

## ***Gender Equality in Society***

### **CLASS 11 (Scenario 11)**

<b>TOPIC</b>	<b>Gender (in)equality in political sphere</b>
<b>LEARNING CONTENT - DETAILED CHARACTERISTICS</b>	<p>The classes are devoted to the participation of women in the sphere of power with particular emphasis on the political scene (international, European and national). First, the issue of legal guarantees of equal participation of women and men in decision-making is raised. On this basis, attention is paid to who their author is. This, in turn, is the starting point for the issue of electoral rights as a prerequisite for political participation. Then, based on the available statistical data and individual examples (politicians), a current situation is diagnosed. This section considers both global and regional tables and national ones relating to bodies of the international organization, the legislative and executive powers. At the same time, students are drawn to examples of bodies/countries where the participation of women and men is balanced, signalling (initially) the solutions applied there (quota systems). The above analyzes are then used to identify and discuss in greater detail the mechanisms permitted by law to strengthen the participation of women in the sphere of power (temporary special measures). Another element is the identification of the reasons for women's (still) low participation in the political sphere and a discussion on their legitimacy and topicality. The notions of "critical mass" and "balance in the decision-making process" and the course of the recruitment process to political structures are recalled. By the way, various examples and "styles" of women's political leadership are also discussed, with particular emphasis on crisis situations (pandemic, war).</p>
<b>KEY WORDS</b>	electoral rights, political participation, political violence, "crisis fiancée", "Catch 22", gender quotas, gender parity, balance in decision-making, critical mass, parity democracy
<b>SUGGESTED TOOLS</b>	laptop, projector, smartphones, PPT, Youtube, Menti
<b>TIPS / METHODOLOGICAL REMARKS</b> (if applicable)	<ul style="list-style-type: none"> <li>• Classes can be conducted both: f2f or on-line;</li> <li>• Flipped class for the purposes of statistical data on CAREER DEVELOPMENT &amp; LEADERSHIP (see: Class 10, Work card 6) and the identification barriers in politics (experiences of M. Albright – see: Work card 8);</li> <li>• Ideally designed for a maximum of 20 students, the class can be done with a larger number of students. However, the discussions are not as effective as in larger classes and the central activity is on the shoulders of the teacher all the time;</li> <li>• The class requires a min. B1 level of English proficiency.</li> </ul>

<b>IMPLEMENTATION OF THE CLASSES</b>	<b>STEP 1</b>	<p>Classes begin with a trailer from the series "The Crown" (conversation between M. Thatcher and Elisabeth II). On this basis, students identify the topic of classes (see: Work card 1).</p>
	<b>STEP 2</b>	<p>The next step is to indicate the guarantees of gender equality existing in international law (also in political life) (see: Work card 2a). On this occasion, students paid attention to the time of their adoption and the composition of the body that created these regulations. This, in turn, prompts the discussion on <b>electoral rights</b>. The topic is complemented by the indication of the moment when women in different parts of the globe obtained electoral rights (see: Work card 2b).</p>
	<b>STEP 3</b>	<p>Students (using their smartphones) take part in the survey on the percentage of female parliamentarians (see: Work card 3) and then confront their assumptions with the available statistical data (global, regional, national) and reality (see: Work card 4). On this occasion, on the one hand, the "good practices" of states are signalled, as well as the existing "pathologies" and stereotypes related to the <b>participation</b> of women in <b>politics</b> (see: Work card 5).</p>
	<b>STEP 4</b>	<p>In the next section, the reasons for women's (still) low participation in the political sphere are identified. Here should be discussed following phenomena: traditional socialization, lack of interest in politics, lack of qualifications and skills, low self-esteem, lack of self-confidence, stereotypes, discrimination, <b>political violence</b>, deficit of female solidarity ("pulling up the ladder" phenomenon), difficult access to electoral campaign funds, "<b>crisis fiancée</b>". Particular attention is paid to the analogy with "<b>Catch 22</b>" (see: Work card 6).</p> <p>The conducted discussion is to verify the understanding of the indicated terms and confirm to what extent the identified barriers are (still) valid.</p>
	<b>STEP 5</b>	<p>Then the students, again using their smartphones, point to examples of women-politicians who managed to overcome the barriers discussed above (see: Work card 7).</p> <p>For these analyzes, it is necessary to watch an interview with Madaleine Albright in advance (see: Work card 8).</p> <p>This section is also used to show examples of different "styles" of ruling by former and current politicians (including M. Thatcher, A. Merkel, U. von der Leyen, K. Harris, H. Clinton, S. Marin, M. Le Pen, Liz Truss or G. Meloni, especially in the times of crisis caused by pandemic or war (see: Work card 9).</p>

