

Gender Equality in Society

CLASS 9 (Scenario 9)

TOPIC	Gender (in)equality in law – introductory remarks
LEARNING CONTENT - DETAILED CHARACTERISTICS	<p>Before starting the legal part, students are familiar with the social determinants of gender roles and the stereotypes that accompany them. They are also aware of the consequences that accompany these roles.</p> <p>The legal part of the course begins by identifying areas where, until recently, formal gender inequality existed. Class 9 has a more theoretical dimension. Its role is to raise students' awareness of the role of law per se and conception of human rights in shaping the situation of women and men, as well as to draw attention to the differences between formal equality, de facto equality and equality of opportunity. During the classes, students will also be familiarized with the role of the so-called temporary special measures (which are not only legal but even recommended in justified cases) and 'international standards in the area of human rights and their influence on domestic (national) law.</p>
KEY WORDS	human rights, equal rights, formal equality, <i>de facto</i> equality, equality of opportunity, gender-neutral law, international agreements, affirmative actions/temporary special measures, international standard, domestic (national) law
SUGGESTED TOOLS	laptop, projector, PPT, Youtube
TIPS / METHODOLOGICAL REMARKS (if applicable)	<ul style="list-style-type: none"> • Class 9 starts the legal part. It is suggested not to change their order. Alternatively, the discussion of (in)equality in law should be addressed at the earliest after classes 1 and 2 (Introduction to gender sociology and stereotypes); • Preferred: face-to-face formula; • 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 main activity is on the shoulders of the teacher all the time; • The class requires a min. B1 level of English proficiency; • Welcome (but not necessary): knowledge of legal terminology, particularly in international public law.
IMPLEMENTATION OF THE CLASSES	<p>The class begins by working with photographs (case studies) showing examples of the realization (or violation) of human rights from a gender perspective (see: Work card 1).</p> <p>STEP 1 Students independently identify individual right/freedom (or its violation) and then confront their findings in the group. This exercise aims to raise awareness of women's rights as human rights.</p> <p>STEP 2 Next, the teacher indicates ten areas (for example, electoral rights, academic training, political decision-making, contraception, legal professions, retention of nationality in the case of marriage to a foreigner, rights within marriage, abortion, owning one's property, participating in the Olympics etc.) in which women did not have equal rights to men until a few decades ago (see: Work card 2).</p>

ADDITIONAL MATERIALS	STEP 3	<p>This step aims to make students understand that the formal equality of women and men is a phenomenon with a short history.</p> <p>On that basis, students are asked the question: if now, in the 21st century, when human rights are universal, is a gender perspective (in law) needed at all? (the discussion is an introduction to identifying the difference between formal equality, de facto equality, and equality of opportunity).</p> <p>The aim of the discussion (lasting 10-15 minutes) is to identify (preferably by the students themselves) that the "benchmark"/reference point in an apparently gender-neutral law is in fact a male benchmark (and as such, a standard also applies to women), that the apparent "neutrality" in the law has its (also negative) consequences; so it is necessary to distinguish between the level and object of protection from a gender perspective, and finally - that a gender-sensitive law can contribute to equal opportunities (here the idea of affirmative actions/temporary special measures and rules of their application is initially introduced by the teacher).</p>
	STEP 4	<p>Next, students are familiarized with the concept of human rights itself and, from the perspective of public international law (see: Work card 3) K. Vasak's idea of human rights generations (see: Work card 4a), the sources of international human rights protection (with particular emphasis on understanding what' binding international agreements are), the legal subjectivity of the individuals (in the framework of public international law) and what it entails, finally - the concepts of general/sectoral protection/system of protection and existing protection mechanisms (see: Work card 4b and 4c).</p> <p>On this basis, students learn that international law shapes (also concerning gender equality issues) a specific international standard, which is a minimum standard for regulation in domestic law.</p>
	STEP 5	<p>As part of the conclusion, a short discussion takes place on the relationship between the terms: human rights - women's rights - gender equality.</p> <p>It aims to realize that gender equality in law (regardless of the area of regulation) can only be spoken of, when women and men are enabled to entirely (end equally) exercise their human rights and freedoms (see: Work card 5a and 5b). As part of the introduction to class 10 (on feminism), students will be introduced to film footage (see: Work card 6a and 6b).</p>
	1 WORK CARD	Realization (or violation) of human rights from a gender perspective_Pictures
	2 WORK CARD	Gender (in)equality in law_Pictures

	3 WORK CARD	Universal human rights_Video
	4a WORK CARD	Idea of human rights generations
	4b, 4c WORK CARD	Concepts of general/sectoral protection/system of protection and existing protection mechanisms
	5a, 5b WORK CARD	Gender (in)equality in law_Documents
	6a, 6b WORK CARD	Gender (in)equality in law_Films

WORK CARD 2

GENDER (IN)EQUALITY IN LAW_PICTURES



WORK CARD 3

UNIVERSAL HUMAN RIGHTS_VIDEO

What are the universal human rights?

