

Who, What, Where

LET'S GO!



beijing20.unwomen.org #Beijing20

Empowering Women – Empowering Humanity: Picture It!

UN Women has launched an epic campaign, and we want you to be a part of it. :[Empowering Women – Empowering Humanity: Picture It!](#)

September 1995: 189 governments, 17,000 participants and 30,000 activists came together to adopt the [Beijing Declaration and Platform for Action](#).

“Beijing...WHAT?!” you make ask. It was the most progressive blueprint ever for advancing women’s rights and gender equality. It agreed on concrete steps to create a world where each woman and girl could exercise her freedoms and choices, and realize all her rights, such as to live free from violence, to go to school, to participate in decisions and to earn equal pay for equal work.

The year 2015 will mark the 20th anniversary of this historic

agreement, but gender equality is a distant dream still.

That’s why UN Women is launching “[Empowering Women – Empowering Humanity: Picture It!](#)” – a global campaign that’s asking each of us to imagine a world where gender equality and women’s empowerment is a reality, and to play our part to make it happen.

We are counting on you to make #Beijing20 count for women and girls everywhere.

Visit <http://beijing20.unwomen.org> and find out how you can [Picture It!](#)

Here’s a social media package that you can use, with sample messages and assets: <http://owl.li/wWDyc>

HIGHLIGHT – Help Girls Transform the World

Since 1995, through the Beijing Platform for Action, the UN System started considering girls as yet another perspective of equality between women and men. Being a child and being a woman put girl children in two categories of people who have special characteristics and needs, thus deserve special attention.

The emphasis that the UN and the ILO within the UN System are placing on youth development nowadays, almost twenty years after the Beijing Conference, emphasizes the importance of making new efficient tools available for helping girls transform the world.

The focus of this summer edition of GenderInfo include a selection of articles that provide useful insights to appreciate the scope and dynamics of development issues concerning girls.

We start with the digital action campaign of World Pulse, which gives the name to this specific highlight

(Girls Transform the World Advocacy Package). Next follows a UNICEF perspective on girls education (page 21) and a documentary film: "I am a girl", which has obtained various nominations to the Australian Academy Awards. A new report by Save the Children, featured as from page 23, documents the impact of conflict on education in war-affected countries. While the abolition of adolescent marriages is still far to be achieved in many countries, exemplary efforts are conducted for improving the lives of married adolescent girls. Read the article at page 25.

Finally, child poverty and social exclusion are not confined to low income countries only: they do exist and are considered priorities for action in EU Member States. A EU report on Investing in Children and Breaking the Cycle of Poverty is presented in concluding this focus.

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The Centre and the ILO

Summer School on Gender Economics and Society



From 7 to 11 July 2014

During an intensive week and under the guidance of internationally renowned professors and public leaders, students will be exploring the linkages between gender, economics and social policies. The Summer School is a partnership between the ITCILO, University of Turin, Polytechnic of Turin and

Collegio Carlo Alberto.

The Summer School description can be downloaded [here](#).

To know more about programme and speakers check out the School's website at: <http://gender-campus.itcilo.org/summerschool>

Employers' Organizations reach out to women

"Employers' Organizations (EOs) and Women Entrepreneurs: How to reach out" was the theme of a 4-day training Workshop which aimed to help EOs' staff and board members reflect, exchange and put in place strategies and tools to tap women entrepreneurs' potential in a smart way. The course, which was specifically focused on the Caribbean region, was a follow-up of a training workshop held in Turin in November 2011. Designed by the Centre's Programme for Employers' Activities and built on inputs and recommendations from business world experts and women

entrepreneur representatives, the course was organized and implemented in partnership with the Dutch Employers' Cooperation Programme (DECP), in collaboration with the ILO Bureau for Employers' Activities, and the ILO Senior Specialist for Employers' Activities in the Caribbean, Ms. Anne Knowles.

Seventeen experts from 12 countries met in Kingston, Jamaica from 7-10 October 2013 to discuss, exchange and find ways in which their organizations could innovate and change in order to reach out to Caribbean women entrepreneurs in

an effective way – “Whether by easing restrictions on women’s employment and business activities or by adopting policies increasing women’s ability to take up economic activities, gender equality is smart economics”, says the World Bank in its latest Women, Business and the Law report.

The Employers’ Organization and Women Entrepreneurs Association representatives who participated shared that analysis.

<http://www.ilocarib.org.tt/images/stories/contenido/pdf/NEWS/Newsletters/Cariblink/NewsLinkMar2014.pdf>

ILO – WP/2014/091 Promoting women’s economic empowerment through productive employment and social protection

The paper attempts to examine the extent to which the ILO-supported projects have contributed to women’s economic empowerment and well-being i.e., from a gender perspective. The paper provides the ILO’s perspectives on gender dimensions of employment promotion (involving income generation and small enterprise and co-operative development, public investment for job creation, skills development) and

expanding social protection. It has analysed technical co-operation projects for promoting employment and expanding social protection during the last 10–15 years, in particular, largely targeting those poor women mostly in Asia and sub-Saharan Africa, from these ILO perspectives. http://www.wider.unu.edu/publications/working-papers/2014/en_GB/wp2014-091/

ILO – World Social Protection Report 2014/15

More than 70 per cent of the world population not adequately covered by social protection

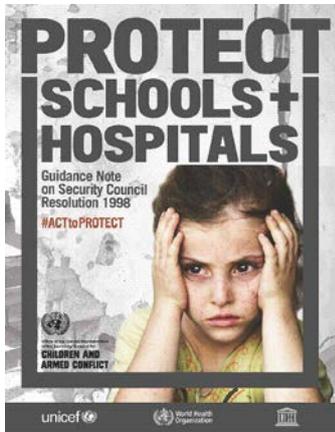
A new ILO report presents the latest social security trends and finds that most people lack adequate social

protection at a time when it is most needed.

<http://www.ilo.org/global/research/global-reports/world-social-security-report/2014/lang--en/index.htm>

UN & WOMEN

UN



Every child has a right to education and health, the United Nations today said launching a guidance note to assist the people monitoring, reporting and working to prevent attacks against schools and hospitals. "We see that attacks on schools, hospitals and associated staff have become an all-too-familiar aspect of today's conflicts," the Special Representative for Children and Armed Conflict, Leila Zerrougui said. The *Guidance Note on Attacks against Schools and Hospitals* provides practical information for the UN and its partners on how to implement aspects of Security Council resolution 1998. Adopted in 2011, the resolution gives the UN a mandate to identify and list the armed forces

and groups who attack schools or hospitals, or protected persons in relation to schools and hospitals. The publication of this guidance is the first step in a program of training and technical accompaniment by all agencies and organizations present with us today, Ms. Zerrougui said referring to partners who helped to draft the guide the UN Children's Fund (UNICEF), UN Educational, Scientific and Cultural Organization (UNESCO) and the UN World Health Organization (WHO).

