**SCENARIO FOR EDUCATIONAL CLASSES**

**Gender Equality and the protection of women in Public International Law**

**PART 1. OF SCENARIO**

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| **THEME OF CLASSES** | *Legal obligations in Public International Law regarding gender equality and implementation of international legal obligations in national law*  *The role of the UN and UN fora in the protection of women’s rights with a focus on gender equality, protection of women from violence and sexual harassment* |
| **TOPIC** | *The lecture deals with gender equality law, its practical implementation, with remedies and consequences of the non fulfilment of international obligations.*  *The course specifically refers to the content of the legal obligations, including the CEDAW (Convention on the Elimination of all Forms of Discrimination against Women) and the Istanbul Convention (*Convention *on preventing and combating violence against women and domestic violence). It also briefly mentions other regional instruments like the Maputo Protocol in Africa and the Convention of Belem do Para.*  *The lecture also covers non-discrimination provisions in the ECHR and its Protocol No. 12 and the case law of the European Court of Human Rights.*  *A specific topic which includes the research results from the GEPARD project: What are the options to reach gender equality in academia?* |
| **DURATION OF CLASSES** | *1,5 h* |
| **MODE** | *Physical (face-to-face in class sessions), Online or Hybrid* |
| **KEYWORDS** | *Gender equality, violence against women, sexual harassment, remedies against discrimination and forms of violence and harassment* |

**PART 2. OF SCENARIO**

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| **THE AIM OF THE CLASSES** | *The aim of the class is that students get a profound knowledge and understanding of legal obligations existing in Public International and national law in the respective State (States may be selected with regard to participants’ interests) which govern gender equality in general and in the workplace. A special focus lies on gender equality in academia. The lecture also focusses on the intention to eliminate gender violence and sexual harassment. The universal and regional legal obligations are discussed and analysed.*  *The class intends to analyse all existing legal obligations in Public International Law and their implementation and focuses on options to strengthen gender equality in the workplace and especially in academic scenarios.*  *A further aim is that students become aware of existing promotional programmes to increase the number of female academics in higher positions and to acquire the necessary academic qualifications.* |
| **LEARNING OUTCOMES** | *At the end students are familiar with the existing legal framework. Students have a profound knowledge in gender equality law and its application in practice.*  *Students are able to give legal advice in gender equality issues.* |
| **SUGGESTED TOOLS** | *Students read and analyse legal texts; they study case law and analyse practical application and implementation of laws. Cases are discussed with a focus on jurisprudence on the International and national level. Also, theoretical cases and their solutions are discussed in class.* |
| **TIPS / METHODOLOGICAL REMARKS** | *Analysis of legal obligations, practical implementation, remedies, soft law instruments* |
| **RISKS** | *No risks* |

**PART 3. OF SCENARIO**

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| **LEARNING CONTENT - CHARACTERISTICS** | *The learning content comprises slides with an introduction into the legal obligations and their content relating to gender equality and violence against women, prevention of violence, remedies and reparations. Legal texts, abstracts from cases and materials as an additional reader complement the teaching materials. A video about UN activities to protect women might be used.* | |
| **BASICTERMS** | *Gender equality, non-discrimination, human rights provisions to protect women* | |
| **COURSE OF THE CLASS** | **STEP 1** | *Elaborating legal obligations, raising awareness and knowledge, interpreting legal texts* |
| **STEP 2** | *Doing case studies, elaborating a profound picture about gender equality on the level of Public International Law and the law in the respective State* |
| **STEP 3** | *Elaborating ways how to increase gender equality, assessing the possibilities to prevent violence and to protect victims and to punish perpetrators*  *Assessment of promotional programmes, work-life balance and gender equality, unequal workload of female academics*  *Using the Handbook created by the GEPARD project to increase gender equality in practice* |

**PART 4. OF SCENARIO: ADDITIONAL MATERIALS (WORKSHEET, CARDS, PICTURES, RECORDINGS**

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**Folien Gender Equality in International Law**

**Texts of legal sources and extracts from case law: Für den deutschsprachigen Unterricht werden teilweise deutsche Texte verwendet.**

**Legal sources:** [Ending violence against women: Global norms and standards | What we do | UN Women – Headquarters](https://www.unwomen.org/en/what-we-do/ending-violence-against-women/global-norms-and-standards)

**UN activities:** [Gender Equality | United Nations](https://www.un.org/en/global-issues/gender-equality)

**Video about CEDAW, focussing on the definition of discrimination** [2 5 Lecture 5 Introduction to CEDAW 9 00 (youtube.com)](https://www.youtube.com/watch?v=8YrL9ZS9dlg)

**Legal sources on the regional level** [RESPECT-implementation-guide-Global-and-regional-frameworks-en.pdf (unwomen.org)](https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/RESPECT-implementation-guide-Global-and-regional-frameworks-en.pdf).

**Gender Equality Strategy of the Council of Europe:** [16808b47e1 (coe.int)](https://rm.coe.int/prems-093618-gbr-gender-equality-strategy-2023-web-a5/16808b47e1)

**Fact sheet ECHR and gender equality** [FS\_Gender\_Equality\_ENG (coe.int)](https://www.echr.coe.int/documents/d/echr/FS_Gender_Equality_ENG)

**In addition to this scenario workshops on legal remedies and prevention programmes against violence will be (could be) held.**

**Evaluation of promotional programmes to gender equality programmes, access to such programmes.**

**The representation of women in academia and higher education management positions, see the document attached.**