EUROPEAN CENTRE
FOR MINORITY
ISSUES KOSOVO

# Curriculum on Gender Equality and Gender-Based Violence

## (Teacher's Training Manual)

Supported by

UNITED NATIONS TRUST FUND TO END VIOLENCE AGAINST WOMEN

Working Towards a
Stable Multi-Ethnic Kosovo

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## TABLE OF CONTENTS


I INTRODUCTION TO HUMAN RIGHTS ..... 5

Civil and Political Rights: ..... 8

Social, Economic and Cultural Rights: ..... 10

Solidarity Rights: ..... 11

II HUMAN RIGHTS OF WOMEN ..... 14

Women's Stories: ..... 16

Case Study: Women's Right to Vote: When & Where? ..... 18

III GENDER EQUALITY ..... 25

Introduction to Gender Equality ..... 25

Gender Equality in Kosovo: ..... 26

Gender Equality in Action: the Situation On The Ground ..... 29

*Activity 1:* ..... *35*

*Activity 2: Equality & the Media Today* ..... *36*

Why is gender inequality so entrenched, and what does history tell us? ..... 36

Nobel Prize Female Winners for Literature: 1901 – 2013 ..... 41

*Nobel Prize winners for Literature:* ..... *42*

*Women Nobel Laureates in other fields* ..... *43*

*Activity: Guess who invented this: Does gender bias affect our judgment?* ..... *47*

*Activity 3:* ..... *51*

IV STEREOTYPES AND PREJUDICE ..... 52

Definitions ..... 52

*Activity 1:* ..... *58*

Effect of Stereotypes and Prejudice ..... 58

*Activity 2:* ..... *60*

*Activity 3:* ..... *61*

V GENDER BASED VIOLENCE (GBV) ..... 63

Introduction: ..... 63

Definitions: ..... 64

*Activity 1* ..... *67*

*Activity 2* ..... *69*

*Activity 3* ..... *72*

*Activity 4:* ..... *74*
*Activity 5* ..... *75*
VI JUSTICE ..... 77
What does justice mean – access to justice? ..... 77
Introduction ..... 78
*Which mechanisms provide justice in Kosovo?* ..... *78*
Kosovo Judicial System ..... 81
Other non-judicial mechanisms to provide support for victims of human rights violations ..... 83
Activities and exercises ..... 84
*Activity 1* ..... *84*
*Activity 2* ..... *84*
*Activity 3* ..... *85*
VII CONCLUSION: WOMEN'S HUMAN RIGHTS ..... 87
ANNEX I: NOTES FOR TEACHERS ONLY: THE IMPORTANCE OF HUMAN RIGHTS EDUCATION ..... 89
Methodology ..... 91
ANNEX II: HUMAN RIGHTS TEMERATURE QUESTIONNAIRE ..... 93
ANNEX III: ACTIVITY: GUESS WHO INVENTED THIS: DOES GENDER BIAS AFFECT OUR JUDGMENT? ..... 97
ANNEX IV: ANTI-STEREOTYPES BINGO ..... 98
BIBLIOGRAPHY ..... 99

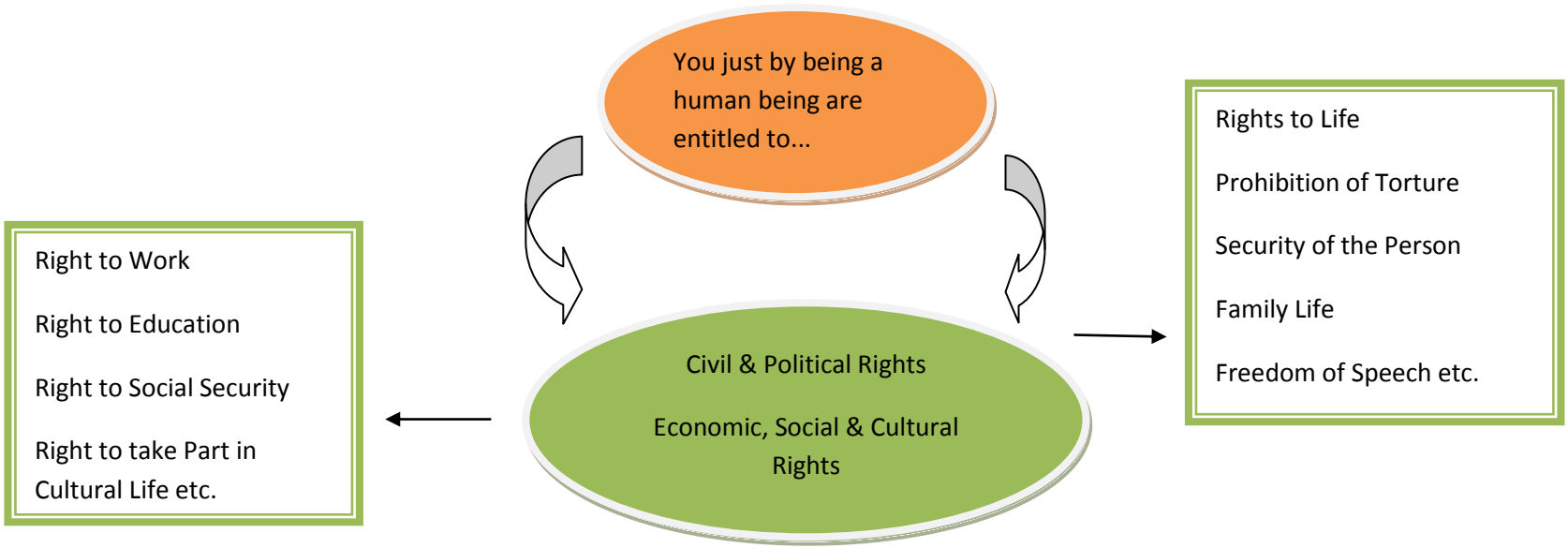
# I INTRODUCTION TO HUMAN RIGHTS




**Human rights** are a set of entitlements, or guarantees, that protect individuals, and/or groups, from actions, or omissions, that may interfere with their freedoms and human dignity.[1] Each human being enjoys his/her human rights by simply just being human, and, as such, it cannot be said that human rights are given, deserved, bought or inherited. At the core of human rights is **human dignity,** which goes to the heart of human identity, it is inviolable and must be respected and protected. The 1948 Universal Declaration of Human Rights (UDHR), enshrined this principle in its preamble: '*recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world*'.[2] Similarly, Article 1 of the UDHR says '*all human beings are born free and equal in dignity and rights*'.[3] As such human dignity is the cornerstone of every right, and, thus, it is realised in each human right that is recognised. Another way to understand human rights is to see them as armour: they are rules, which protect you, at the same time they tell you how you should behave and they are judges as you can appeal to them.[4]

Another way to look at human rights:

[1] Amnesty International, 'Becoming a Human Rights Friendly School: A guide for schools around the world', 2012, p 3.
[2] The United Nations General Assembly, The Universal Declaration of Human Rights, 10 December 1948, available at http://www.un.org/en/documents/udhr/ accessed on 25/03/2014.
[3] Article 1, Ibid
[4] Council of Europe, 'Compass: Manual for Human Rights Education with Young People', 2012 Edition, at p. 382


You just by being a human being are entitled to...
Civil & Political Rights
Economic, Social & Cultural Rights
Rights to Life
Prohibition of Torture
Security of the Person
Family Life
Freedom of Speech etc.
Right to Work
Right to Education
Right to Social Security
Right to take Part in Cultural Life etc.

Human rights are based upon a number of important principles including:[5]

- '**Universality and inalienability**' – human rights are universal (the same rights to be applied everywhere in the world, irrespective of cultural or other differences), and that they cannot be taken away under any circumstances. Further, 'it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect human rights and fundamental freedoms'.[6]

- **'Indivisibility'** – all human rights are important and that they cannot be separated into categories.

- **'Interdependence and interrelatedness'** – all human rights are dependent, and relate to one another. As such, if one is realised, or violated, it can have a positive or negative impact on another right respectively.

- '**Equality and Non-Discrimination'** – all human beings are equal by virtue of the human dignity of each person. Non-discrimination entails that persons should not be judged based on their characteristics such as religion, gender, political affiliation, or sexual orientation, amongst others.

