can you think of any stereotypes seen within the school? Why might they be there?*

Q: *Do you think stereotypes can lead to gender inequality? Why?*

Q: *How can we work towards breaking stereotypes? Do you think it is hard to break them?*

### SLO 3.3: Compare the different gender roles of past and present Ireland.

T will create a class discussion on the changed gender roles we have here in Ireland.

*“Ireland’s past is a lot different to the Ireland we see today. A lot has changed including gender roles and how men and women are supposed to act in society. We are now going to compare the past vs the present”.*

T will distribute 2 case studies to the class and ask them to read them carefully.

T will then get the students to answer the questions under each one in their pairs.

Once all students are done, T will go through each question with the group and will get everyone’s different viewpoints.

The T designed the case studies so that they cover a variety of different family structures to cater for all learners e.g. one parent families, gay families, etc.

SLO 3.4: Evaluate their own household on gender equality.

T will then ask students to think about their own homes.

Q: *Do you think you live in a gender equal home? Give an example to support this?*

Q: *Is there stereotypes in your home that you may not be aware of?*

Q: *How can you make a small change to break stereotypes seen in your home?*

Q: *Why did you think it is hard to lift stereotypes?*

Q: *Why do you think it is important for us to work for gender equality in our own households?*

Q: *Why do you think it is difficult for us to work for global gender equality?*

T will check if students have any questions before moving on.

Assess:

This LLO will be assessed using mini whiteboards, written questioning and a class discussion.

T will then tick off the learning intention off the notice board before moving on.

LLO 4: LWBAT create an interview with an elderly person (C).

3:30-4:00

Introduce:

T will complete today's lesson by asking the students to create their own set of questions to ask an older family member about their life growing up. These questions should give the students an idea of how gender roles were seen in the past in Ireland. This will show the students if much has changed within their own homes or if they have stayed the same.

Teach:

*"I want you to work now on your own set of questions to ask someone in your family. Think of a variety of different questions to ask, we will say to think of 10. These questions should give you a good idea of how this family member lived when they were younger and it should also give you a good idea of the specific gender roles that were followed at that time. You can work with the person next to you if you get stuck".*

T will give the students out a template for them to write their interview questions into.

T will allocate enough time for the students to complete this task.

T will circulate the room while this is being done, and will answer any questions the students may have.

Assess

T will complete the lesson by asking the students a few recap questions.

Q: *What is the difference between sex and gender?*

Q: *What is a stereotype?*

Q: *What are the reasons for discrimination? Why do you think people discriminate in this way?*

Q: *Why are gender roles different from society to society?*

Q: *Why might this be a problem for working for global gender equality?*

Q: *Can you think of any other ways in which gender inequality is a huge problem? – education, workplace.*

T will give the students a reflection diary entry for them to complete at the end of the class.

In this they will evaluate their learning/understanding from the class.

T will conduct the 'ticket to leave' assessment where they will write one thing they learned and one thing they were confused about/want to learn more about.

T will thank students for their participation in today's lesson.

**Resources for class:**

PowerPoint

Sweets for motivation of interest

Worksheets of outline of male/female

Poster of male and female

Sticky notes

Work stations and worksheet

Picture game

Video

Interview template

Reflection diary

## **Evaluation:**

### **A) Your learning from the curriculum design experience:**

From creating this transition unit, I have learned a lot, from the actual process of developing the unit to the actual subject knowledge around the topic. I think this opportunity to design a transition unit from scratch was a fantastic way of introducing this side of curriculum studies. If I was given this opportunity again when I am a qualified teacher, I would be a lot more confident carrying it out as I now know what it entails.

### **B) Your learning about DE principles and components:**

This assignment has given me the opportunity to explore the vast components involved in developmental education. I feel like if I did not have this opportunity I would not of had the time to explore this topic in as much detail. There was a lot of information surrounding this topic so it was quite hard to try and read everything but I feel like I had enough to develop this transition unit. If more time was allocated, I would have gotten a lot more detail.

### **C) How effectively you integrated local/global citizenship theme/s in your subject area:**

I feel like my topic of Gender Equality integrated quite well with home economics. This issue is an ongoing problem we face every single day and it is something that students should be informed about. Having different topics like stereotypes and gender inequality within education is very relevant to home economics, especially in relation to the social studies elective.

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