	<b>STEP 6</b>	The penultimate element of the course is a discussion on the mechanisms above of electoral systems, strengthening the participation of women and men in the political sphere ( <b>gender quotas/gender parity</b> ), the importance of <b>balance</b> in the political <b>decision-making</b> process and <b>parity democracy</b> (see: Work card 10). In this context, the concept of " <b>critical mass</b> " is presented. Students also have the opportunity to rethink the recruitment process for political structures (where the mechanisms mentioned above may apply) (see: Work card 11).
	<b>STEP 7</b>	The classes are concluded with a summary of the essential information and observations by the teacher. Students also have the option of asking final questions.
<b>ADDITIONAL MATERIALS</b>	<b>1 WORK CARD</b>	Gender (in)equality in political sphere _Video
	<b>2a WORK CARD</b>	Guarantees of gender equality existing in international law
	<b>2b WORK CARD</b>	Women's suffrage
	<b>3 WORK CARD</b>	Percentage of female parliamentarians
	<b>4 WORK CARD</b>	Gender (in)equality in political sphere _Pictures
	<b>5 WORK CARD</b>	Statement by Janusz Korwin Mikke in the European Parliament
	<b>6 WORK CARD</b>	Excerpt from the novel "Catch-22"
	<b>7 WORK CARD</b>	Influential female politicians
	<b>8 WORK CARD</b>	Madaleine Albright: On being a woman and a diplomat
	<b>9 WORK CARD</b>	Gender (in)equality in political sphere _Portraits
	<b>10 WORK CARD</b>	Gender quotas around the world
<b>11 WORK CARD</b>	The Legislative Recruitment System	

**WORK CARD 1**

**GENDER (IN)EQUALITY IN POLITICAL SPHERE \_VIDEO**

*The Crown*. Season 4. Official Trailer

Video available at: <https://www.youtube.com/watch?v=OiXEpmnPms>



The Crown Season 4 | Official Trailer | Netflix

**WORK CARD 2a**

**GUARANTEES OF GENDER EQUALITY EXISTING IN INTERNATIONAL LAW**

**KEY (INTERNATIONAL) LEGISLATION CREATING GENDER EQUALITY GUARANTEES**

*hard law:*

Universal Declaration of Human Rights (1948)

International Covenant on Civil and Political Rights (1966)

International Covenant on Economic, Social and Cultural Rights (1966)

Convention on the Political Rights of Women (1952)

UN Convention on the Elimination of All Forms of Discrimination against Women (1979)

*Regional (European) Instruments*

European Convention on Human Rights (1950)

Charter of Fundamental Rights of the European Union (2009)

Convention on preventing and combating violence against women and domestic violence RE (2011)

*soft law:*

Especially: the Beijing Platform for Action (1995), resolutions and recommendations of the Council of Europe, EU, OSCE

**WORK CARD 2b**

**WOMEN'S SUFFRAGE**

**VOTING RIGHTS AS A *SINE QUA NON* CONDITION FOR POLITICAL PARTICIPATION**



**The earliest** to gain voting rights were:

Women citizens of New Zealand (1893), Australia (1901) and in Europe, Finns (1906), Norwegians (1913) and Danes (1915)

**The latest** – Women-citizens of:

Swiss (1971), Qatar (1999) and Saudi Arabia (2005)

Polish women (1918)