- '**Participation and Inclusion'** - all human beings have the right to access information, and participate in relation to issues that affect their lives. This is applicable to all, although it is important that marginalised groups, such as ethnical minorities, women or the disabled are not excluded.

- '**Accountability and the Rule of Law'** – human rights are enjoyed by everyone (rights holders), although states as duty bearers have the obligation to observe that they are being respected. In instances when this does not happen then the affected individual is entitled to seek redress against the state.

However, human rights can also seem abstract, and maybe even irrelevant, to the situation you may be facing in your school or local community. To grasp an understanding of the key rights it is important to view them as follows:

[5] Human Rights Principles as defined by the United Nations Population Fund, available at http://www.unfpa.org/rights/principles.htm accessed on 25/03/2014

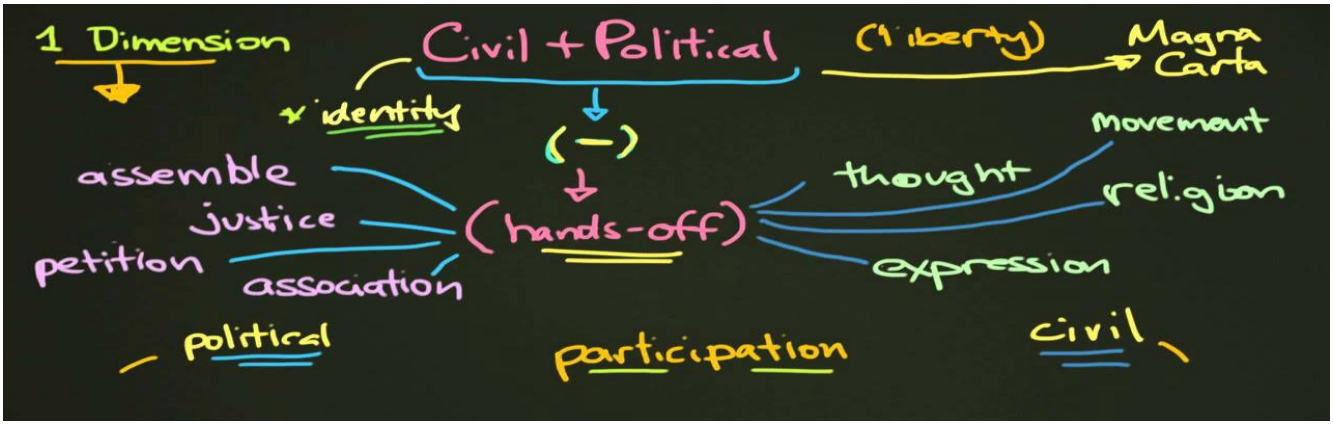
[6] Vienna Declaration and Programme of Action, adopted by the World Conference on Human Rights in Vienna, para. 5, 25 June 1993, available at http://www.ohchr.org/en/professionalinterest/pages/vienna.aspx accessed on 25/03/2014

*- Civil and political rights, were developed during the seventeenth and eighteenth century, with the focus on personal liberty and of protecting the individual against violation from the state;*

*- Social, economic and cultural rights focus on rights necessary for full participation in life, adequate living and cultural rights, among others and;*

*- Solidarity rights refer to collective rights of a society or people right to self-determination, right to healthy environment*

**Civil and Political Rights:**[7]



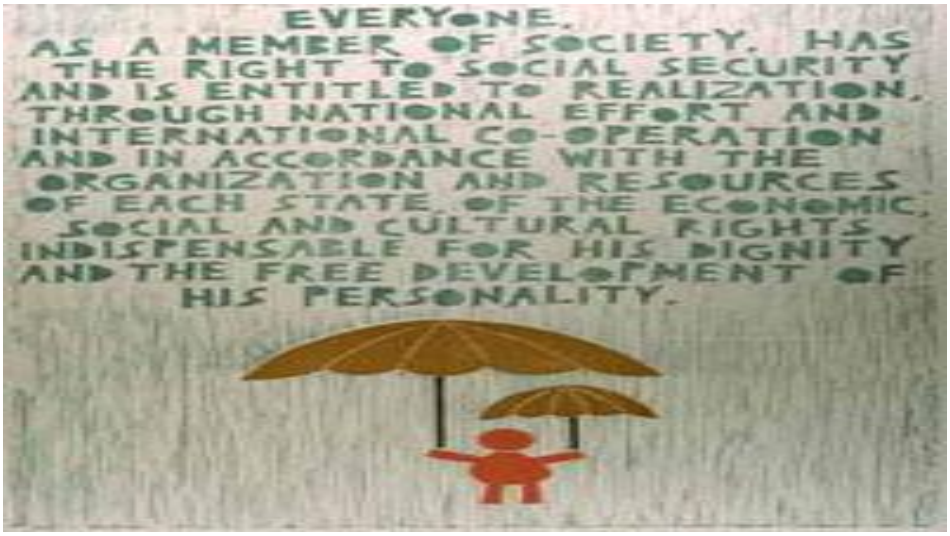

- The **right to life** – no-one should be arbitrarily deprived of their life;
- **Freedom from torture, slavery and forced labour** – states are prohibited from torturing anyone within their territory, as well as engaging or permitting slavery or forced labour;
- The **right to liberty and security** of the person – this entails that no-one shall be subjected to arbitrary arrest, or detention;
- **Freedom of expression and the media –** the right to hold opinions without interference, as well as the freedom to seek, receive and impart information;
- **Freedom of belief, conscience and religion –** the freedom to adopt a religion or belief of his/her choice, as well as the right to manifest that religion or belief;
- **Freedom of association and assembly** – everyone has the right to decide whether to join or not a trade union, and to be able to peacefully protest;
- The **right to private and family life** – everyone's right to privacy and family should be respected;

[7] The rights specified are included in the following treaties:
United Nations General Assembly, International Covenant on Civil and Political Rights, 16 December 1966, available at http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx accessed on 25/03/2014;
Council of Europe, European Convention for the Protection of Human Rights and Fundamental Freedoms as amended by Protocols No. 11 and 14, 4 November 1950, available at http://www.conventions.coe.int/Treaty/en/Treaties/Html/005.htm accessed on 25/03/2014

- The **right to a fair trial –** everyone is equal before the law and everyone charged with a criminal offence is innocent until proven guilty;
- The **right to marriage and form a family** – recognises the right of those of marriageable age to marry and found a family, although the full and free consent of both parties is required;
- The **right to vote and to elected** – provides for the right of universal suffrage by secret ballot, as well as the right to participate through being elected;
- The **right of access to public documents** - recognises the right of citizens to request access to documents held by the government regarding different issues of concern;
- **Prohibition of discrimination –** entails the right to equality, equal protection of the law and protection of all rights without discrimination on any protected ground;
- **Freedom of movement** – the liberty to move freely and the freedom to choose one's residence and
- The **rights of a child** – being registered after birth, having a name and acquiring a nationality.

## Social, Economic and Cultural Rights:[8]

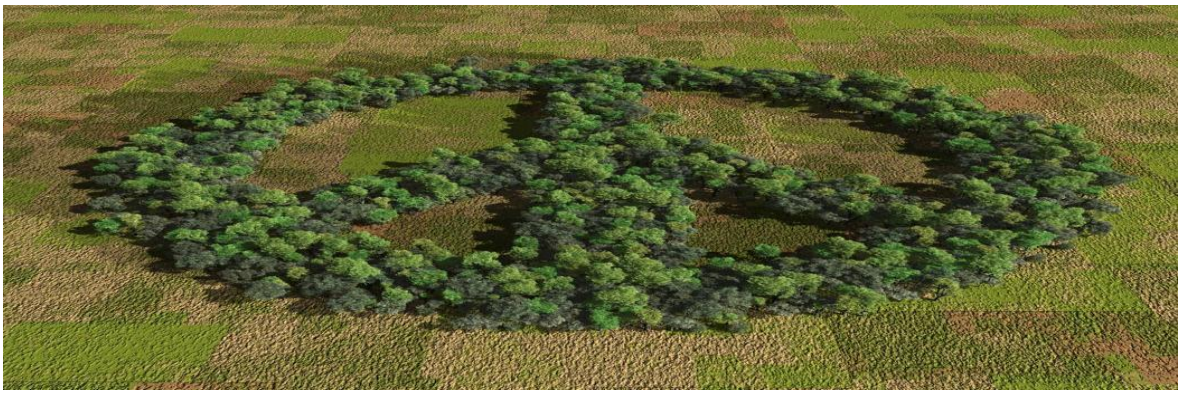
(Fulfillment of these rights depends on availability of resources that each country has. Therefore, these rights are expected to be realised progressively.)