<http://www.un.org/apps/news/story.asp?NewsId=47854>

Direct Link to Full 53-Page Publication:

<http://childrenandarmedconflict.un.org/publications/AttacksonSchoolsHospitals.pdf>

What's new on the web

GENDER & THE SECURITY SECTOR

DCAF, OSCE/ODIHR and the OSCE Gender Section announce the publication of three guidance notes on GENDER & THE SECURITY SECTOR

- Integrating Gender into Internal Police Oversight (<http://www.dcaf.ch/Publications/Integrating-Gender-into-Internal-Police-Oversight>)
- Integrating a Gender Perspective into Internal Oversight within Armed Forces (<http://www.dcaf.ch/Publications/Integrating-a-Gender-Perspective-into-Internal-Oversight-within-Armed-Forces>)
- Integrating Gender into Oversight of the Security Sector by Ombuds Institutions & National Human Rights Institutions (<http://www.dcaf.ch/Publications/Integrating-Gender-into-Oversight-of-the-Security-Sector-by-Ombuds-Institutions-National-Human-Rights-Institutions>)

How can police and armed forces monitor whether they provide equal opportunities for men and women? How can they measure whether they address the different security needs of men and women? How can they demonstrate their progress on integrating gender issues? How can they be held accountable?

Designed as a complement to the DCAF, OSCE/ODIHR, UN-INSTRAW Gender and Security Sector Reform Toolkit, and DCAF's Gender Self Assessment Guide, the guidance notes focus on integrating gender into systems and processes within police services and armed forces, and on equipping external oversight bodies, such as ombuds institutions & national human rights institutions, to appropriately prioritise gender.

The guidance notes contain checklists, examples and a self assessment table. They are a practical resource for those working at the strategic or management level in police services and armed forces; gender units, gender advisers and gender focal points; equal opportunities officers and others responsible for human resources; ombuds institutions & national human rights institutions; and those supporting the development of good governance and/or gender mainstreaming within the security sector.

We invite you to USE the notes, and SHARE them widely. Please contact DCAF if you would like hard copies.

Gender and Security Programme
Operations III Division

Geneva Centre for the Democratic
Control of Armed Forces (DCAF)

Email: gender@dcaf.ch

INFLUENCING THE POST-2015 DEVELOPMENT AGENDA – ADVOCACY TOOLKIT



Direct Link to Full 68-Page Advocacy Toolkit:

https://civicus.org/images/stories/SD2015%20Post-2015%20Advocacy%20Toolkit_FINAL.pdf

The toolkit supports advocacy activities at the national, regional and international levels. It does not assume a given level of experience in either the post-2015 development agenda or in advocacy activities. Whether you follow each section and step in turn as a newcomer to the agenda, or only consult those new or relevant to you in order to support a more established programme, we hope it will prove useful to all.

WHAT IS THE PURPOSE OF THE TOOLKIT?

The toolkit should equip you with relevant information and tools to enable you to develop and implement an effective post-2015 advocacy strategy.

In particular the toolkit will help you to:

- Understand the key post-2015 development agenda processes, including the proposed Sustainable

Development Goals (SDGs) and the distinction between goals, targets and indicators;

- Identify opportunities to influence the agenda at national, regional and global levels;
- Identify key post-2015 stakeholders and decision-makers, and their relative influence at national, regional and global levels;
- Decide on your post-2015 advocacy priorities;
- Develop a comprehensive action plan to influence your government and/or relevant intergovernmental bodies;
- Engage with the Major Groups and other key stakeholders for mutual advocacy benefit;
- Apply the adopted post-2015 framework to your national context and identify the national indicators to be adopted by your country;
- Monitor and evaluate the results of your advocacy and ultimately;
- Hold your government and others to account to deliver their post-2015 commitments.

Les nouvelles news, l'autre genre de l'info

Un magazine qui traite l'actualité tout en respectant la parité.–

<http://www.lesnouvellesnews.fr/>

Le réseau du Laboratoire diversité des profils et richesse des compétences

Le Laboratoire de l'égalité est composé de près de 1200 membres, femmes et hommes, spécialistes des questions d'égalité professionnelle, aux profils très variés : 20% sont issu-es du milieu associatif, 20% de

l'entreprise et 15% de la recherche (politique, syndicats, fonction publique, médias, culture et professions libérales sont également représentés). Rejoignez le Laboratoire ici !

WB Report – Empowering Women and Girls for shared prosperity

http://www.worldbank.org/content/dam/Worldbank/document/Gender/Voice_and_agency_LOWRES.pdf

New IZA Discussion Papers No. 8112–8117 -- Family / Gender

These new IZA Discussion Papers are now available online.

DP 8112 – Grund:

[Gender Pay Gaps among Highly Educated Professionals: Compensation Components Do Matter](#)

DP 8113 – Kunze:

[Are All of the Good Men Fathers? The Effect of Having Children on Earnings](#)

DP 8114 – Athreya/Reilly/Simpson:

[Single Mothers and the Earned Income Tax Credit: Insurance Without Disincentives?](#)

DP 8115 – Kluve/Schmitz:

[Social Norms and Mothers' Labor Market Attachment: The Medium-Run Effects of Parental Benefits](#)

DP 8116 – Kobayashi/Usui:

[Breastfeeding Practices and Parental Employment in Japan](#)

DP 8117 – Stancanelli:

[Divorcing Upon Retirement: A Regression Discontinuity Study](#)

UNAIDS Gender Assessment Tool

http://www.unaids.org/en/resources/documents/2014/name_93584,en.asp

Achieving Transformative Feminist Leadership

↗ A Toolkit for Organisations and Movements

CREA is happy to announce the release of its new publication -- Achieving Transformative Feminist Leadership: A Toolkit for Organisations and Movements.

The Toolkit aims to help individuals and organisations dedicated to advancing a feminist social change agenda--an agenda based on the belief that all development and social justice must be rooted in gender and social equality. The Toolkit is part of CREA's continuous endeavour to strengthen feminist leadership of women and grassroots organisations, seeking to further the transformative goals of the feminist movement.

Developed by Srilatha Batliwala, Scholar Associate, Association for Women's Rights in Development (AWID), and Michel Friedman, Senior Associate, Gender At Work, the Toolkit is based largely on the concept paper entitled [Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud](#) by Srilatha Batliwala, published by CREA in 2011.

The Toolkit is intended to serve not just feminist organisations working on human rights and social justice

issues, but also organisations that have programmes that focus on women or are led and staffed, wholly or in part, by women.

The Toolkit aims to enable individuals and groups to:

Examine and analyse their own specific organisational setting and the nature of its leadership at different levels

Understand how their individual self and that of others is shaping their practice of leadership

Begin to think about how they may want to deal with these issues in order to bring their individual and organisational leadership practices more in harmony with the principles of transformative feminist leadership

http://www.creaworld.org/publications/achieving-transformative-feminist-leadership-toolkit-organisations-and-movements?utm_source=FemLeadTK1&utm_campaign=Feminist+leadership&utm_medium=email

Direct Link to Full 132-Page 2014 CREA Publication:

http://www.creaworld.org/sites/default/files/Final%20Feminist%20Leadership%20Manual%2014-4-14_0.pdf

Idées reçues et enjeux sur le genre – Question de développement n°9

Françoise Rivière (AFD) et Mathilde Cortinovis

Rares sont les organisations sociétales qui permettent une participation égalitaire des femmes et des hommes à la vie économique, sociale et politique. Ces inégalités sont universelles, leurs causes comme leurs formes sont multiples. L'objectif étant d'offrir à tous les mêmes opportunités, la prise en compte des enjeux liés au genre est indispensable pour comprendre en quoi les rapports entre hommes et femmes structurent les sociétés au sein desquelles les projets de développement sont mis en œuvre.

