



Pestalozzi

Training Resources

Education for the prevention of discrimination (DISC) Gender Equality in Human Rights Framework by

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Theme: Discrimination against women and Gender equality within Human Rights Framework**Expected outcome**

- To substantiate the rights of women within the human rights system.
- To eliminate the stereotyped thinking that "women are in certain social groups" gender equality, equality of men and woman along with accounting their peculiarities and uniqueness.
- Stereotypes form false perceptions about femininity and males, as well as are obstacles to the internal expression of a human, and therefore one should abandon and overcome them.
- Analyse the possible situations when the gender role can be changed under the influence of stereotypes.

Target group

Type of training	School level / age	Subject area
In-service training	Teachers	Different subject

Brief Description of the unit

Men and women are equal under the law and have the same rights and opportunities. Women are half the population of the world, and therefore their rights cannot be separated and violated, but should be seen within the human rights system. Discrimination against women is illegal. No woman should be discriminated against because of her gender. There was a time when discrimination against women was commonplace. Women earned less than their male counterparts and were not promoted to higher positions. Today, this may have changed but there are still cases of discrimination against women happening all over the globe. Women's right activists kept on fighting for women to have higher status and value in the society. As a result, discrimination against women somehow changed but not totally.

In this training unit we will demonstrate to participants how the gender stereotypes are reflected differently in the life and activities of both sexes, and how they limit their opportunities for self-expression and expression of emotions.

Methods/techniques used

Role playing, brainstorm, collaborative learning methods.

Time 120 minutes

PART I	► 60 minutes
Activity 1 – Chamomile	► 20 minutes
Activity 2 – Equality (Appendix 1)	► 15 minutes
Activity 3 – Work recruitment	► 25 minutes
PART II	► 60 minutes
Activity 1 – What should be the woman and man like	► 20 minutes
Activity 2 – Action areas of Woman and Men	► 20 minutes
Activity 3 – A woman - politician	► 20 minutes

Tips for trainers:**PART I**

Learners should be able to:

- Justify the issue of protection the women's rights within the human rights system.
- Explain and comment the concept of gender equality.
- Determine and evaluate gender discrimination in various spheres of life.

PART II

Participants should understand:

- The nature of stereotypes and their impact peculiarities in our lives.
- The role of stereotypes during the formation of values and social orientation of an individual.
- The need to overcome stereotypes.

Resources

➤ Posters	
➤ Different color stickers	
➤ Markers	
➤ Glue and scissor	
➤ A4 and A3 papers	

PART I Discrimination against Women: Status of Women Now And Then

Activity 1 Camomile



20 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➢ Justify and substantiate the issue of women's rights protection within the human rights system. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➢ Distinguish and evaluate the opportunities of women's rights in various fields of life. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Group work – with active methods 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➢ Posters, different colour stickers 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Sufficient space for the participants to move freely; comfortable place (corners) for group discussions. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Explore the 1st activity "Camomile"– for presentation of women's rights. Illustrate a "Camomile" on a poster and write the word "individual" in the centre of it. Then distribute "Human equal rights" to the participants and ask them to write one basic human right per three colour sheets distributed earlier. The colours should separate the "political", "civic" and "socio-economic" rights. The teachers/participants will make their choice of colours. Then the participants stick the sheets on the Chamomile's petals. After then ask to read all the sheets and put forward the following questions <ul style="list-style-type: none"> ▪ Do the women and men have the same opportunities to enjoy their rights? Why? ▪ What situations do manifest a discrimination against women? ▪ How to prevent a "covert discrimination"? 	

<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Learners should be able to <ul style="list-style-type: none"> • Justify the issue of protection the women's rights within the human rights system. • Explain and comment the concept of gender equality. • Determine and evaluate gender discrimination in various spheres of life. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Summarize the responses. Present the pre-conditions, causes and prevention mechanisms of discrimination against women's rights. 	