- The **right to work** – includes the right of everyone to have the opportunity to gain his/her living by work, as well as fair wages, equal pay for equal work especially in relation to women, safe and healthy working conditions, as well as rest, leisure, limitation of working hours and holidays;
- The **right to education** – includes compulsory and free primary education for all, as well as enduring a accessible education for all at all levels;
- The **right to an adequate standard of living** – includes the right to adequate food, clothing and housing;
- The **right to social security** – is recognised for everyone and it includes social insurance;
- The **right of everyone** to the enjoyment of the highest attainable **standard of physical and mental health** – states should take steps to reduce infant mortality, as well as prevent, treat and control epidemics, endemics, occupational and other diseases among others and
- The **right to take part in cultural life** – to enjoy the arts and to share in scientific advancement.

[8] United Nations General Assembly, International Covenant on Economic, Social and Cultural Rights, 16 December 1966, available at http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx accessed on 25/03/2014

**Solidarity Rights:**[9]



- The **right to live in peace**;
- The **right to self-determination**;
- The **right to a clean environment**;
- The **right to development**; and
- The **right to natural resources**, among others.

The above mentioned human rights are codified through different means, in order for them to be legally binding and provide citizens the opportunity to rely on the respective provisions, as well as enforce them whenever they feel a particular right has been violated. At the international level, this includes conventions and covenants, which are treaties – an international agreement between states, which is governed by international law, which is legally binding. Additionally, human rights can also be found in constitutions and national legislation. In Kosovo, a number of treaties are directly applicable, meaning the rights to be found in those documents are enforceable. For example, all provisions to be found in the **Universal Declaration of Human Rights** and the **International Covenant on Civil and Political Rights** are, among others, directly applicable and enforceable.[10] At the same time, the Constitution of Kosovo (Chapter II) stipulates many of the rights mentioned above, as well as a range of laws in Kosovo recognise such rights including access to public documents,[11] prohibition of discrimination[12] and gender equality,[13] among others.

[9] Such rights are currently evolving and as such a specific document is not referred to for the purposes of this curriculum.
[10] Article 22 of the Constitution of the Republic of Kosovo, available at http://www.kushtetutakosoves.info/?cid=2,250 accessed on 25/03/2014
[11] The Law on Access to Public Documents, Law No. 03/L-215, available at http://gzk.rks-gov.net/ActDetail.aspx?ActID=2724 accessed on 25/03/2014
[12] The Anti-Discrimination Law, Law No. 2004/3, available at http://gzk.rks-gov.net/ActDetail.aspx?ActID=2458 accessed on 25/03/2014
[13] Law on Gender Equality, Law No. 2004/2, available at http://gzk.rks-gov.net/ActDetail.aspx?ActID=2457 accessed on 25/03/2014

With regard to all such rights Kosovo must ensure the following:




The duty to **respect** means the state must not act to interfere with the enjoyment of human rights

The duty to **protect** requires states to ensure that others do not infringe or block access to human rights

The duty to **fulfil** meant that states must take positive action to facilitate better enjoyment of human rights

**Video 1: Human Rights**

https://www.youtube.com/watch?v=kbul3hxYGNU

**Activity 1: Human Rights Temperature Questionnaire (separate document)**

**Group Work:**

Spend 15 minutes discussing the following questions in groups of 4 and report back to the class with arguments in favor and arguments against with specific examples.

***Question to be discussed: Should cultural practices override the universality of human rights?***

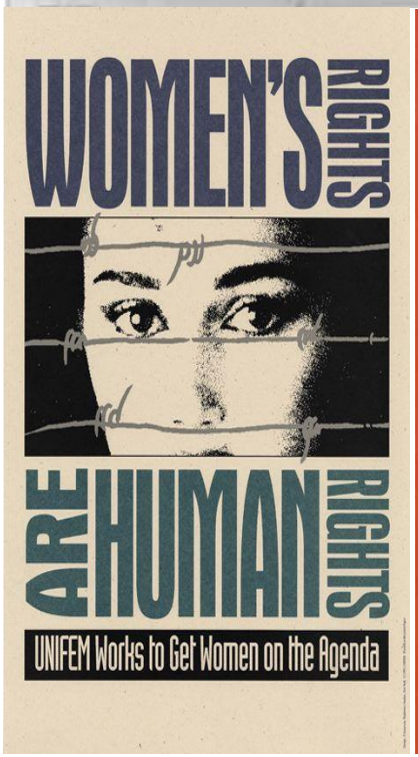
***Tip: It is important to provide the students with the opportunity to reflect on what they have listened to/seen and as such the above activities will allow them to self-reflect, as well as to discuss these important issues in groups. With the group work, students will also raise issues that will covered later on in the curriculum including prejudice and stereotypes. While they will not have all the answers at this stage, it is important that they start having discussions in order to learn from one another and improve their critical thinking and communication skills.***

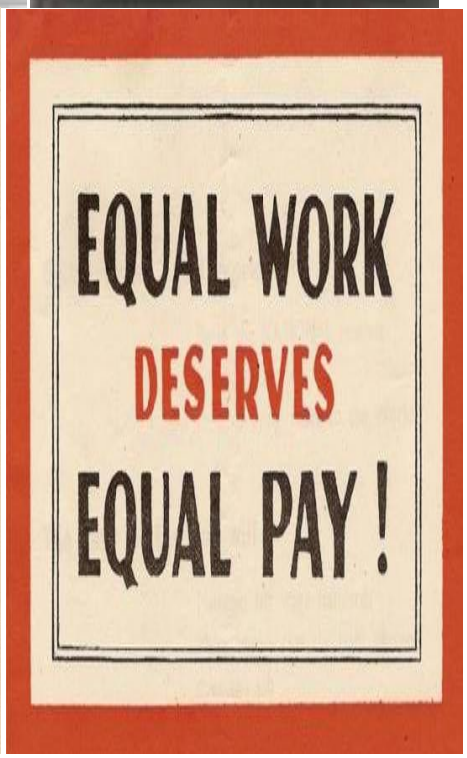
## II HUMAN RIGHTS OF WOMEN









TIP: raise this question with the students so that they keep this in mind throughout this section:

*If human rights are universal and each human being has them just because they are human, why do we need human rights of women or women's rights?*

The treatment of women by society, which in many countries/societies was organised and dominated by men, meant that women did not enjoy equal rights with men in many different spheres of life. Circumstances, such as the World Wars, meant that women's role was viewed through a different perspective, rather than just that of bearing children and being housewives. During the wars, women throughout the world contributed to the war effort in different ways. In many parts of Europe, such as in Great Britain, women's position in society drastically changed as a result of the wars. A leading feminist in England, Mrs. Millicent Fawcett said that "the war revolutionized the industrial position of women – it found them serfs and let them free".[14] Similarly, in Yugoslavia, the beginning of the Second World War marked the entry point for women into social and political life; thus, many women fought to leave behind the entrenched patriarchal culture.[15] This meant that women were engaged in different roles outside the home, including in fighting the enemy, with more than 100,000 women fighting in the Yugoslav's People's Liberation Army,[16] as well as working in factories, and taking over other responsibilities that men had.

Nevertheless, in the past, women were prevented from:

- ✓ Owning property;
- ✓ Asking for a divorce, or being able to sue;
- ✓ Accessing family planning;
- ✓ Being protected from rape, sexual assault or domestic violence/abuse;
- ✓ Having the right to vote, and to be elected;
- ✓ Being educated;
- ✓ Entering the same professions that men could; and
- ✓ In different cultures, it was inappropriate for women to go out alone, or make life-changing decisions for themselves, such as, whom they date, have a relationship with or marry, and decide, do they want to marry and bear children at all.