Une démarche complexe mais nécessaire.

<http://trk-2.net/l2/6PgjTirWt1/40297/2502861689.html>

► [Télécharger](#)
Question de développement n°9

► Contact:
publicationsRCH@afd.fr, Département de la Recherche – Editions: [consultez notre catalogue](#); [contactez-nous](#)
Agence Française de Développement, 5 rue Roland Barthes, 75012 PARIS

What are they doing?

Proverbes d'Afrique et d'ailleurs sur le Genre

Depuis plusieurs années, le CIEDEL, Centre International d'Etudes pour le Développement Local, organise un séminaire sur le thème « Genre, lecture d'une construction sociale ». Un des exercices tourne autour des proverbes avec l'objectif d'identifier au niveau des habitudes et des croyances, les représentations de genre et les rapports femme-homme.

Que peuvent nous enseigner les proverbes ?

Les langues reflètent la façon dont les locuteurs voient le monde, et les proverbes, qui véhiculent la sagesse populaire, se font aussi le reflet des modes de vie et d'organisation de la société.

Les résultats de l'exercice sont fort instructifs pour la problématique du genre et les personnes amenées à animer des formations, des réflexions ou à mener des actions sur les relations sociales et économiques femmes-hommes.

Il semblait utile aussi de réunir ces proverbes pour une autre raison : on trouve dans les librairies des recueils de proverbes ou de sagesses africaines qui se veulent sans aucun doute positifs et contribuant à la compréhension entre les peuples. Mais cette approche, en soi compréhensible, peut faire perdre de vue le fait que les proverbes peuvent aussi porter en eux des aprioris qui, à la lumière des droits humains,

reflètent davantage de discriminations que de sagesses.

On trouve aussi, en revanche, des proverbes qui contredisent cette approche discriminatoire et qui soulignent l'interdépendance des femmes et des hommes, une approche donc davantage genrée faisant référence à la relation entre femmes et hommes, plutôt qu'à la position de chaque groupe. Ces proverbes, quoique moindres en nombre, sont aussi réunis ici.

Voilà donc un recueil de proverbes accompagnés de quelques explications partagées lors des séminaires.

Texte : Nicolas Heeren

Illustration : Christelle Guénot

[Proverbes d'Afrique et d'ailleurs sur le Genre \(pdf, 1,6 Mo\)](#)

[Le site du CIEDEL](#)

<http://www.genreenaction.net/spip.php?article9461>

Voice of Women Initiative



The three founders of the *Voice of Women Initiative*, Aya Chebbi, Rose Wachuka and Konda Delphine

The Voice of Women Initiative (VOW Initiative) is a women-led initiative that explores the power of the web in empowering women through education, eradicating poverty and sharing a global voice of women and girls from different parts of the world. VOW Initiative is inspired and promoted by a dynamic and passionate team of young people

from different parts of the world who dare to think that they can make a positive change in the world. This Initiative is non-governmental, non-religious and non-partisan.

Objectives

To support the development of girls and women on different issues affecting women's lives such as poverty, education, and entrepreneurship.

Working on other areas of leadership skills that empower girls to be self-

reliant and confident that they can be great agents of change

To train and develop a new breed of citizen and development journalist with keen interest in women and development issues

To create a welcoming space which inspires girls and women to think and make choices in an accessible environment that enables networking.

Women from different parts of the world face some similar challenges despite their differences. Women experience high rate of violence, sexism, inequality and discrimination and their voices are not being heard. This platform encourages women to

tell their story (particularly to mainstream media) and to tell it their own way. This platform is open for women from all over the world. VOW Initiative website has articles, videos, art, and different forms of campaigns and advocacy tools that you can use in your different communities, organizations, schools and clubs. If you will love to be a part of this community of women social entrepreneurs who dare to think out of the box and make a positive change, send us an email to vowinitiative@gmail.com

<http://vowinitiative.org/2014/06/04/unknown-we-are-to-the-world-our-voices-lie-in-your-voices/>

Soyez les conductrices du changement

Dans un univers masculin, [Only Girls](#) lance le premier garage féminin d'Ile de France.

Nous savons que pour un grand nombre de femmes, la visite chez le garagiste est plutôt pénible. Cela est essentiellement dû au manque de connaissance dans le domaine de la mécanique, ou simplement dû au fait que « nous » sommes des femmes.

Only Girls crée l'innovation, en ouvrant le garage dédié aux femmes. Notre but est de vous proposer un service transparent, personnalisé à des tarifs avantageux. De plus, nous changeons uniquement le nécessaire pour votre automobile, ce qui, souvent, génère, une importante économie sur votre facture.

Gender Issues

Discov-her

Experience the first online media dedicated to women on science...

<http://discov-her.com/en>

WOMEN AND SCIENTIFIC EXCELLENCE

Women are under-represented at all levels of scientific research. Despite excellent university results, relatively few women make it to strategic positions. As the 21st century must tackle major challenges such as an aging population, threats to biodiversity or the acceleration of new technologies, women as well as men must be able to make their contribution to major discoveries and to the development of knowledge.

In 1998, the L'Oréal Foundation and UNESCO joined forces to create For Women in Science partnership, which supports women researchers all over the world. Committed, courageous

and unified by a common passion, these women contribute to the advancement of science.

We can interest more young people in science — especially girls — if, along with equations, calculations and chemical reactions, we also show them how science helps people and how important it is to solving the world's problems.

AHU ARSLAN YILDIZ 2014 UNESCO-L'ORÉAL FELLOW

http://www.loreal.com/Foundation/Article.aspx?topcode=Foundation_AccessibleScience_WomenExcellence

Focus on : Help Girls Transform the World

10 Ways to Help Girls Transform the World



© Dominique Laine

by [Kim Crane](#)

In our [digital action campaign](#), World Pulse asked our community to share their testimonies on the obstacles that stand in the way of girls' dreams. Grassroots voices from all over the world chimed in with lived experiences that illuminate the disturbing statistics: There are currently 66 million girls in the world that should be in school, but are not. Thirteen girls under age 18 will be married in the next 30 seconds. The number one cause of death for girls aged 15–19 is childbirth.

Out of more than 350 submissions from over 60 countries, an alternative

vision for the future emerged: Global legions of girls confident in their creativity and wisdom; comfortable in their bodies and safe in their classrooms; ready to take on the world. Not only did campaign participants reveal what educated and empowered girls and women are capable of, these bold dreamers and grassroots practitioners charted how we can make this vision a reality. For the full report and more action steps download the [Girls Transform the World Advocacy Package](#)

Give Her Someone She Can Look Up To

She might be a girl in Afghanistan whose parents refuse to send her to school. She might be a girl in the US who is subtly, but persistently discouraged from joining Science, Technology, Engineering, and Math (STEM) fields. She might be a girl from an ethnic minority who rarely sees someone who looks like her portrayed as a successful woman in the media. One thing these girls have in common is that a mentor could help her dream beyond her current reality and support her through the inevitable tough times. Positive role

models were consistently cited throughout the stories as key to girls' later success.



"I want young girls to look up to the world's greatest role models and to learn and evolve, to look adversity in the eye and say, 'Move over, buddy, I'm going to change the world!'"

