



INTERNATIONAL
MUSEUM OF WOMEN

Women's Invisible Work Made Visible

Objective: By discussing public and private spaces students will learn some of the extents women and girls have pulled and pushed societal boundaries. Using artwork from the Museum's "Women of the World: A Global Collection of Art" exhibit, current news headlines, and personal accounts, this workshop will explore the invisible boundaries that exist for women/girls in different regions of the world and ask students to explore and offer possible solutions those limitations.

Estimated Time: 90 minutes

Equipment: none

Materials:

- World map
- Copy of Joni Seeger Map of "Women in Government"
The State of Women in the World Atlas, Joni Seeger, Penguin Press, 2003.
- Women's work cartoons (see 'End Notes')
- Bhutan, and Democratic Republic of Congo art images from the International Museum of Women's exhibit "Women of the World: A Global Collection of Art"
- Markers, pens/pencils, paper, scissors,
- letter size paper, envelopes and stamps
- Large Notepad

Ground Rules:

1. Please use positive, no put downs
2. Be respectful and listen to others when they are talking
3. Please turn off cell phones
4. Let's agree that 'What's said in the room stays in the room'
5. Have fun, be creative, and speak up!

Workshop

1. Set up (15 minutes)

Place selected 'Women of the World' images in a visible space

2. Introductions (10 minutes)

Facilitators introduce themselves and provide a verbal or written outline for students, which include the ground rules. Ideally, students should participate in developing the ground rules. A short ice breaker is always a good way to begin a program. A simple question that everyone answers pertinent to your workshop can be an easy way to ease into a topic. Facilitators should participate in this activity as well.

Ice Breaker: Develop a list with students of jobs they perform at home or at school.

3. Women's Work: (30 minutes)

Congo artist Nathalie Ndolo's 1971 painting from the International Museum of Women's "Women of the World: A Global Collection of Art" exhibit and through political cartoons. Nodolo's painting shows a pregnant woman carrying a fruit basket on her head and a water bucket in hand. Her daughter walks beside her, carrying her baby brother. Present the image to students and let them know it was done by a Congo woman artist.

Has anyone been to this country? Can someone locate it on the world map (between Tanzania and Congo on the African continent)? Generate a discussion by asking students what they see.

Questions for students:

- Do you consider what these women are doing work? Note: 80% of agriculture from the Dominican Republic of Congo is done by women and girls but is not counted in the country's income
- Why do you think their work is not considered work by their country?
- What work(s) do you perform at home that is not counted?

Talking Points to bring up in discussion:

- The girl's need to help her mother overrides her ability to attend school.
- In some societies, parents need daughters to work in the house, and/or do not want their child to walk alone to school for safety reasons.
- Maybe the parents fear that if they educate their daughter she will abandon any work duties within the home/family financial responsibilities.
- There are cultures where girls who marry become a part of the husband's family, and must work within that family's household while raising their own children.
- UN found that 2/3 of the world's work is done by women, and women earn 1/10 of the world income, and own about 1% of world property.
- Ask students if women's work where they live is similar or different from the ideas discussed.

Introduce photo of Bhutan. Has someone been to this country, can someone locate it on the world map (between India and China)

Ask students to describe what they see in the picture.

- The Nepali phrase means husband is like god for wife. What rights are denied to the woman in this picture? What other rights are sometimes denied to women?
- Despite calls for gender equality, women are significantly underrepresented in the government, political parties, and at the United Nations. No government represents women equal to its population. (Show "Women in Government Map")
- Also, in some countries girls don't have the same chance to go to school as boys do.
- Nearly 130 million children around the world don't go to school, two-thirds are girls.
- *Note:* the artist was a soldier in the Eritrea People's Liberation Front during a long, drawn out war with Ethiopia. Women comprised one third of the army, holding command position. Women now are represented in the government (30 percent) and can own property. But 85% remain illiterate

Review initial list from ice breaker. Which jobs listed are visible and which jobs are invisible?

- If no one is a witness to the job is it less important?
- If the jobs are without pay are they less visible?

4. Open Studio Activities: (30 minutes)

- Create a cartoon addressing the importance of making women's invisible work visible
- Create an art piece that describes what it's like to be a girl in your country.
- How would women's work be more visible if you were principal of a school or President of the World?
- Write a letter or poem to a local politician about the importance of making women's invisible work visible.

Clean Up (5 minutes)

End Notes

Political Work Cartoons http://www.nicholsoncartoons.com.au/cartoon_582.html
Have ready the addresses of local/national politicians for Open Studio Activity

Unifem http://www.unifem.org/gender_issues/women_poverty_economics/

Kammu: Girls' Work <http://www.ling.lu.se/persons/Damrong/girlswork.html>

Global March Against Child Labour

<http://www.globalmarch.org/campaigns/educationcampaign/girl-child.php>

- *An alternative activity for an older group would be to discuss the attached article San Francisco Chronicle's Korean sex trafficking article*
<http://www.sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/2005/07/22/EDGHGD.RSV41.DTL>