[14] Bourke J, 'Women on the Home Front in World War One', available at http://www.bbc.co.uk/history/british/britain_wwone/women_employment_01.shtml accessed on 05/04/2014

[15] Barlovic B, Matejcic B, 'The role of women from World War II to Post-War Yugoslavia. From anti-fascist fighters to unknown heronies', available at http://www.geschichtswerkstatt-europa.org/media/projekte/The%20role%20of%20women.pdf accessed on 05/04/2014, p. 4

[16] Ibid p.5

**Women's Stories:**

*Caroline Norton, 1808 – 1877, England*[17]

Caroline was married at a young age (at 16) to an influential politician, as she felt she could not refuse, due to her family's situation. Her marriage was not a happy one, as her husband would beat her viciously. One day she decided that she could not take it anymore and determined to leave. However, the law did not allow her to ask for a divorce, or have access to her children. Whereas her husband had the right to leave his wife, and even take the children away from her. Despite escaping the physical abuse, she continued to face injustices as she could not divorce, nor could she see her children. Being a determined woman, she decided to publicly write about her ordeal, and the injustices she continued to face, she also addressed the Queen of the United Kingdom about the rights being denied to all women in England. Partly due to her efforts, the British Parliament introduced new legislation, in 1839, allowing women in Caroline's position to visit her children, as well as legislation about the right to divorce in 1857.

*Ksenija Anastasijevic, 1894 – 1981, Belgrade, Serbia*

Ksenija was the first woman to obtain a PhD from the University of Belgrade, in Philosophy, and, in 1924, became the first female Professor at the Faculty of Philosophy, University of Belgrade. She was a member of the Serbian Women's League for Peace and Freedom, the Women's Movement Alliance, and editor of the first feminist journal 'The Women's Movement' (*Ženski pokret*), published from 1920 – 1938. As a liberal and independent thinker, she refused to become a part of the male dominated circle that existed. However, in 1936, she was removed from her position of Professor on trumped up accusations of plagiarism. At the time in Belgrade, there was public outcry against this decision, with prominent writers, and other professors, speaking in support of her, such as Živojin M. Perić (law professor), and Živojin M. Perić (poet).

*Marina Abramovic, 1946- Present, Serbian-born artist, based in New York*

Marina, often referred to as the 'grandmother of performance art', holds two honorary doctorates of arts. She has devoted her life to art, never married, and refused her nationality by birth, considering herself as cosmopolitan. Marina held the biggest exhibition of performance art in the history of the famous Museum of Modern Art (MoMA) in New York. Currently she is working on creating her institute (MAI) in New York.

*Musine Kokalari, 1917 – 1983, Albania*

Musine was a prose writer, and politician, in pre-communist Albania, being one of the founders of the Socialist Democratic Party in Albania, in 1943. Following her graduation in Literature from the University of Rome La Sapienza, Italy, at the age of 24 she published a collection of prose 'As my

[17] BBC History, available at http://www.bbc.co.uk/history/historic_figures/norton_caroline.shtml accessed on 05/04/2014

older mother tells me'. She continued to write and publish, although, in 1946, she was arrested and sentenced to 20 years imprisonment for being 'an enemy of the people', and her writings were banned. At her trial she said: "I don't need to be a communist to love my country. I love my country even though I am not a communist. I love its progress. You boast that you have won the war, and now you are the winner you want to extinguish those who you call political opponents. I think differently from you but I love my country. You are punishing me for my ideals!" She spent 18 years in prison, and then was transferred to a labour camp for the rest of her life, until she died of cancer in 1983. She was not allowed to continue writing for the rest of her life, and only after her death was she declared a 'Martyr for Democracy' by the President of Albania.[18]

*Flora Brovina, 1949 – Present, Kosovo*

pressure, she was released, and currently is a Deputy in the Assembly of Kosovo. Flora is a poet, pediatrician, and women's rights activists. Following graduation, she worked as a journalist for the newspaper 'Rilindja', and then started practicing as a pediatrician. During the repression that took place in Kosovo, Flora contributed to humanitarian efforts by running a clinic, and offering assistance to children and mothers, including providing shelter for orphaned children. She also founded the Albanian Women's League, and lead peaceful demonstrations in Kosovo demanding respect for women's rights, as well as basic human rights. In 1999, Flora was abducted by 8 masked Serbian paramilitaries, in Prishtinë/Priština, and sent to an unknown location. She was transferred to a prison in Pozarevac, where she was subjected to lengthy interrogations, and was accused of 'terrorist activities'. Due to international

*Atifete Jahjaga, 1975 – Present, Kosovo*

Atifete began her career with the Kosovo Police Force, and was promoted to the Deputy Director of the Kosovo Police. In 2011, she was announced as a consensual candidate for President of Kosovo, and was voted for by the majority of the Deputies in the Assembly of Kosovo. President Jahjaga is Kosovo's first female President, and the first female President in the Balkans since the break-up of the former Yugoslavia. During her term, she has focused on advancing the rights of women, by hosting an international summit 'Partnership for Change – Empowering Women', which was attended by 200 leaders from throughout the world. In addition, President Jahjaga has established the National Council for the Survivors of the Sexual Violence of the War.

*TIP*: Use these stories as part of your presentation to students to inspire them about the work of women throughout history in different fields. In this regard it is also important to refer to current examples since Kosovo remains a patriarchal society.

[18] Pen International, 1960: Musine Kokalari, available at http://www.pen-international.org/campaign/past-campaigns/because-writers-speak-their-mind/because-writers-speak-their-minds-50-years-50-cases/1960-musine-kokalari/ accessed on 05/04/2014

**Case Study: Women's Right to Vote: When & Where?**

In a **democracy** there are elections for different levels of government, at various intervals, such as, the local government and the mayor, as well as the central government and the Deputies, who are members of the Assembly. In Kosovo, there are elections every four years, and everyone over the age of 18 (age of majority), is able to vote.

However, the right to vote was not always universally recognised, as a number of systems were not democratic. Many nations in Europe for example were **absolute monarchies**, meaning that a Queen or King ruled over the people, and only a limited selection of people (those that were rich) enjoyed certain privileges. Meanwhile, countries that later adopted **communism**, had a different form of organisation, which was based on the control of all economic and social activity by a totalitarian system, dominated by one political party. Therefore, under either systems, either there was no voting, or, if there was, it was for the privileged few, and neither had free elections. However, even with the democratisation of countries, women were not immediately recognised as having the same human rights as men, with many countries failing to recognise **universal suffrage** for decades, as can be seen from the table below. (**Universal suffrage** means the right to vote for all adults, usually above 18, as specified by law, without distinction such as sex or ethnicity).

In order to understand the discrepancies that occurred with the right to vote, and to understand the importance of this right, ask students to split into groups of 4-5 and discuss the following:

- ✓ List as many countries as you can in Europe beyond, according to the date of when they recognised the right to universal suffrage;
- ✓ List reasons as to why it is important for women to vote;
- ✓ Provide arguments whether young women of today recognise the sacrifice of older generations; and
- ✓ Do women today see their vote as making a difference – if so, how?

| Year | Country[19] |
|---|---|
| **1893** | New Zealand |
| **1902**[20] | Australia |
| **1906** | Finland |
| **1913** | Norway |
| **1915** | Denmark, Iceland |
| **1917** | Canada |
| **1918** | Azerbaijan, Estonia, Hungary, Kyrgyzstan, Latvia, Poland, Russian Federation, Austria, Germany, Georgia, Ireland, United Kingdom |
| **1919** | Belarus, Lithuania, Ukraine, Luxembourg, Netherlands, Sweden, Belgium, Zimbabwe, Kenya |
| **1920** | Albania, United States of America, Czech Republic, Slovakia |
| **1921** | Armenia |
| **1924** | Tajikistan, Mongolia, Kazakhstan |
| **1927** | Turkmenistan |
| **1929** | Romania, Ecuador |
| **1930** | Turkey, South Africa |
| **1931** | Spain, Sri Lanka, Portugal, Chile[21] |
| **1932** | Brazil, Thailand, Uruguay, Maldives |
| **1934** | Cuba |
| **1935** | Myanmar |
| **1937** | Philippines |
| **1938** | Uzbekistan, Bolivia[22] |
| **1939** | El Salvador |
| **1941** | Panama |
| **1943** | Dominican Republic |
| **1944** | France, Jamaica, Bulgaria |
| **1945** | Croatia, Slovenia, Italy, Indonesia, Senegal, Togo, Japan |
| **1946** | Serbia, Montenegro, Democratic People's Republic of Korea, Guatemala, Macedonia, Vietnam, Trinidad and Tobago, Venezuela, Cameroon, Djibouti |
| **1947** | Malta, Singapore, Argentina, Mexico, Pakistan |
| **1948** | Israel, Republic of Korea, Suriname, Niger, Seychelles, Samoa, |
| **1949** | Bosnia and Herzegovina, China, Costa Rica, Greece, Syria, Hong Kong |
| **1950** | Barbados, Haiti, India, |