[Kirthijay](#) | India

Sex Education for Girls AND Boys

Pregnancy is a leading cause for girls around the world to drop out of school. Many of these dropouts are preventable and fueled by lack of access to information. From Swaziland to the Bronx, girls often receive negative, shaming messages about their bodies and sex—or no message at all. Sex education can give girls agency, while teaching boys at a young age to respect women and girls.



"I had to learn about my body and sex through experiences, many of which were not healthy or safe. There was a silence in my education around the topic."

[LatiNegra](#) | US

Don't Let Her Period Hold Her Back

UNICEF estimates that 10% of girls in Africa drop out of school due to menstruation-related causes. Inability to afford sanitary pads or tampons combines with shame, fear, and a dearth of information about puberty to push many girls in low-income communities out of school. Several campaign participants highlighted the

need for improved sanitation facilities in schools and free access to sanitary products. From grassroots advocacy to teaching girls to craft reusable pads, World Pulse community members are leading this effort!



“As an adolescent, the only material at my disposal for managing menstruation was

toilet paper/tissue (though a health risk and unhygienic), nor could I boldly ask my mother for sanitary pads. It’s a taboo to discuss sexual issues with parents.”

Ikirimat | Uganda

Fight Child Marriage

For 14 million girls under age 18 who get married every year, dreams of an education are exchanged for a husband. In some places child marriage is legal. In others, the laws are ignored. That’s why World Pulse community members are fighting the issue on all fronts: pursuing legal bans on the practice, raising awareness, and providing incentives to keep girls in school.



“Child marriage is both a symptom and a cause of ongoing development challenges, as the practice further contributes to economic hardship, human rights violations, and under-investment in the educational and health care needs of children.”

Buumba Malambo | Zambia

Eliminate Hidden Costs

In most of the world, primary education is free. However, there are often hidden costs like books and uniforms. For families who rely on children to help with agriculture and income generating activities or expect girls to stay home to help with chores, investing in educating girls can be a tough sell. Covering these hidden fees can help the whole family recognize the value of educating a girl.



“One day Piniju picked up an old piece of a writing board in the compound where she lived, put it on her head, and started running, following other pupils to school. She forced herself to school. It was this act of rebellion that caused her maternal aunt (whose children she cared for) to reluctantly register her at the government primary school in Bambalang. She was given just one school uniform that eventually got torn due to frequent washing. However, with her worn out uniform, bathroom slippers and a damaged bag (which her great grandmother picked up for her) she rocked her way to school with joy.” **Precious M** | Cameroon

Nurture Local Wisdom

“Shivering in the slight rain, Cheska was clutching her pencils,” writes Libudsuroy of the Philippines. When Libudsuroy asked why the 10-year-old girl was skipping class to protest a logging corporation, she replied, “Because I want to be a teacher. If we keep our forests, my father can gather firewood and wild honey, and he will have enough money to send me to school.” Like Cheska, many young girls know the obstacles that stand in their way and the many interdependent factors they will need to succeed. The type of education advocated throughout this campaign doesn’t come at the expense of girls’ inherent and inherited knowledge, but strengthens and builds on it.



“I suggest a girl-oriented education, one that brings about authentic empowerment. They can build a web-based women’s school of living traditions, nurturing their own heritage of songs, rituals, epics, crafts, games, genealogy; preserving in their mother tongue the names and uses of forest trees, medicinal herbs, wild animals. Online, they can discuss rights, family planning, and domestic violence. They can harness the interactive technology to network with other women indigenous peoples worldwide.”

Libudsuroy | Philippines

Make Learning Relevant & Empowering

Education isn’t just what happens in a classroom. It includes empowerment through sports, arts, and anything that ignites a child’s inner fire. Around the world, we see community leaders tossing aside one-size-fits-all approaches to education to create new opportunities for girls to shine. Stacey Rozen of South Africa teaches girls how to create story scarves, equipping them with hands-on skills,

while providing an outlet for creativity and positive messages.



“The true purpose of education is to engage minds, in any way possible. For an educated girl with transferable hand skills coupled with self worth, bountiful possibilities await.”

Stacey Rozen | South Africa

Meet Her Where She's At

Despite powerful efforts to educate families and shift cultural attitudes to value girls' education, many girls have already slipped through the cracks. Innovative programs target girls who have already dropped out, or have faced interruptions in their schooling. Flexible solutions like online and distance learning accommodate students who are older or face unique life circumstances, and advance the goal of extending education and opportunity to ALL.



"Our community is full of child-headed families, led by young girls, who are forced to take a parental role before their time. In the end their education suffers. Most of them never reach their potential."

[Gaok](#) | Botswana

Make Our Homes, Schools, and Communities Safe Spaces

Fear holds many girls back from education. There are girls in every region of the world who face sexual abuse from teachers and trusted adults. Others face abuse in the home that erodes their sense of worth and their performance in school. In conflict regions, there is violence and instability to contend with. By addressing root causes of violence, refusing to remain silent, and providing trusted spaces for girls to

speak up and escape violence, we can give these girls a fighting chance at a future.



"I wonder, what educational future will these girls have if they cannot be safe going to school?"

[Aya Chebbi](#) | Tunisia

Begin With One Girl

Not sure where to start? Think about the impact a single educated and empowered girl can make on her family, her country, and the world. Read some of the [inspiring stories](#) of women who benefited from investment in their education, and the heroic teachers, mentors, and community members who made their success possible.



"We don't have to take on the impossible goal of creating a seed. All we need to do is plant it. Someone else can water it, another will fertilize, others can prune and soon enough we will all enjoy the fruits of this combined labor."

[Radiocami](#) | US/Venezuela

World Pulse

http://worldpulse.com/node/74134?utm_source=World+Pulse&utm_campaign=4d61fe798d-2013.07.12.July_2013_Girls_Emagazine_2&utm_medium=email&utm_term=0_2ba7a2ad38-4d61fe798d-415493049

Educating Girls

Across the world, girls are less likely to be enrolled in school, and even less likely to complete a basic education, than boys. In many countries, girls face much higher barriers to getting into school. Entrenched traditions, poverty, inadequate facilities and sometimes lack of government are some of the many hurdles that disproportionately affect girls and hamper their education.

As long as girls are left behind, the goals of educating all children and ensuring real human development can never be achieved. A girl who is denied an education is more vulnerable to poverty, hunger, violence, abuse and exploitation, trafficking, HIV/AIDS and maternal mortality – a legacy that may well be passed on to her own children.

Few of the Millennium Development Goals will be met unless there is

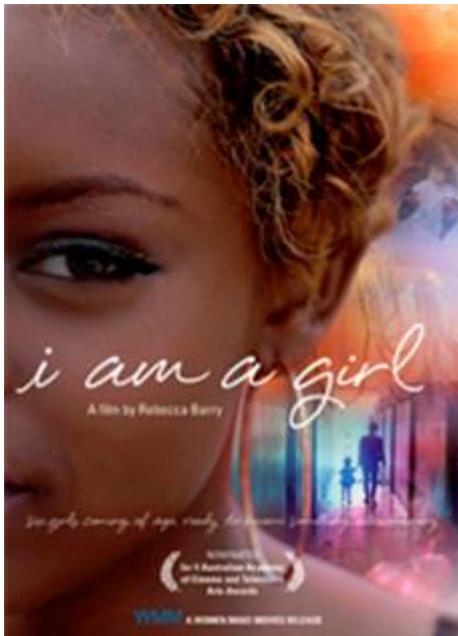
significant progress in girls' education. Educating girls is a sure way to raise economic productivity, lower child and maternal mortality, improve nutritional status and health, reduce poverty and eliminate HIV/AIDS and other diseases.