Video available at: <https://www.youtube.com/watch?v=nDgIVseTkuE&t=7s>

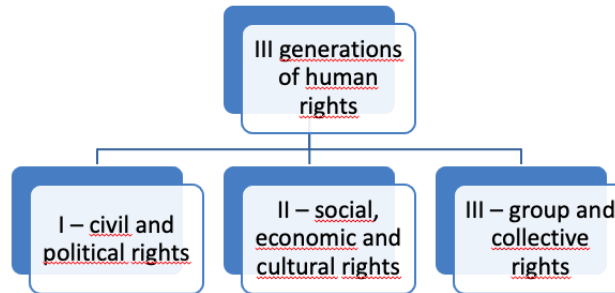


What are the universal human rights? - Benedetta Berti

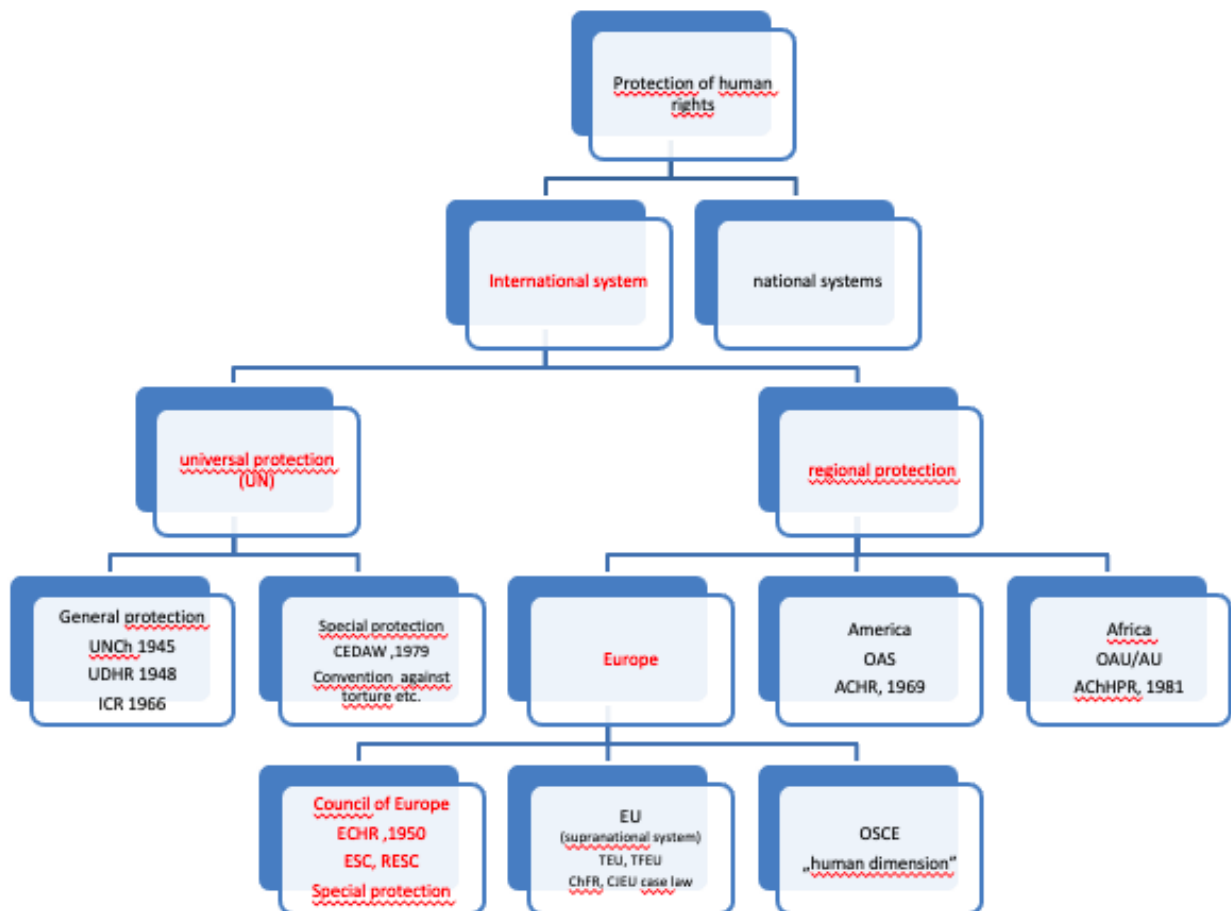
WORK CARD 4a **IDEA OF HUMAN RIGHTS GENERATIONS**