**WORK CARD 3**

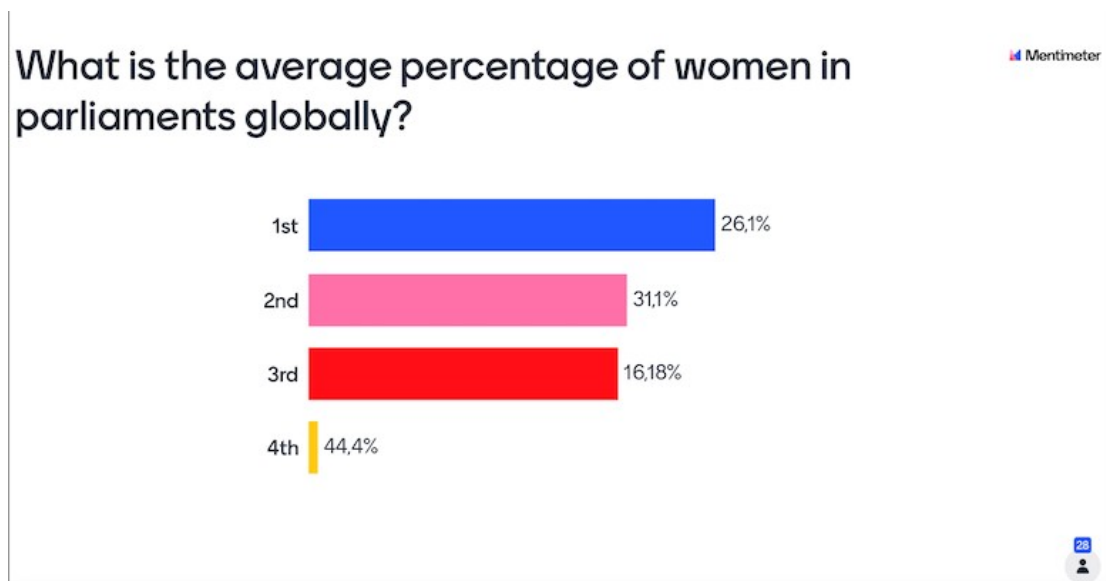
**PERCENTAGE OF FEMALE PARLIAMENTARIANS**

**WHAT IS THE AVERAGE PERCENTAGE OF WOMEN  
IN PARLIAMENTS GLOBALLY?**

[www.menti.com](http://www.menti.com)  
voting code xxx



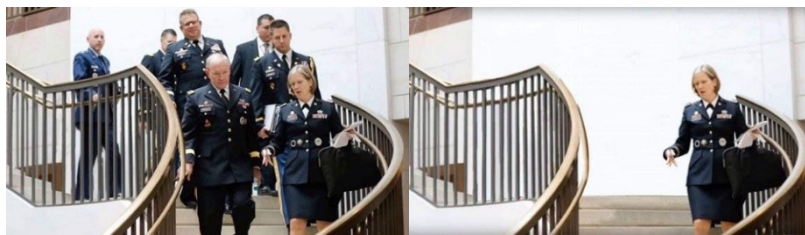
**Results:**





**WORK CARD 4**

**GENDER (IN)EQUALITY IN POLITICAL SPHERE \_PICTURES**







**WORK CARD 5**

**STATEMENT BY JANUSZ KORWIN MIKKE IN THE  
EUROPEAN PARLIAMENT**

*Statement by Janusz Korwin Mikke in the European Parliament*

Video available at: <https://www.youtube.com/watch?v=40hhc0cjYyg>



**WORK CARD 6**

**EXCERPT FROM THE NOVEL "CATCH-22"**

Excerpt from the novel "Catch-22" (J. Heller, Catch 22, 1961)

"There was only one catch and that was Catch-22, which specified that a concern for one's own safety in the face of dangers that were real and immediate was the process of a rational mind. Orr was crazy and could be grounded. All he had to do was ask; and as soon as he did, he would no longer be crazy and would have to fly more missions. Orr would be crazy to fly more missions and sane if he didn't, but if he was sane he had to fly them. If he flew them he was crazy and didn't have to; but if he didn't want to he was sane and had to".