Getting more girls into school today will also pay enormous dividends for the next generation. A girl who has an education is more likely to contribute fully to political, social and economic life and grow up to be a mother whose own children are more likely to survive, be better nourished and go to school themselves. She will be more productive at home and better paid in the workplace. She will be better able to protect herself and her children.....

http://www.unicef.org/media/media_15526.html

I AM A GIRL – FILM

By [Rebecca Barry](#) - Australia,



There is a group of people in the world today who are more persecuted than anyone else, but they are not political or religious activists. They are girls. Being born a girl means you are more likely to be subjected to violence, disease, poverty and disadvantage than any other group on Earth.

In I AM A GIRL, we meet 14-year-old Kimsey from Cambodia, forced to sell her virginity at 12; Aziza from Afghanistan, who will be shot if she goes to school; Breani, a teen living in a ghetto of NYC and dreaming of stardom; Katie from Australia, who is recovering from a suicide attempt; Habiba from Cameroon, betrothed to a man 20 years her senior; and Manu from Papua New Guinea, about to become a mother at 14 following her

first sexual encounter. As they come of age in the way their culture dictates, we see remarkable heart-warming stories of resilience, bravery and humor.

Nominated for four Australian Academy Awards including Best Documentary and Best Director, I AM A GIRL is an inspirational feature length documentary that paints a clear picture of the reality of what it means to be a girl in the 21st century.

Women Make Movies

http://www.wmm.com/filmcatalog/pages/c864.shtml?utm_source=IAAG+NR&utm_campaign=IAAG+NR&utm_medium=email

FILM SEGMENT

http://www.wmm.com/advscripts/wmmvideo.aspx?pid=244&utm_source=IAAG+NR&utm_campaign=IAAG+NR&utm_medium=email

ALMOST 50 MILLION CHILDREN OUT OF SCHOOL IN CONFLICT-AFFECTED COUNTRIES & ATTACKS ON EDUCATION CONTINUE TO RISE – REPORT

➤ Save the Children

Almost 50 million children living in conflict-affected countries are being denied the chance to go to school, while the number of reported attacks on education is rising, Save the Children has said.

The number of reported incidents of children being stopped from accessing education, physically attacked or recruited by armed groups has increased sharply over the past year, after monitoring efforts were stepped up in the face of the deteriorating situation in Syria and concerns over girls' access to education in parts of South Asia and sub-Saharan Africa.

In a new [report](#) published today, Save the Children documents the impact of conflict on education, and includes new research done for Save the Children by UNESCO's Education for All Global Monitoring Report (EFAGMR) that finds 48.5 million children living in conflict areas are currently out of school, more than half of them at primary school age.

The conflict in Syria has contributed to the sharp increase in the number of reported incidents, according to Save the Children. Of more than 3,600 incidents recorded in 2012, more than 70 percent were in Syria.

The new research comes as Pakistani schoolgirl Malala Yousafzai addresses the UN General Assembly on July 12 in her first public speech since she

was attacked by gunmen on her way to school in Pakistan last October.

The report finds:

Of the nearly 50 million children aged between six and 15 out of school in conflict-affected countries in 2011, 28.5 million were primary school children, more than half of them girls.

In 2012, there were 3,600 documented attacks on education, including violence, torture and intimidation against children and teachers, resulting in death or grave injuries, the shelling and bombing of schools and the recruitment of school-aged children by armed groups.

Since the start of the Syria conflict, 3,900 schools have either been destroyed, damaged or are being occupied for purposes other than education.

In addition to the research, Save the Children has gathered first-hand testimonies of children caught up in attacks on education:

I am in ninth grade but this war stopped me from graduating. I should have graduated and gone to high school, to start building my future but no... my future is destroyed. – Motassem, 13, Syria

The day the rebels came, they destroyed the school. They went into the headmaster's office and destroyed

everything; they destroyed the students' papers. – Salif, 13, Mali

Young people in the village are approached by guerrillas to recruit them. My cousin was tricked into going with them four months ago and I haven't heard from her in a month. – Paula, 15, Colombia

"Education offers children in some of the toughest parts of the world the chance at a brighter future. The attacks highlighted in our report are an attack on that future, robbing children of the chance to learn and fulfill their potential. The classroom should be a place of safety and security, not a battleground where children suffer the most appalling crimes. Children who are targeted in this way will pay the price for the rest of their lives," said Carolyn Miles, president and CEO of Save the Children.

"Conflict is holding back progress, preventing millions of children from going to school every year. Our new

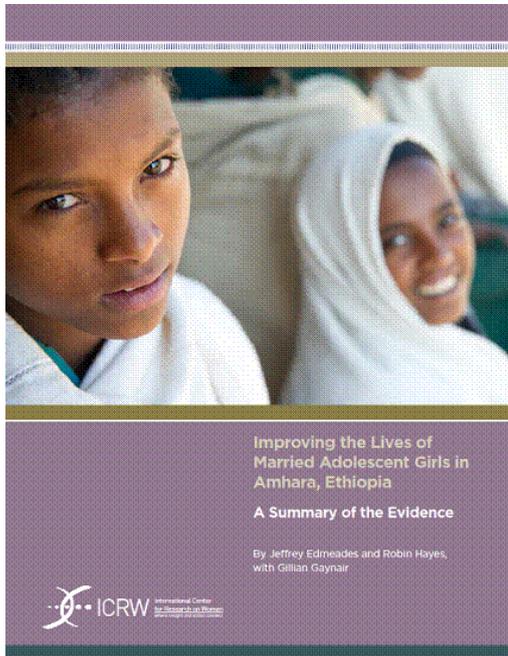
analysis shows that children out of school in conflict-affected countries are being forgotten. Many of the affected children will never resume their education, and will be scarred physically and psychologically for life," said Pauline Rose, Director of the Global Monitoring Report.

Despite the high levels of children out of school and the sharp increase in attacks, levels of funding for education in humanitarian emergencies remain shockingly low. Education funding has continued to fall from 2 percent of overall humanitarian funding in 2011 to only 1.4 percent of overall humanitarian funding in 2012, below the 4 percent that the global community has been calling for since 2010.

Direct Link to Full 2013 38-Page Report:

http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/ATTACKS_ON_EDUCATION_FINAL.PDF

ICRW – Improving the Lives of Married, Adolescent Girls in Amhara, Ethiopia



Today, there are nearly 70 million child brides worldwide, with an estimated 142 million more destined for early marriage over the next decade. Child marriage violates girls' basic human rights and brings their childhoods to a swift end.

This harmful practice is most common in developing nations and is particularly pervasive across South Asia and Africa, where 50 to 70 percent of girls in some countries are wed before age 18. In societies where girls are valued less than boys, marrying girls as young as 10 years old is routinely deemed a smart economic transaction for poor parents, who, upon their daughter's marriage, will have one less child to support and may receive "bride price" – money or property – from the groom's family.

In Amhara, Ethiopia and elsewhere around the globe, many child brides have little or no access to reproductive health information or services, and thus endure a slew of health problems that further cripple their ability to grow into healthy, productive women. They are at greater risk of sexually transmitted infections, including HIV. They face complications – and death – as a result of early pregnancy and childbearing. Further, children born to child brides are more likely to experience death, malnutrition, stunting and ongoing health problems than those born to mothers just a few years older.