Generations of Human Rights

K. Vasak, 1979



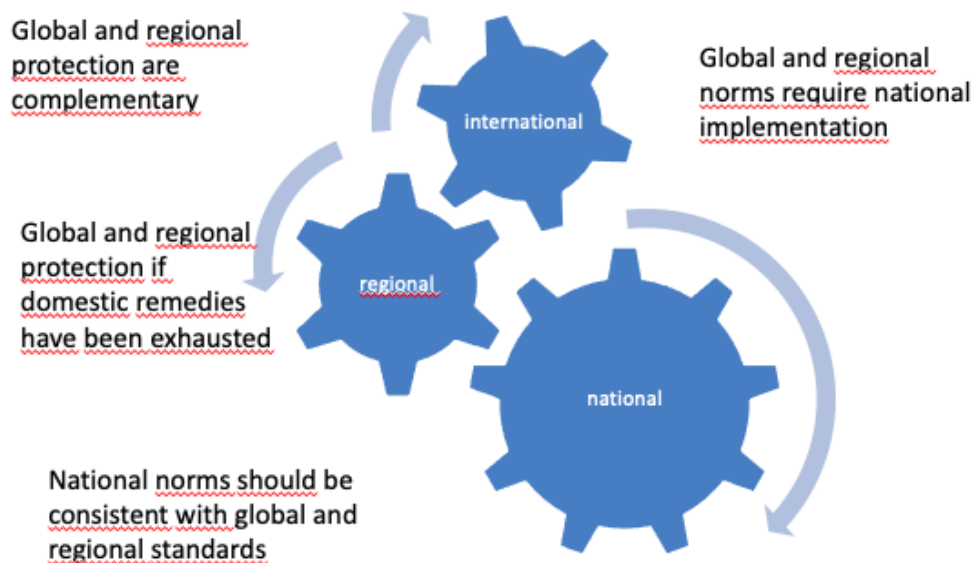
WORK CARD 4b **CONCEPTS OF GENERAL/SECTORAL PROTECTION/SYSTEM OF PROTECTION AND EXISTING PROTECTION MECHANISMS**



WORK CARD 4c

CONCEPTS OF GENERAL/SECTORAL PROTECTION/SYSTEM OF PROTECTION AND EXISTING PROTECTION MECHANISMS

Links between national, regional and international protection systems



WORK CARD 5a	GENDER (IN)EQUALITY IN LAW_DOCUMENTS
	<p><i>Vienna Declaration and Programme of Action, 1993 [extract]</i></p> <p>Document available at: https://www.ohchr.org/en/instruments-mechanisms/instruments/vienna-declaration-and-programme-action</p>

18. The human rights of women and of the girl-child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in political, civil, economic, social and cultural life, at the national, regional and international levels, and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community.

WORK CARD 5b	GENDER (IN)EQUALITY IN LAW_DOCUMENTS
	<p><i>Report of the Working Group on the issue of discrimination against women in law and in practice [extract], Human Rights Council, 2017</i></p> <p>Document available at: https://documents-dds-ny.un.org/doc/UNDOC/GEN/G17/095/46/PDF/G1709546.pdf?OpenElement</p>

17. The law is an essential mechanism for women's enjoyment of human rights. Law is both informed by and the creator of norms in society. Laws determine the values and operating principles by which actions and behaviours are deemed acceptable, or criminalized and stigmatized, and can have an enabling or chilling effect on women's human rights.

WORK CARD 6a

GENDER (IN)EQUALITY IN LAW FILMS

10 hours of silent walking in NYC as a woman

Video available at: <https://www.youtube.com/watch?v=b1XGPvbWn0A>



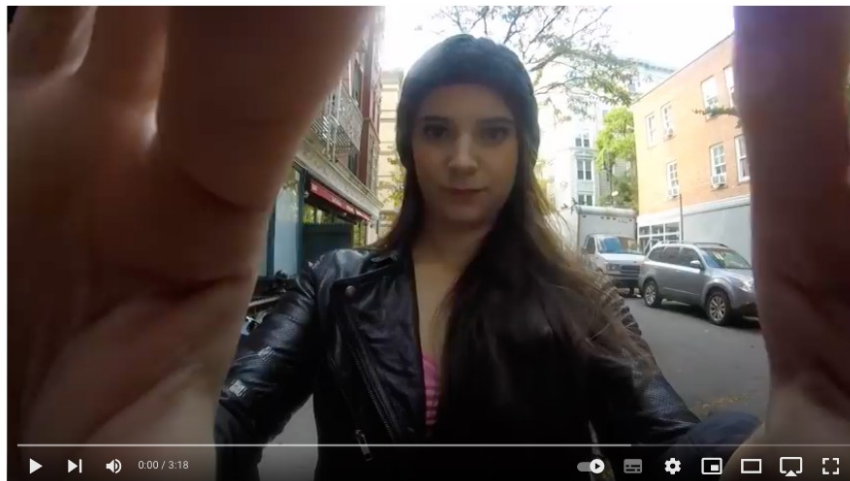
10 Hours of Walking in NYC as a Woman

WORK CARD 6b

GENDER (IN)EQUALITY IN LAW FILMS

10 hours of non-silent walking

Video available at: <https://www.youtube.com/watch?v=35KqGNa1FGA>



10 hours of walking but this time she talks back (BEST CATCALL parody)