**WORK CARD 7**

**INFLUENTIAL FEMALE POLITICIANS**

WHO HAS MANAGED TO OVERCOME THESE BARRIERS?  
IN MY OPINION, AN INFLUENTIAL FEMALE POLITICIAN  
IS/WAS ...

[www.menti.com](http://www.menti.com)  
[voting code xxx]



**Results:**

Who has managed to overcome these barriers? In my opinion, an influential female politician is/was ...

Mentimeter



**WORK CARD 8**

**MADALEINE ALBRIGHT: ON BEING A WOMAN AND A DIPLOMAT**

*Madaleine Albright: On being a woman and a diplomat*

Video available at: <https://www.youtube.com/watch?v=ioMpOr7Yx98&t=195s>



Madaleine Albright: On being a woman and a diplomat

**WORK CARD 9**

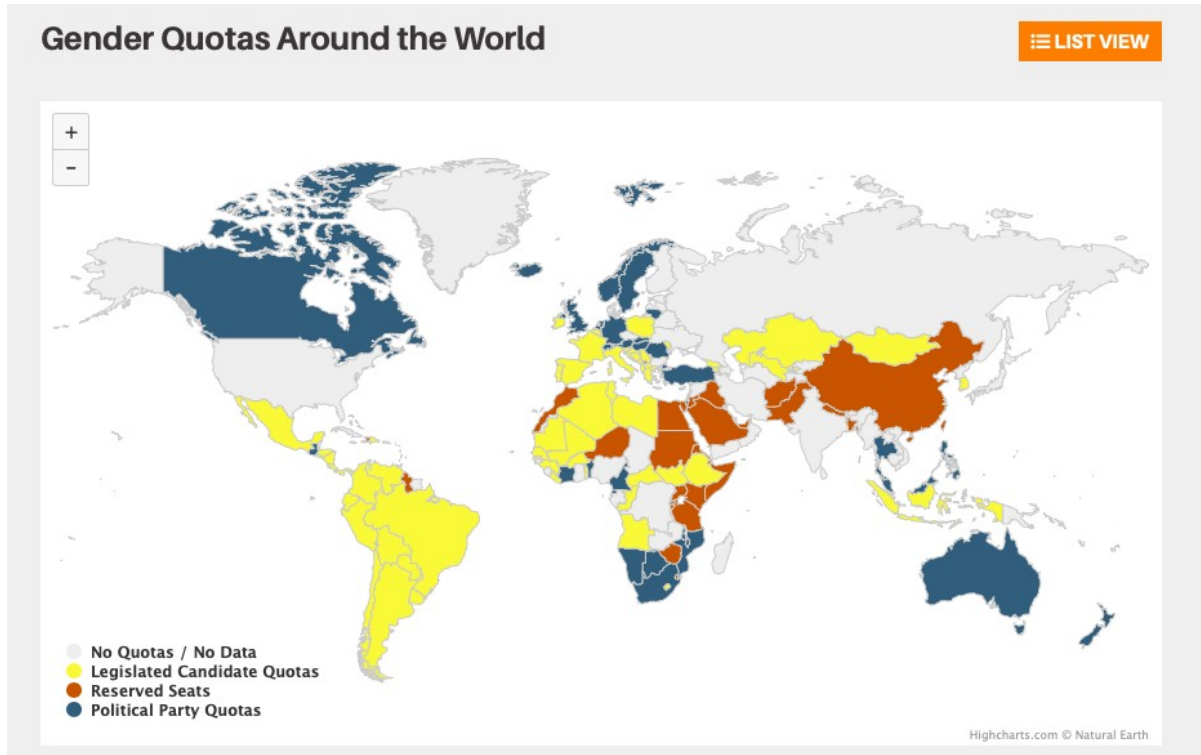
**GENDER (IN)EQUALITY IN POLITICAL SPHERE  
\_PORTRAITS**





**WORK CARD 10**

**GENDER QUOTAS AROUND THE WORLD**



**WORK CARD 11**

**THE LEGISLATIVE RECRUITMENT SYSTEM**

*Figure 1: The Legislative Recruitment System*