[19] The Guardian, 'A timeline of the women's right to vote – interactive', 06 July 2011, available at http://www.theguardian.com/global-development/interactive/2011/jul/06/un-women-vote-timeline-interactive accessed on 25/03/2014,

[20] There were restrictions for indigenous communities, which were eradicated in 1962

[21] 1949

[22] 1952

| | |
|---|---|
| **1951** | Saint Lucia, Antigua and Barbuda, Dominica, Grenada, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Nepal |
| **1952** | Lebanon, Ivory Coast |
| **1953** | Guyana, Bhutan |
| **1954** | Belize, Colombia, Ghana |
| **1955** | Cambodia, Honduras, Nicaragua, Peru, Eritrea, Ethiopia, |
| **1956** | Egypt, Benin, Comoros, Gabon, Mali, Mauritius, Somalia |
| **1957** | Malaysia |
| **1958** | Laos, Burkina Faso, Chad, Guinea, Nigeria, |
| **1959** | San Marino, Tunisia, Madagascar, United Republic of Tanzania |
| **1960** | Cyprus, Gambia, Tonga |
| **1961** | Paraguay, Burundi, Malawi, Mauritania, Rwanda, Sierra Leone, Bahamas[23] |
| **1962** | Algeria, Monaco, Uganda, Zambia |
| **1963** | Afghanistan, Congo, Fiji, Morocco, Iran, Equatorial Guinea, |
| **1964** | Papua New Guinea, Libya, Sudan |
| **1965** | Botswana, Lesotho |
| **1967** | Democratic Republic of Congo, Kiribati, Tuvalu, Yemen[24] |
| **1968** | Nauru, Swaziland |
| **1970** | Andorra |
| **1971** | Switzerland |
| **1972** | Bangladesh |
| **1973** | Bahrain |
| **1974** | Solomon Islands, Jordan |
| **1975** | Angola, Cape Verde, Mozambique, Sao Tome and Principe, Vanuatu |
| **1976** | Timor Lest |
| **1977** | Guinea-Bissau |
| **1978** | Republic of Moldova |
| **1979** | Marshall Islands, Micronesia, Palau |
| **1980** | Iraq |
| **1984** | Lichtenstein |
| **1986** | Central African Republic |
| **1989** | Namibia |
| **1994** | Oman |
| **2003** | Qatar |
| **2005** | Kuwait |
| **2006** | United Arab Emirates[25] |

[23] 1964
[24] 1970
[25] It is not universal as there are restrictions for both men and women

In the present, women continue to face some of these issues, including:

- Due to cultural norms some women do not inherit the property that they are entitled to (either they are not asked, or they waive that right), they are forced to live in violent relationships, and do not feel it is acceptable to ask for a divorce; some are also forced to marry very early, even during childhood;
- Women continue to face sexism and discrimination in the workplace, such as, not being paid the same as men for the same work, being denied promotions, or being fired from their jobs during pregnancy in order to avoid maternity leave payments;
- If women complain about their rights being violated, they are not always believed, or taken seriously, by the respective authorities, for example if mistreated by her husband or in case of rape; and
- Some societies still do not believe that women should have the same rights as men, and their rights are drastically limited, including: not being allowed to go out alone, being denied their right to an education, being forced to marry or have children, not being allowed to work and/or drive, amongst others.

Tip: encourage your students to name any other issues that women face today.

Despite moderate progress being achieved following the efforts of women activists and feminists, some of the issues outlined above continued to be entrenched in many societies worldwide. Within the international sphere, the universality and indivisibility of many of the human rights instruments did not seem to have the desired impact on the ground, meaning that they did not provide equal protection for both men and women. In response to this situation, and recognising the disadvantaged position that women continue to face, specific rights were spelled out in order to guide governments to take specific measures to make women's rights a reality.

One of the first documents adopted to recognise the inferior position that women face in many societies, is the *Convention on the Elimination of all Forms of Discrimination against Women (CEDAW).*[26] It specifically recognises that **women are not inferior to men**, and requires national authorities to eliminate prejudice, and customs that are based on the superiority of one sex, and stereotyped roles of men and women. For example, if in a society there is a belief/custom that priority should be given to educating boys, rather than girls, then national authorities should work to eliminate such prejudice. Similarly, if a community believes that married girls/women should waive their right to their inheritance, or that they should not be included as a joint owner of property with their husband, the authorities should raise awareness about the inequality and injustice that this causes to women. A further example would be if a community believes that girls should be married young (including during childhood), without proper consultation, to someone who is older, in order to ensure that she has someone who will provide for her, and will not be left at home. As in the previous examples, this scenario raises stereotypical views, which, if acted upon, violate a girl/woman's right of human dignity and privacy. Authorities have the duty to inform parents, and children, in local communities about the inequalities such practices cause, as well as provide assistance when necessary. Additionally, CEDAW recognises women's right to be free from discrimination, by requiring that men and women have equal access to, and equal opportunities in, political and public life, in education, healthcare and employment, as well as affirming women's reproductive rights.

[26] The United Nations General Assembly, Convention on the Elimination of All Forms of Discrimination against Women, adopted on 3rd December 1978, available at http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm accessed on 05/04/2014

Another important document is the *United Nations Declaration on the Elimination of Violence against Women*, which importantly recognises that:

- Violence against women is a manifestation of historically unequal power relations between men and women,
- The domination and discrimination against women by men have led to the prevention of the full advancement of women, and
- Violence against women is one of the crucial social mechanisms by which women are forced into subordination position compared to men.[27]

This declaration restates important human rights to ensure the well being of women, such as the right to liberty and security of the person, the right not to be subjected to torture, or other cruel, inhuman or degrading treatment or punishment, the right to life, as well as the right to be free from discrimination. Additionally, it calls on national authorities to take positive measures to eliminate violence against women, as well as stipulating that authorities have a duty to condemn such violence and not invoke any custom, tradition or religious consideration to avoid their obligation. As the Secretary General of the United Nations, Ban Ki Moon said *"Violence will end only when we confront prejudice. Stigma and discrimination will end only when we agree to speak out. That requires all of us to do our part; to speak out at home, at work, in our schools and communities"* (2010).

In 1994, during the International Conference on Population on Development (ICPD) held in Cairo, Egypt, another milestone was set, and women's rights once again were counted, with a number of countries pledging that equality and empowerment of women is a global priority. More specifically, a number of countries agreed that they would provide universal access to family planning, sexual and reproductive health services and respect reproductive rights, as well as delivering gender equality, empowerment of women, and equal access to education for girls.[28] In 1995, the Fourth World Conference on Women, in Beijing, China, generated further global commitments to advance women's rights, and the rights of girls, in a range of spheres, including; education and training, healthcare, violence against women, women and the media, the environment, women and the economy, and power and decision making.[29] Most importantly, the Beijing Declaration says that '*the advancement of women and the achievement of equality between women and men are a matter of human rights and a condition for social justice and should not be seen in isolation as a women's issue*.'

*Reproductive Rights include*: access to sexual and reproductive healthcare, and information, and autonomy in sexual and reproductive decision making. Additionally, during the ICPD in Cairo, it was stated that this includes:

[27] United Nations General Assembly, Declaration on the Elimination of Violence against Women, adopted 20 December 1993, available at http://www.un.org/documents/ga/res/48/a48r104.htm accessed on 05/04/2014
[28] International Conference for Population and Development, held from 5 – 13 November 1994, Cairo, Egypt, available at http://www.unfpa.org/public/home/sitemap/icpd/International-Conference-on-Population-and-Development/ICPD-Summary accessed on 05/04/2014
[29] Minnesota Advocates for Human Rights, 'Summary of the Beijing Declaration and Platform for Action', January 1996, available at http://www.theadvocatesforhumanrights.org/uploads/declaration.pdf accessed on 05/04/2014

- ✓ Voluntary, informed and affordable family planning services;
- ✓ Pre-natal care, safe motherhood services, assisted childbirth (medical professionals) and comprehensive infant healthcare;
- ✓ Prevention and treatment of sexually transmitted infections including HIV and AIDS and cervical cancer;
- ✓ Prevention and treatment of violence against girls including female genital mutilation, and other traditional practices, that would amount to torture;
- ✓ Access to abortion and care post-abortion;
- ✓ Access to sexual health information, including education and counseling and
- ✓ Access to contraception.