Activity 2 Equality



15 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Understanding the concept of "Equality". <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Explain the concept of gender equality. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Posters, markers. 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Sufficient space for posters and participants to move freely; comfortable place (corners) for group discussions. 	

<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Ask the participants to construct a "Prism" (Appendix 1) with the word "Equality" after finding out what ideas the participants have about the "equality of sexes". One of the participants will define the "equality" concept upon summarizing the ideas. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Learners should be able to <ul style="list-style-type: none"> • Justify the issue of protection the women's rights within the human rights system. • Explain and comment the concept of gender equality. • Determine and evaluate gender discrimination in various spheres of life. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Reflection is conducted during activity. 	

Activity 3 Work recruitment



25 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Identify the reasons of gender discrimination in the labour market and the possible ways of overcoming them. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Determine the forms of discrimination in the labour and employment markets. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Brainstorming, role playing. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Table, chairs. 	

<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Sufficient space for the participants to move freely. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ The facilitator explains the concept of discrimination. Here we are implementing the Brainstorm method by setting "<i>What is discrimination?</i>" question and emphasizing the basis of gender discrimination manifested in different areas. ➤ After explanation of the concept we suggest a situational game "<i>Work recruitment</i>". ➤ Participants are divided into two parts: labour recruiters and job applicants. The hired candidates are females who are seeking highly paid jobs or decision-maker administrative positions. ➤ The goal is to demonstrate the discrimination against women in the labour market. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Learners should be able to <ul style="list-style-type: none"> • Justify the issue of protection the women's rights within the human rights system. • Explain and comment the concept of gender equality. • Determine and evaluate gender discrimination in various spheres of life. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Reflection is conducted during activity. 	

PART II The role of gender stereotypes during the process of socialization

Activity 1 Similarities of women and men



20 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➢ Abolition of stereotypes hold about women <p>► Specific aims:</p> <ul style="list-style-type: none"> ➢ Demonstrate that there are lots of stereotypes shown as characteristics for women and men. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Active methods. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➢ Posters, markers. 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Sufficient space for the participants to move freely. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Participants are divided into 4-member groups and are given a task. Write on a poster 5 - characteristics for woman and man. The most frequently encountered answers are written on another poster. Ask the participants if their written characteristics are based on stereotypes and prejudice? ➢ Then ask the same groups to write on new posters the characteristics of a person – an individual person – but not of a man or a woman <u>so that participants come to the conclusion that there are no special characteristics of man and woman, therefore – the human rights and freedoms are the orientation frameworks based on own attitude and arrangements.</u> 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ Learners should be able to <ul style="list-style-type: none"> • Explain and comment the concept of gender equality. • Determine and evaluate gender discrimination in various spheres of life. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ Reflection is conducted during activity. 	

Activity 2 Activity areas of Women and Men



20 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Explain the discrimination and possible ways of overcoming it, given the importance to national legislation and the measures provided for in the international documents on the human rights system. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ There are no "women" and "men" professions, an individual can achieve success in a given sphere thanks to personal abilities and skills, but "women" and "men" should have equal opportunities. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Posters, markers. 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Sufficient space for posters and participants to move freely; comfortable place (corners) for group discussions. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Participants are divided into 4-member groups and are given a task. Write on a poster the typical areas of work for women and men, as well as the specific areas to both women and men. ➤ Summarize the responses received; pointing out that all activities should be of equal access to people regardless of their sex. 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Learners should be able to <ul style="list-style-type: none"> • Justify the issue of protection the women's rights within the human rights system. • Explain and comment the main Principle of gender equality. • Determine and evaluate gender discrimination in various spheres of life. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Reflection is conducted during activity. 	