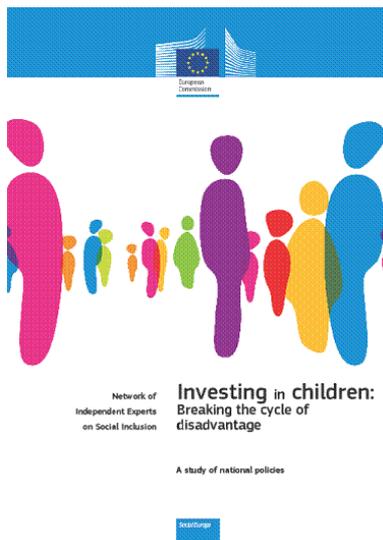
These tragic consequences of child marriage not only impact individual girls' lives; they also severely undermine global progress on a variety of goals, including ending poverty,

ensuring universal access to education and sexual and reproductive health, and strengthening economies. Child marriage also slows efforts to reduce human rights abuses, incidences of

maternal mortality and morbidity, and vulnerability to

HIV. <http://www.icrw.org/files/publications/140314%20ICRW%20ChildMarriage%20Report%20Web.pdf>

EU – INVESTING IN CHILDREN & BREAKING THE CYCLE OF DISADVANTAGE – GIRLS



European Commission [Synthesis Report](#)

Child poverty and social exclusion are major challenges facing the European Union. As part of its Social Investment Package, the European Commission issued a major Recommendation on Investing in Children and Breaking the Cycle of Disadvantage....The country reports prepared by the national experts are intended to assist the Commission and Member States in

the implementation of the Recommendation and inform its monitoring. They set out what the Network experts see as the priorities for action in each Member State. <http://ec.europa.eu/social/main.jsp?langId=en&catId=1025&newsId=2061&furtherNews=yes>

<http://www.womenlobby.org/news/european-international-news/article/implementing-commission>

On-going and/or coming Gender Programmes/ Conferences / Events:

Trust Women – Putting the Rule of Law behind Women’s Rights

trust women 18-19 NOVEMBER
PUTTING THE RULE OF LAW BEHIND WOMEN’S RIGHTS LONDON | 2014

London, 18–19 November

The Trust Women conference is an influential gathering that brings together global corporations, lawyers and pioneers in the field of women's rights. Unlike many other events, Trust Women delegates take action

and forge tangible commitments to empower women to know and defend their rights.

<http://www.trustwomenconf.com/newsletters/overview/>

Être femme en Afrique subsaharienne: la fin des "cadets sociaux"?

Délai: 01.09.2014; publication dans la revue Recherches féministes

Des écrits, dont ceux de Balandier, de Meillassoux et de Bayart, ont désigné les "cadets sociaux" comme l'ensemble des catégories sociales dominées (les jeunes et les femmes) par opposition à leurs "aînés sociaux" qui ont l'autorité liée à leur âge, à leur position dans la lignée et à la possession de ressources symboliques et matérielles. Pourtant, devant les plans d'ajustement structurel, les divers processus d'urbanisation, le rôle influent des médias et les transformations des rapports d'autorité dans les familles, certaines femmes ont été amenées à assumer de nouveaux rôles tels que

chefs de famille, chefs d'entreprise, leaders d'opinion, leaders politiques ou figures religieuses charismatiques. Ainsi, le numéro de la revue Recherches féministes qui sera consacré à ce thème invite à rendre compte d'histoires individuelles ou collectives de femmes ou encore de voies différenciées d'affirmation féminine pour mieux comprendre les profonds changements en Afrique au sud du Sahara depuis les 30 dernières années. Pour mettre en lumière ces changements, trois axes sont proposés.

<https://www.gendercampus.ch/fr/aktuell/call-for-papers?k=ListItemID:244>

Formations et accompagnements sur les enjeux de l'égalité femmes-hommes et du genre

Adéquations propose des formations et des accompagnements sur les enjeux de l'égalité femmes-hommes et du genre, appliquées notamment à l'éducation non sexiste, la solidarité internationale et la coopération décentralisée, le développement durable...

Informations

: www.adequations.org/spip.php?article2055

A noter, nos deux séminaires d'une demi-journée de sensibilisation à Paris :

► vendredi 10 octobre (14 h à 18 h) : L'approche de genre dans le développement durable et la solidarité internationale.

Informations

: ynicolas@adequations.org

► jeudi 11 décembre : La Convention internationale des droits de l'enfant à partir de l'approche de genre, outil de promotion de l'égalité filles-garçons, d'éducation à la citoyenneté et à la solidarité internationale.

Informations

: bfiquet@adequations.org

Grants/Funding opportunities/Awards/Fellowships/

Vacancies

GALAXY

We are happy to inform you that the UN single electoral roster has now re-opened and the generic vacancy announcements have been posted in Galaxy (links attached below).

Information on UN electoral roster:

Instructions for applying:

- 1) When applying in Galaxy, please take the following into consideration:
 - a) Use Explorer 5.5 or higher, and not Chrome nor Mozilla Firefox, which can conflict with Galaxy;
 - b) Check SPAM periodically for notifications;
 - c) Avoid using Apple Macintosh computers;

- d) The positions will be open for 30 days, but it's best to apply as early as possible;
- e) Ensure that the email address entered in the PHP is spelled correctly and that you will keep that email address for the upcoming months;
- f) For those roster members or applicants having existing UN staff index numbers, but who experience difficulties in entering or changing the index number, register as 'non-UN'

and then send us the index number separately;

- g) When entering a field assignment, if a specific DPKO or DPA field mission that you have worked in is not among the options, choose 'Secretariat/DPA,' but mention the mission under Address and/or Duties;
- h) Include your supervisor's email address for each assignment you enter on your PHP;
- i) Send an email to electoralroster@un.org upon completing your application so we can track it.

2) Please take into consideration the following requirements:

Level	Years of relevant experience required
D-1	At least 15 years and a masters degree or equivalent (17 years with a BA)
P-5	10 years and a masters degree or equivalent (12 years with a BA)

P-4	7 years and a masters degree or equivalent (9 years with a BA)
P-3	5 years and a masters degree or equivalent (7 years with a BA)

Links to the Announcements:

https://jobs.un.org/Galaxy/Release3/Vacancy/Display_Vac.aspx?lang=1200&VACID=87c4547d-30d5-48b4-88d9-4cb21e8520d3

https://jobs.un.org/Galaxy/Release3/Vacancy/Display_Vac.aspx?lang=1200&VACID=20c8dbc4-54d5-4607-a66f-878f6fd159b5

https://jobs.un.org/Galaxy/Release3/Vacancy/Display_Vac.aspx?lang=1200&VACID=6d2134cc-b434-4ccd-ba80-7c130c6b28ba

https://jobs.un.org/Galaxy/Release3/Vacancy/Display_Vac.aspx?lang=1200&VACID=7f81458c-4415-4d4a-8e46-68dd7d465c68

THE FOR WOMEN IN SCIENCE PROGRAM

In partnership with UNESCO, the For Women in Science program provides support for women researchers on all continents and at different points in their careers. This may come in the early stages of a young researcher's vocation or be in celebration of a full career committed to scientific advancement.