***Important Facts & Figures Worldwide***

- Each year over half of million women die due to pregnancy or during child birth;
- There is an increase in the number of women getting infected with HIV worldwide. Especially at risk are women between the ages of 15 – 24 due to their economic and social vulnerability;
- Gender based violence kills, and disables, as many women as cancer (between the ages of 15 – 44) and usually the perpetrator is not punished;
- More women are illiterate when compared to men, they are more likely to be impoverished and in employment in many countries they earn less than men despite working in the same positions;
- Discriminatory practices continue to affect women especially regarding marriage, land, property and inheritance despite the international conventions;[1]
- While 125 countries outlaw domestic violence, 127 countries do not explicitly criminalise rape within marriage, which means that 603 million women live in countries where domestic violence is not a crime and more than 602 billion women live in countries where marital rape is not a criminal offence;
- 61 countries severely restrict women's rights to abortion;
- 50 countries have a lower age of marriage for women in comparison with men; and
- Only 28 countries in the world have reached the 30% of women representation in national parliaments, with 23 of these countries using quotas.[1]

***Activity:***
***Ask students: Do we need women's rights?***

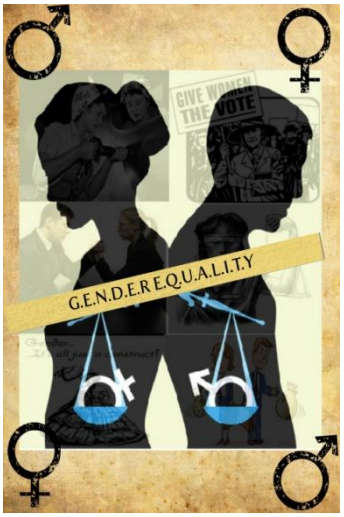
***Divide the class in two groups, and ask them to work in groups to identify the following:***

- ***Group 1:*** Ask students to identify areas in personal life/society women according to them in the past **did not** enjoy or in the present **do not** enjoy the same human rights in comparison with men.

- **Group 2:** Ask students to identify any reasoning used previously or currently for specific areas in personal life/society, which was/is used to justify differential treatment and whether they agree with it.

*Invite both groups to do a short oral presentation of the issues discussed.*

## III GENDER EQUALITY








**Introduction to Gender Equality**

Definitions:

***Sex: the biological and physiological characteristics that define men and women.***

***Gender: the socially constructed roles, behaviours, activities and attributes that society considers appropriate for men and women. Therefore, it is not biological rather it is an expectation from society in terms of qualities or behaviours to which men and women conform. However, over time these will change and so the men and women adapt.***

The distinction between the two can also be understood in this way: male and female as sex, whereas masculine and feminine are gender. However, these understandings are limiting since there are many people who do not fall into these two categories.

An example of changing behaviour and adaptation is women's right to vote; namely, women previously could not vote, as the law in many countries did not permit them. This is not to say that they were not capable of voting, but it is about what society imposed on them. Even with equal voting rights in many countries being in place, the weight of the vote for both men and women is not perceived as equal, even though this is significant since women are 50% of the population. However,

women continue to find themselves in a disadvantaged position compared to men; and, despite being treated equally by the law, they may not be able to enforce these laws, and change what society previously expected from them, i.e. that they are not involved in matters of importance, such as politics.

***Gender Equality***: this means measureable equal representation of men and women, meaning that both sexes are equally empowered, and participate in all spheres of public and private life. It does not mean that men and women are the same, but rather it accepts that they are of equal value, and are entitled, as human beings, to equal treatment.

***Affirmative Measures/Positive Discrimination***: these are temporary measures, or positive acts, that are undertaken after recognising the disadvantages that a particular group has previously suffered, and with the aim to improving the situation of that group. Such measures have been used with regard to groups possessing characteristics such as ethnicity, religion, gender, sexual orientation, social background, or heritage, among others.

It is through gender that certain roles, or expectations, have been formed for men and women, though in most societies the impact is to the detriment of women.

"Women continue to earn less, decide less, and count less than men. There is one area where women count more than men: in the records of victims of violence".[30]

## Gender Equality in Kosovo:

The ***Constitution of the Republic of Kosovo*** proclaims ***gender equality*** as a ***fundamental value*** for the democratic development of Kosovar society, which includes equal opportunities for both male and female participation in the ***political, economic, social, cultural and other areas of societal life***. This is reflected throughout the Constitution, as it states that a range of public institutions shall respect internationally recognised principles of gender equality in their composition, such as, the Assembly of Kosovo, the Civil Service, the judiciary, the Kosovo Judicial Council, the State Prosecutor, the State Prosecutorial Council, and the Constitutional Court. In addition, the Constitution also provides that no-one should be discriminated on the basis of a range of protected characteristics, including gender.

The value of gender equality is reflected in a range of other laws and policies, which regulate different spheres of life including:

- In recognising the **disadvantaged position of women** in a patriarchal society, which continues to exist globally (explored below), and Kosovo is no exception, **affirmative measures** or **positive discrimination** have been identified as one way to address gender imbalances, and to start working toward reaching gender equality. Affirmative measures have been widely used in different spheres of life, and the internationally recognised standard in this regard, is 40% (This refers to the maximum amount a quota can be set to, in

[30] Secretary General Thorbjorn Jagland, speaking at the launch of the Council of Europe new Gender Equality Commission, 6 June 2012

order to enhance gender quality in a specific sphere of society. This is to be used only as a temporary measure, and once it is proven that attitudes have changed, this should be withdrawn. In most instances this is used to enhance the participation of women in politics, but it can also be used to increase the number of women participating in the board of public companies, as well as other public posts or for professorships in universities). In line with this standard, all of Kosovo's public institutions (legislative, executive, judicial and independent agencies, at the national and local level), and political parties, are under an obligation to introduce policies to enable equal participation of women (*the Gender Equality Law*).

- The **equal right to education** for men and women at all levels is recognised. Additionally, education materials should promote gender equality, there should be specific gender equality education, the inclusion of males and females in professions which have previously been considered for only one gender is promoted, and gender discrimination is prohibited in all schools and other educational institutions (*the Gender Equality Law, the Law on Pre-University Education, Law on Higher Education in Kosovo, Law for Vocational Education and Training*).

- In **employment**, vacancies should be advertised without the sex being specified. Men and women should be **paid equally for equal work**, and be provided with the same working conditions. In addition, there should be **equal opportunities** for education, and professional training, provided by the employer. Further, harassment and discrimination on the basis of sex is prohibited. Within the employment sector: women are entitled to **maternity leave**, and the employer does not have the right to either question a prospective employee about their family planning, or terminate someone's contract on the basis of pregnancy. If this takes place, this would constitute discrimination on the basis of sex, which will be explored further in the Chapter on Justice. While the right of the mother to maternity leave is recognised, taking into account the fact that the mother gives birth and may need this time to recover and care for the child, caring for the child or raising him/her is not the sole responsibility of the mother. For this reason, the father is also entitled to **paternity leave**, and parents should be able to agree who would like to stay at home, and be the parent in the child's early development. In this regard, gender equality demands that either parent can fulfil this role, and gender roles and stereotypes should not be used as basis to justify why one parent (usually the mother) should be the one that stay at home to take care of the child. The couple have the right to make the arrangements that best suit their circumstances, although they should be aware that the law to a certain extent[31] supports either parent to do this, and in such decision making they are entitled (including the mother) to take into account various consideration such as how the time staying at home will affect

[31] This refers to the fact that the father may use paternity leave instead of the mother's maternity leave for 3 months, after the mother uses her 6 months. The father can only use paternity leave instead of the mother (the first 6 months) if the mother dies or abandons the child. In terms of having meaningful gender equality this is not appropriate, and in fact parents should be given the option for the entire period, which is especially important in a patriarchal society such as Kosovo. Please note that this is covered by the Law on Labour, which is due to be amended in 2014. However, the general issues are important and should be discussed because this is one of the main areas which contribute to entrenching gender stereotypes in Kosovar society.

her or his (since we are talking about either parent) career progression, etc. (*the Law on Gender Equality, the Law on Labour and the Anti-Discrimination Law).*

- All financial institutions are under an obligation to provide **equal access** (incl. all terms and conditions) to all their products and services for men and women *(the Law on Gender Equality).*

- If the woman stays at home to look after the children, then this should be recognised as contributing to the welfare of the family, the family economy and society as a whole (the Law on Gender Equality).