Activity 3 Women - Politician



20 minutes

	Notes
<p>► General aim:</p> <ul style="list-style-type: none"> ➤ Present the importance of women's participation in the political life. <p>► Specific aims:</p> <ul style="list-style-type: none"> ➤ Discover the opportunities for the women's participation enhancement in the political life. 	
<p>► Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Active methods. 	
<p>► Resources:</p> <ul style="list-style-type: none"> ➤ Posters, markers. 	
<p>► Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Sufficient space for the participants to move freely. 	
<p>► Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Participants are divided into 4-member groups and are given a task. Write on a poster any 5 characteristics for a "Woman-politician". Compare the features on posters with the "T diagram" and summarize with the following questions: <ol style="list-style-type: none"> 1. What is the difference between a woman-politician and man-politician? 2. What barriers can a woman meet, if one decides to occupy high positions in the country? ➤ Summarize the answers and show the participants that a woman, like a man, can achieve success and hold responsible positions in the country. ➤ <u>Discrimination against women in the work place can still be seen. Companies usually offer lower wages to women. Higher positions are also not available for most women. Men are still leading the ladder of the corporate world.</u> 	
<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Learners should be able to <ul style="list-style-type: none"> • Justify the issue of protection the women's rights within the human rights system. • Explain and comment the concept of gender equality. • Determine and evaluate gender discrimination in various spheres of life. 	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Reflection is conducted during activity. 	

Evaluation and assessment

Exit Test-sheet for Trainers / Teachers

- "Has this training utterly transformed your teaching and learning skills regarding *stereotypes, prejudice and prevention of discrimination*?"
- "Would you recommend this training workshop to anyone?"
- "Would you come back to such training and do much more work here?"
- "Have you gained sufficient confidence, knowledge and information to do your own research in the future about the *stereotypes, prejudice and prevention of discrimination*?"
- "Have you obtained an energizing academic experience?"
- "Have you thoroughly enjoyed the excitement of discovery?"
- "Will you use the wealth of information and documents on the *stereotypes, prejudice and prevention of discrimination* that will be incorporated in your teaching units?"
- "Have you learnt the basic principles of content design on the *stereotypes, prejudice and prevention of discrimination*?"
- "Have you shaped the main ideas on how students learn to identify and determine the *stereotypes, prejudice and prevention of discrimination*?"
- "Have you acquired a more deep understanding of how the use of CL and interactive methods improve a student performance?"
- "Do you know how to use different tools and properties in your teaching to make lessons more interactive and interesting?"
- "Could you emphasize the outcomes as that everything the students need to know they learn from the internet?"
- "Do you have in the result of this training a willingness to adapt and change to meet the student needs?"
- "Did you enjoy the ways of support and usefulness during this training?"

References

1. /All different, all equal. Council of Europe. 1999.
2. Понимаем права человека. Руководство по образованию в области человека. Human Security Network. GRAZ Austria. 2003.
3. David W. Johnson and Roger T. Jonson. "An Overview of Cooperative Learning".
4. References in Armenian language.

Appendix 1:

Prism

Prism is a tangible form of making the process of thinking perceptible and tangible. The main purpose of Prism is revealing and recording from the subconscious level the associative links on the given idea or concept. The Prism is used during the promotion process of the class, insuring the interest and activity of participants, as well as an effective start of reviewing the materials.

Process:

- *Presentation of the "start-word" on the basic concept, idea, theme, which is subject to review.*
- *The first two random words, arisen under the influence of mind and associated with the "start-word", should be recorded in the next two cells of the scheme without any discussion. It should also be noted that during the working group activities the first resound words are recorded. It should be observed that recording of words and concepts born on the level of consciousness should be prevented as much as possible, while it should be encouraged the associative links born in subconscious level.*
- *This work process based on the associative thinking continues until the end. The three-layer blown prism is the most effective tool, and the prism is closed thereafter. At this step the cells are filled in taking into account the associative link of the previous two words.*
- *The Prism is finished with the final-word.*
- *The final step of the Prism is finding out coherence between the "start-word" and "final-word", which must find its reflection in one sentence or idea, while the latter will be addressed later – during summarizing the material.*

Thus, while the subconscious level is active during the whole period of constructing the Prism, the consciousness level is activated only at the last step – through a coherent linking of the "start-word" and "final-word" within one sentence or idea.