PRESENTING EXCEPTIONAL SCIENTISTS TO A WIDER PUBLIC

A major aim of the program is to identify and support eminent women in science throughout the world who are working in both life or physical sciences. Every year, five L'Oréal-UNESCO Awards are presented to exceptional women.

By giving these researchers increased visibility, the awards show the way for new generations, encouraging young women to follow their example. Since the launch of the program, 82 women have been distinguished by the L'Oréal–UNESCO Awards, two of whom subsequently received the Nobel Prize.

HELPING YOUNG RESEARCHERS

The second aim of the For Women in Science program is to support young female researchers at key moments of their career. Each year, 15 doctoral or post-doctoral researchers in the life sciences are awarded International Fellowships which enable them to widen their scope of expertise at recognized research institutions outside their home countries.

ADAPTING SUPPORT TO LOCAL REALITIES

National Fellowships are also awarded in almost 50 countries, plus Regional Fellowships in the Arab States and in Sub-Saharan Africa, in partnership

with branches of the L'Oréal group and UNESCO National Commissions. These aid young women to launch their scientific careers. In India, for example, since 2003 the For Young Women in Science program has annually helped 10 young women finance their studies at Indian institutions of higher education.

A NETWORK OF DEDICATED SCIENTISTS

By the end of 2014, over 2000 women scientists from over 100 countries will have benefitted from the program.

Find out more about the For Women in Science community, the juries, the Laureates and the Fellows in the social media.

<http://www.facebook.com/forwomeninscience>

Twitter @4womeninscience

<http://www.youtube.com/user/forwomeninscience>

Scholar Rescue Fund Fellowships



The Scholar Rescue Fund provides fellowships for established scholars whose lives and work are threatened in their home countries. These fellowships permit professors, researchers and public intellectuals to find temporary refuge at universities, colleges and research centers anywhere in the world, enabling them to pursue their academic work in

safety and to continue to share their knowledge with students, colleagues and the community

<http://www.scholarrescuefund.org/pages/for-scholars/eligibility-amp-criteria.php>

Eligibility & Criteria

Established professors, researchers and public intellectuals from **any country, field or discipline** may

qualify. Applications are reviewed for academic qualifications, the quality/potential of the candidate's work, and the urgency of threats faced. Preference is given to scholars

who are facing or recently fled from immediate, severe and targeted threats to their lives and/or careers in their home countries or countries of residence;

with a Ph.D. or other highest degree in their field who have extensive teaching or research experience at a university, college or other institution of higher learning;

who demonstrate superior academic accomplishment or promise;

whose selection is likely to benefit the academic community in the home and/or host countries or region

Applications from female scholars and scholars who are members of ethnic, racial, cultural or religious minority groups, or those otherwise underrepresented in their field, are encouraged.

Fellowships are approved by the SRF Selection Committee which convenes at least three (3) times per year. Awards are issued for up to US \$25,000, plus individual health insurance. The final fellowship award is dependent upon the location of the host institution, the cost of living, and the value of any additional contributions from the host institution or other source.

Host academic institutions agree to accept the fellowship funds and disburse them to the scholar. In most cases, host partners are required to match the SRF fellowship award

through salary/stipend support and/or a combination of salary and in-kind support, such as research materials, and other in-kind assistance.

<http://www.scholarrescuefund.org/pages/for-scholars/instructions-and-application.php> – See website for full details.

Instructions and Application

Direct application & third-party nomination

Candidates may apply directly or be nominated by a third-party. Although SRF invites applications from individual scholars, it does not provide awards directly to individuals. In most cases, fellowships are awarded to the host institution, which in turn issues the fellowship award for direct support of the fellow.

Joint-applications encouraged, but not required

In most cases, financial and/or in-kind support equal or greater to the SRF award must be provided by the host institution or another source. For this reason, candidates are strongly encouraged -- but not required -- to apply jointly with a university or college that has agreed to host the visit and to provide the necessary matching funds. SRF will work to identify a suitable host partner for successful candidates who apply without a pre-arranged host institution.

Deadlines

Applications and nominations are accepted at any time throughout the year, on a rolling basis. Applications will be considered by the SRF

Selection Committee at least three (3) times per year. Non-emergency applications must be received at least four (4) weeks before a Committee meeting in order to be considered. Decisions will be announced approximately two (2) weeks after each Selection Committee meeting.

Emergency applications

Emergency applications can be considered out of cycle if a candidate's circumstances do not permit waiting for the next Selection Committee meeting.

Application Instructions

Applications materials must be in English or in the language of the proposed host institution/country. A complete application package may be submitted by e-mail (preferred), fax or postal mail.

Application Review

In addition to a review of the required application materials listed below, the Scholar Rescue Fund contacts references and other sources, which may include independent experts on the country of origin or the particulars of the reported situation of threat/risk. In the cases of publicly known candidates or crises, verification can be relatively straightforward. Other cases require extensive investigation and investment of SRF staff resources. For particular types of reported threat, including anonymous intimidation or situations involving detainment, imprisonment, and/or physical violence, verification is undertaken with particular sensitivity to the security concerns of the candidate. All candidates considered for fellowship

support are screened against a database of names comprised of over 25 major international watch lists.

Required application materials

If you would like to apply for a SRF fellowship, please submit the following required materials by email (preferred), fax or postal mail.

Application coversheet

[Application Coversheet](#)

Current CV or resume. Please include the following information:

Current position (location, dates of tenure, professional title & responsibilities);

Previous positions (in chronological order: location, dates of tenure, professional title & responsibilities);

All of your publications (journal articles, books, chapters) including the name of publication, title of work and date of publication;

Other relevant academic work (including supervision of Master's and Ph.D. theses, conference presentations, grants/honors/awards, professional affiliations).

A letter or personal statement explaining your application. Please explain why you are applying to the Scholar Rescue Fund for support. Include a clear account of the threats or risks that you have been facing. Please also discuss your academic background and achievements, and explain what academic activities (research, teaching, publishing, etc.) you would undertake during a fellowship.

Two (2) academic/professional letters of reference from academic and/or professional colleagues who can speak to your research, publications, teaching or other advanced academic experience.

Two (2) personal letters of reference from colleagues or persons who are

aware of the difficulties that you have been facing as well as your professional background. Letters from colleagues both inside and outside of your home country are preferred. Personal letters of reference can be combined with an academic/professional reference.

