



## Equality in figures: Detecting the gender gap

### Authors

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### Type of activity

Digital storytelling, multimedia creation, collective reflection.

### Target educational level

It can be addressed to the last courses of High School students and to any university student.

### Information entry

The ODS 10 is presented, with a reflection on the various types of inequality that affect people, including inequality based on ethnicity, social class, disability, sexual orientation, territory, legal status, etc.

Social inequalities are structural differences that negatively affect certain social groups' access to rights, resources, opportunities, and recognition. These are not natural or individual inequalities, but systems of exclusion that are reproduced over time through political, economic, cultural, and institutional structures. One of the most visible forms of inequality is that based on ethnic or racial origin. This manifests when individuals or groups are treated unequally, discriminated against, or excluded because of their ethnic, racial, or cultural belonging. Roma populations, Afro-descendants, indigenous people, or racialised migrants often face systematic barriers in areas such as access to education, employment, healthcare, or housing, in addition to suffering social stigmatisation and institutional criminalisation. These inequalities have deep roots in structural racism, historical colonialism, and the erasure of their contributions to society.



Another structural form of inequality is that based on social class or socioeconomic status. This refers to the unequal distribution of material, cultural, and symbolic resources across different population sectors. Working-class, impoverished, or at-risk groups tend to have limited access to essential services such as quality education, healthcare, leisure, technology, or decent housing. These inequalities are not temporary but are reproduced intergenerationally and strongly condition life trajectories, perpetuating a cycle of poverty that is difficult to break. They also deeply affect social mobility, making it harder for those born in disadvantaged contexts to improve their living conditions.

Disability inequality must also be made visible. This does not only refer to individual limitations but to the social model of disability, where the problem is not with the individual but with an environment that is not designed for all human capacities. Architectural, communicative, technological, and attitudinal barriers prevent many people with disabilities from participating equally in social, educational, and work life. This inequality leads to discrimination, school segregation, unemployment, forced dependence, lack of autonomy, and social invisibility, which fuels ableism (structural discrimination against people with disabilities).

Moreover, inequalities based on sexual orientation and gender identity deeply affect LGBTQ+ people. These individuals may face discrimination, violence, exclusion, or invisibility for not conforming to heteronormative or cisnormative social standards. Homophobia, transphobia, and biphobia occur in many areas of daily life: at school, at work, within families, or in healthcare services. LGBTQ+ individuals often face barriers to accessing basic rights, higher risk of school abandonment or precarious employment, and higher chances of becoming victims of violence or harassment. These inequalities are compounded when intersected with other axes such as ethnic origin, social class, or territory.

Territorial inequality is another form of structural exclusion. Opportunities and rights are not equally distributed based on place of residence. People living in rural areas, marginalised neighbourhoods, or urban peripheries tend to have more limited access to public services, transport, educational institutions, healthcare, or cultural activities. This territorial inequality is evident, for



example, in the rural-urban gap, school dropout rates, or lack of basic infrastructure. The place where one lives can significantly determine life opportunities, reproducing cycles of exclusion that are difficult to reverse without sustained political action.

Finally, the legal or administrative status of individuals can also be a source of inequality. Migrants with irregular legal status, refugees, or asylum seekers often face violations of their basic rights. Lack of legal documentation can prevent access to healthcare, higher education, employment, or even safe housing. This form of inequality is closely linked to restrictive migration policies and institutional racism, which generate situations of invisibility, fear, exploitation, and social exclusion.

In summary, all these forms of inequality—based on ethnic origin, social class, disability, sexual orientation, territory, or legal status—do not operate in isolation, but intersect and overlap, creating complex forms of exclusion that must be addressed from a critical, intersectional perspective committed to social justice. The role of education and social intervention professionals is crucial in making these inequalities visible, raising awareness, and constructing inclusive and transformative strategies.

This can be supported by real testimonies, social reports, or experiences close to the students.

## Source

Real or fictional personal stories by students. Students can create and share real or fictional personal stories as part of their reflection on inequality and social justice. To support their work, they can use reports and complementary materials from:

- Fundación FOESSA
- Save the Children
- Cáritas
- Coordinadora de ONGD
- Short Documentaries or Interactive Stories such as "We Are All Human"



## Problem statement

How can we empathetically highlight social inequalities in our environments?  
What role does storytelling play in raising awareness and driving social change?

## Solution

1. Creation of a digital story based on a real or fictional experience of exclusion or inequality.
  - Possible formats: illustrated written narrative, short video, interactive comic, narrative presentation, infographic with testimonies.
  - Tools: Canva, Pixton, Powtoon, StoryMap JS, Genially, Clipchamp.
2. Publication in a collaborative digital space (class blog, Padlet, shared Drive) to share the stories and open spaces for collective reflection.
3. Closing session with critical dialogue, where emotions, learnings are analysed, and ideas are proposed on how narrative work can be integrated into social and educational interventions.