- In **marriage**, in relation to all personal matters and **property issues**, spouses are equal. This means that both men and women contribute, and share their joint income and possessions. Additionally, they are joint owners in equal shares of the joint property, unless they otherwise agree (which should be enforceable meaning the party whose rights will be affected should have sought legal advice). Other important areas include deciding about their joint surname and once again they should jointly decide on a matrimonial surname. If they cannot agree on one, then they keep their own surnames. Similarly, they jointly decide about the maintenance of the common family economy (*the Law on Family*).

- Men and women have **equal rights in inheritance**: this is in respect of spouses, as well as their children. So in marriage, the wife is recognised as having the right to inheritance (as outlined above), and in respect of children they are equally entitled to inherit, irrespective of sex *(the Law on Inheritance in Kosovo*).

- The **media** (written and audio-visual) have the responsibility to, not only, ensure that their staff is representative of both genders, but also that they promote gender equality by challenging traditional practices, and stereotypes, through their programmes whether dedicated to gender equality or otherwise (*the Law on Gender Equality*).

- In the event that a **woman is attacked in the home** (physically incl. sexually or psychological abuse), as a wife, mother or daughter, this is treated as an aggravated offence, and law enforcement authorities are under an obligation to treat each report properly, offering each victim, irrespective of sex or ethnicity, the assistance that is required. In the event that the response is inadequate, due to traditional views or stereotypes, i.e. a wife should not report her husband for beating her up, or that this is a private family matter, which the state should not be involved; this amounts to gender discrimination (the Criminal Code of Kosovo, the Law on Domestic Violence, the Law on Anti-Discrimination).

**Gender Equality in Action: the Situation On The Ground**

Research from various reports indicates:

***Employment***[32]***:***

- Public enterprises are obliged to ensure employment on an equal basis for men and women, however according to the records, they do not show particularly positive results:

| Institution/Company | Male | Female | Decision Making | | | |
|---|---|---|---|---|---|---|
| | | | Male | | Female | |
| **KEC**[33] | 93% (7,804) | 7% (573) | 89% (32) | | 11% (4) | |
| **PTK**[34] | 76% (2560) | 24% (794) | 76% (312) | 89%[35] (65) | 24% (99) | 11%[36] (8) |
| **Hospitals** | 32% | 68% | / | | / | |
| **Kosovo Judicial Council** | 61% (35) | 39% (29) | 84% (10) | | 16% (2) | |
| **Courts** | 72% (157) | 28% (69) | / | | / | |
| **Schools** | 59% (16,167) | 41% (11,387) | / | | / | |
| **Radio Television of Kosovo** | 68% (355) | 32% (162) | / | | / | |

**Another important fact:**

**2005:** over 75% of women surveyed (2005) said that they are not employed and do not have a personal income. While only 19.2% said they employed fulltime.[1]

[32] See report by NORMA, 'Research and Monitoring of Implementation of the Gender Equality Law', 2010 available at http://www.norma-ks.org/repository/docs/norma_alb_(10)_(1).pdf accessed on 20/04/2014
[33] Kosovo Energy Company - statistics from 2010
[34] Post and Telecommunications of Kosovo – statistics from 2010
[35] This refers to management positions
[36] Ibid

***Other fields where there is a lack of gender equality:***

| Names of Public Places | Male | Female |
|---|---|---|
| **High Schools** | 98% (566) | 2% (10) |
| **Colleges/Gymnasiums** | 83% (73) | 17% (15) |
| **Street names in Pristina** | 97% | 3% |

***Inheritance:***[37]

- 40.83% of 1050 women respondents said that although inheritance is regulated by law, it is governed by tradition and custom;
- 41.5% of respondents said that their property is registered in their husbands name;
- 19.87% of unmarried women said that property is registered in the name of their father, while 19.7% of married women said that their property is registered either in the name of their father or their husband;

- 54.9% of women were referring to inheritance by referring to land only;
- 43.6% of women declared that one of the main reasons for lack of inheritance is the denial of their rights, while 29.2% think there is a fear of alienation if they seek their inheritance and take that to the husbands family;
- 75.5% of women thought that inheritance should be awarded to all children irrespective of sex, although 21.4% thought that it should be inherited by men only;
- 29.96% declared that when making decisions about inheritance, they do not view this from a material perspective but rather from a spiritual;
- 19.6% declared that they prefer to leave their inheritance with their brothers due to the traditional nature of the family system in Kosovo, whereas 7.21% believed that boys should be the ones who inherit.

[37] See report by Kosovo Centre for Gender Studies, 'The right of women to inheriting property in Kosovo', 2011, available at https://dl.dropboxusercontent.com/u/55888602/kgscPublications/Shqip/EdrejtaeTrash%C3%ABgimise.pdf accessed on 20/04/2014

Women in Kosovo also fear the consequences of claiming their right to inheritance. 31.3% said that they feared they would be ignored or judged by relatives or family members, 30.3% think that in wanting to realie this right they would be obstructed by family members such as brothers. Furthermore, 10.91% think that this issue will be overcome in silence.

***Education:***[38]

- In 2005 it was reported that only 15.8% of women continued their education after finishing high school.
- However according to the latest census in 2011:

| Level of Education | Male | Female |
|---|---|---|
| **Bachelor Degree** | 45,789 | 29,424 |
| **Master Degree** | 5,984 | 2,811 |
| **PhD** | 1,108 | 228 |

***Voting:***[39]

| |
|---|
| **Kosovo women are consistent voters, more than 2/3 voted for the same party;** |
| **Women living in urban areas are more likely to change their voting preferences than those in rural areas;** |
| **The family exerts some pressure on women regarding who to vote for but the majority of respondents claimed that this is not the case;** |
| **The overwhelming majority of women are not a member of a political party;** |
| **Women possess little information about their legal and constitutional rights;** |
| **Women's main source of information is the television;** |
| **More than 40% of women do not know to whom the institutional leaders report and this** |

[38] See report by Kosovo Centre for Gender Studies, 'How do women in Kosovo vote', 2005, available at https://dl.dropboxusercontent.com/u/55888602/kgscPublications/Publikimet1/1.%20HowdoWomenVoteinKosova.pdf accessed on 20/04/2014

[39] Ibid

| |
|---|
| **is evident among women in rural areas where the majority did not know and** |
| **Women have little or no information about the work of female politicians in Kosovo.** |

| ***Political Participation***[40] | **Female** | **Male** |
|---|---|---|
| **Presidents (ever)** | 1 | 5 |
| **Prime Ministers (ever)** | 0 | 6 |
| **Deputy Prime Ministers** | 1 | 4 |
| **Ministers** | 1 | 17 |
| **Deputy Ministers** | 1 | 34 |
| **Foreign Missions** | 6 | 16 |
| **National Assembly Members** | 40 | 80 |
| **Chairs of Assembly Committees** | 1 | 8 |
| **Mayors** | 1 | 32 |
| **Municipal Directors of Directorates** | 4.4% | 94.6% |
| **Municipal Assembly Members** | 34% | 66% |
| **Civil Service** | 38% | 60% |

[40] Farnsveden U, Qosaj-Mustafa A, Farnsworth N, 'Kosovo Country Gender Profile', 2014.

***Views of pupils in schools in Kosovo about gender equality[41]:***

- 95.8% of respondents (1700) said that they believed that men and women should have equal opportunities to participate in society;
- 95.2% of respondents also said they believed that men and women should have equal rights;
- 22.9% of respondents agreed that women should keep out of politics, of which 15.5% were females;
- 42.2% agreed with the statement that men should be given priority for jobs compared to women, when there are not enough jobs, of which 34% were female.