THE ITALIAN CORNER

Siamo tutte breadwinner

Relazioni - Donne che portano a casa lo stipendio, con mariti a carico. Ovvero, rischi e vantaggi della "nuova era economica al femminile"
di Marcella Volpe-Dweb

Un giorno (tra poco, dicono) finirà questa crisi economica. Da quel giorno, in ascensore tornerete a parlare del meteo. E le conversazioni, in generale diverranno più difficili. Godiamocela, quindi, finché è possibile. Peraltro, se siete femmine, avete qualche motivo in più per desiderare che la crisi duri ancora un po'. Infatti, i dati sui licenziamenti parlano chiaro: le imprese hanno tagliato più posti maschili che femminili. Certo, perché noi donne siamo più brave, intelligenti e multilevel. Ma soprattutto perché licenziare un uomo è più conveniente economicamente (lo stipendio portato a casa da lui è sempre maggiore di quello percepito da lei, a parità di mansioni e anzianità). Forse è un risultato meno lusinghiero di quanto si gridi (si parla di nuova era economica al femminile, chissà), però siccome noi donne siamo estremamente pratiche, ci conviene portare a casa il risultato, abituandoci al nostro nuovo ruolo: quello di

breadwinner (traduzione letterale: vincitore di pagnotta. Traduzione a senso: chi porta a casa la pagnotta). Un ruolo destinato a crescere nel tempo, secondo le stime del Boston Consulting Group, i cui ricercatori hanno stimato che il reddito globale femminile crescerà del 50%, contro una crescita di quello maschile di poco più del 30%. Si tratta di donne che hanno conquistato delle posizioni lavorative e che sono in grado di mantenere la famiglia, anche senza un altro stipendio. In senso un po' più lato, possiamo includere nel numero anche quelle con un compagno dal lavoro meno importante e remunerativo. Quelle che sarebbero in grado di tirare avanti la baracca anche senza di lui. Le capofamiglia. In questo senso di sicuro sono delle breadwinner Angela Merkel e Hillary Clinton e, cambiando totalmente genere, vi rientra pienamente Nicole Kidman coniugata Urban. Se diventassimo come la Merkel È che, quand'anche diventassimo davvero

delle breadwinner, quand'anche ci trovassimo finalmente ad avere infranto il tetto di cristallo, sappiamo benissimo che il problema principale da affrontare sarà sul nostro divano di casa: lui. Ogni uomo è progressista. Ha sempre detto che avrebbe appoggiato la vostra carriera, che sarebbe stato felice dei vostri successi e che, accidenti, era proprio un peccato che voi non trovaste una posizione adeguata alle vostre capacità, ma non bisognava farne un dramma. Potevate farcela anche con uno stipendio solo, il suo. Eppoi (questo è il momento consolatorio) magari potessi stare a casa io tutto il giorno e fare lavorare te. Ma queste, lo sapevamo, sono parole. E soprattutto sono parole che non gli vanno ricordate. Mentre una donna che non ha un lavoro ha comunque un'occupazione (la casa e, quando ci sono, i figli) e, in più, trova anche facilmente qualcosa da fare (va all'outlet, fa un altro figlio, ristruttura la casa, impara la cucina rinascimentale, torna in forma con la wii, trova un lavoro meno qualificato rispetto alle sue aspettative dicendosi "pazienza, che ci vuoi fare"), proporgli di occuparsi del menage in attesa di tempi migliori ha lo stesso effetto che discettare in termini men che iperbolici della sua virilità. Si offende, si deprime, si attacca a un social network.

Le spese da affrontare

Un uomo a casa è un castigo divino. È come se avesse l'influenza, ma peggio. Si lamenta, se la prende con lei, le telefona ventisei volte tipo Attrazione fatale (cosa avrai mai di tanto importante da fare?), la aspetta

sotto l'ufficio (diventano gelosi). Farlo ragionare, proponendo delle alternative è, di solito, infruttuoso. E non vale nemmeno il consiglio di approfittarne per aggiornarsi, che so, studiando il cinese mandarino, perché il senso di ingiustizia prevalica ogni altra iniziativa (notate: l'ingiustizia sta soprattutto nel fatto che non abbiano licenziato voi, e tra un attimo dirà pure che esiste un'internazionale femminile che vuole annullare gli uomini. Sì, lo dirà). Ma mettiamo che lui dovesse fare buon viso a cattivo gioco, occupandosi per un po' della casa o dei figli. State per gioire? Potete farlo, a patto di sapere che dovrete prevedere alcune spese: qualche colf per rimettere a posto quello che lui crede di avere messo in ordine, diversi artigiani che riparinò i danni che causerà quando si darà al bricolage. Sarà indispensabile anche una tata modello Lady di ferro, visto che pur di tenere buoni i piccini non esiterà a concedere svariate ore tra Transformers e Aristogatti. Però poteva andare peggio. Se è effettivamente ordinato, sconfinerà nel maniacale, ordinandovi di mettere le pattine, quando rientrerete a casa. Se è portato per la vita domestica vi chiamerà per sapere se preferite pizza o pasta al forno (agli uomini piace cucinare calorico, peraltro abusando di carboidrati). Eppoi che angoscia 'sto rito della cena. Certo, però non bisogna dirlo, ci ha messo così tanto a cucinare il timballo di lasagne con zucca e prosciutto. O vi farà un'improvvisata sul lavoro (dai, ti porto fuori a pranzo) nel giorno clou del vostro calendario lavorativo di sempre. Respirate e pensate che è la giusta vendetta per quando vi siete

lasciate scappare la frase più stupida che una donna possa pronunciare "Non mi stupisci mai, non mi fai mai una sorpresa...".

Utilità delle bugie

"Prima o poi la crisi finirà". E si ritornerà a parlare del meteo. E lui troverà un altro lavoro. Dovrete imparare a dire questa frase in maniera impeccabile: con convincimento e fede incrollabile. Intanto, ovviamente, attivatevi perché la cosa accada. Possibilmente senza che sia palese. Cioè: lui può anche subodorare che c'è il vostro zampino, purché non debba anche esservi riconoscente. Fate di necessità virtù e diventate assennate: dichiarate di essere disinteressate ad abiti costosi, di preferire le vacanze al bio camping piuttosto che nel resort quattro stelle. E prendete esempio dalle breadwinner sopra citate, una per tutte Angela Merkel, che non ha esitato a dichiarare di essere pronta a sacrificare tutto quanto ha faticosamente conquistato –

successo, potere, notorietà – sull'altare dell'armonia coniugale. "Per mio marito sono pronta a rinunciare alla politica e al potere". È una bugia, ma mentire potrà tornarvi utile, casomai dovrete veramente salire i gradini e fare carriera. Il bello di essere principe consorte Alcuni (pochi) sanno approfittare della situazione: aprono un blog, vanno con medici senza frontiere, si allenano per la maratona. A coloro che resistono col broncio ricordiamo le parabole di Mr. Merkel o di Mr. Clinton, o di Mr. Kidman. Il primo ha approfittato della posizione della moglie per conoscere persone interessanti che, magari, da professore di fisica non avrebbe mai potuto avvicinare (suvvia, conoscere i vip piace a tutti...) e per ottenere ottimi biglietti per l'opera di Bayreuth, l'altro è diventato filantropo, l'ultimo si è tolto la soddisfazione di essere considerato come musicista. Avere dei vantaggi senza dover faticare, alla lunga, piace a tutti. Per tutto il resto c'è la carta di credito. La sua.

Poets' Corner

La epigrafista

Esta habitación huele a pasado:
el diálogo, el tronco enorme del árbol enfermo
del otro lado de la ventana.

Un sueño llegará al anochecer
(ah, vieja coleccionista de crepúsculos de seda)
y cuando llegue, le abriré al viento sur
que empuja los cerrojos.

La huella que deja la melancolía
puede ser tan feroz como ella misma.

Un pozo de agua donde flotan las certezas
como aceite sucio.

Paulina Vinderman (Bs. Aires, 2012)

Quote for the Day:

"It is harder to crack a prejudice than an atom."

Albert Einstein

JUST FOR FUN:



You are encouraged to share with us any information or material you think may be of interest for the next issue, by writing to GCU@itcilo.org. Also, do not hesitate to share this newsletter widely with your colleagues and networks.

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