***Quick Activity: In 2014, what you think the remaining inequalities are for women in Kosovo?***

***TIP:*** Give students a few minutes to think about this issue and then ask them to report back to class. Then proceed with discussing some of the issues below.

**Areas where women in Kosovo may face inequalities:**

- **Education**: girls are still not viewed the same as boys when it comes to education, girls tend to be undervalued, in some families it is much more important that the daughters are honourable, and that they behave, and know how to respect and take care of a family, rather than be educated. In fact, in certain sections of society, being educated, and wanting to change entrenched gender roles that are discriminatory within the family, can be seen as disrespectful.
- **Healthcare**: women continue to face higher mortality rates; they may not have access to contraception or other forms of protection to ensure safe sex.
- **Employment**: women continue to find it harder to enter the job market.
- **Equal pay for equal work**: women get paid less for doing the same work as men, this is about the perception as in many societies they are not viewed as the breadwinner.
- Women may not get the same **opportunities** in terms of promotion, professional education and training.
- During recruitment, women may be asked about family planning in order for an employer not to pay her **maternity leave** or during pregnancy the employer may terminate her contract.

[41] See report by Kosovo Education Centre, 'Research on Concepts of Citizenship of School Pupils in Kosovo', April 2014

- There are not many cases where the **childcare** is shared between the spouses, and it is not very common that fathers opt for longer paternity leave, to enable mothers to get back to their career. Additionally, the initial maternity leave cannot be used by the father unless the mother abandons the child, or she dies. It is arguable that this continues the gender stereotypes that exist in society, where it is the mother's responsibility to take care of the child. In order to have meaningful gender equality, both parents should be recognised as being responsible for all needs of the child.
- The contribution that women make in the home is not widely recognised, especially in cases where they have no other income.
- Ensuring respect for her private life:
    - ✓ There could be an expectation that when women marry, they live with the husband's family such as his parents, this allows for entrenched gender roles to continue and greatly affect their private life, i.e. the female members of the family 'advise' the women on what she should wear, and how she should speak to other members of the family;
    - ✓ A woman may not be free to decide where and when she goes somewhere, and she may be required to ask her husband, her parents in law or his extended family;
    - ✓ A woman may not be permitted to go out alone, meaning it may be frowned upon that she takes taxi's herself or uses public transport so she has to be accompanied by someone either a member of the family or one of her children;
    - ✓ It may not be acceptable to go out at night with friends because as either as a young woman or a married woman she should ensure that she is respectable;
    - ✓ She could be employed but her work is not viewed as important as that of her husband and she is not permitted to have her own bank account or have control of the money she earns: each month she is required to hand over the money to her mother in law or her husband and they decide on how the money is spent;
- **Accessing bank loans**, and other credits, for business start ups: women are not viewed as potential customers by financial institutions, and their products do not target them. In turn when they do apply for credit, they tend to face stereotypical views and even discrimination.
- **Inheritance**, including **property rights**: women are still not viewed on an equal basis with men, in relation to their right to inherit property or other assets from their father. In many families, women are "offered" a small share, which they are expected to leave to their brother. It is very rarely the case that inheritance is divided equally, and, in fact, awarded as such. Similarly, women may not be registered for the joint property that they have with their, husband and this can later cause difficulties in terms of inheritance, or they may face pressure from the husband's extended family not to claim this inheritance in cases when she becomes a widow.
- **Politics**: although through the **quota of 30%** for elections it has meant that more women participate in public life, this is neither in line with international standards (40%) and thus far it has not gone far enough to change attitudes. In many occasions, the selection of these women by the political parties is done by men who dominate the parties and who in turn control them making sure they toe the party line. While it is evident that the quota should stay as it has not served its purpose, more needs to be done to ensure that stereotypical views about women change. It is positive that the President is female, as well as recently

Kosovo has its first female Mayor. However, even these changes are small and do not go far enough to change attitudes. This is because Kosovo remains a patriarchal society, and women are still not viewed as being able to contribute in male dominated jobs. For example, a study by KEC, in 2014, found that young women believe that they should stay out of politic,s as this is not the place for them. This is especially problematic because, if young girls don't start thinking about wanting to be President or Prime Minister, but rather they think this is a role for boys, then these attitudes will take a long time to change.

- **Media**: newspapers and televisions provide some coverage on gender equality; however, this is not always beneficial. In particular, certain television stations have started broadcasting shows where women are invited to speak about a particular issue. While the informality is a positive aspect, it is arguable that it goes too far, as different shows that are lead by women tend to focus on womens' issues, which in effect lack any substance, and do fact it reinforce gender stereotypes.

***Quick Activity*: Can you think of a TV show that is either dominated by men, or one where it is mostly dominated by women, and what do you think it shows in terms of gender equality or inequality?**

**TIP***:* This can also be set as homework and the students can report on what they have seen.

*Activity 1:*[42]

The objective of this activity is to offer the students the opportunity to identify and discuss persistent gender stereotyping, and wage and career goal implications.

In groups of 4 (2 boys and 2 girls), ask students to consider the following:

- Men's Work or Women's Work?
- As a group, identify positions that you think are for women or men;
- Write these down, and consider the impact this could have on wages, as well as career development and prepare to explain why;
- Complete the checklist of occupations individually;
- As the last step: ask students to make a short presentation to the class about the most traditional roles in the workplace explaining why and the impact

[42] Separate handout provided

*Activity 2: Equality & the Media Today*

Ask students to bring in any magazine, or newspaper clipping (or Internet printout; or write down a description of a media piece they hear/see on radio/TV), related to women or gender in popular culture or current affairs. This could be an advertisement, news or other article etc.

Ask them to:

- Discuss it in groups and consider do you think it does/does not reflect gender equality? How do you feel about this?

Present their views to the class.

**Why is gender inequality so entrenched, and what does history tell us?**

Famous, and yet regrettable, quotes show that gender inequality has a long history:

*"A woman should be good for everything at home,*
*but abroad good for nothing."* —Euripides (480/85–406 B.C.)

*"All the pursuits of men are the pursuits of women also, but in all of them a woman is inferior to a man."* —Plato (428/27–348/47 B.C.)

"Women should remain at home, sit still, keep house
and bear children" —Martin Luther (1483–1546)

"Her voice was ever soft, / Gentle, and low,—an excellent thing in woman."
"Let not women's weapons, water-drops, / Stain my man's cheeks!"
—William Shakespeare (1564–1616)

*"Most women have no characters at all."*
*"Men, some to business, some to pleasure take; /*
*But every woman is at heart a rake."*
*[*A rake is someone who conducts himself/herself immorally]*
—Alexander Pope (1688–1744)

*"Sir, a woman preaching is like a dog's walking on his hind legs. It is not done well; but you are surprised to find it done at all."*
—Samuel Johnson (1709–1784)

*"Nature intended women to be our slaves*. They are our property…*
*Women are nothing but machines for producing children."*
—Napoleon Bonaparte (1769–1821)

*"Regard the society of women as a*
*necessary unpleasantness of social life, and avoid it*
*as much as possible."*
—Leo Tolstoy (1828–1910)

*"No woman is a genius; women are a decorative sex."*

—Oscar Wilde (1854–1900)

*Women writers – did they exist during the same period?*

TIP: When exploring this section, ask pupils to suggest if they know any women writers, what they wrote and if they have read anything from the list below! Also encourage pupils to explore women's rights further through literature either by reading about women's rights or reading books by authors that are women.

**Women are not as visible and popular in the world's history as men are; but, this does not mean that women were not present.**

| Name of Writer | Period | Publication |
|---|---|---|
| **Mary Wollstonecraft** | 1759 – 1797 | She wrote about education, travel, history, politics and women's rights. Best known for: ***'A Vindication of the Rights of Women'*** **(1792)**. |
| **Hannah Adams** | 1755 – 1831 | The first professional woman writer in the United States of America. She wrote to support herself, including different subjects such as theology and history such as ***'Summary History of New England'*** **(1799)**. This is the first history tracing the US from the Mayflower to the ratification of the federal Constitution. |
| **Frances Burney** | 1752 – 1840 | Frances Burney was a novelist, diarist and playwright. She published her first novel ***Evelina*** anonymously in 1778. She followed this with others such as Cecilia (1782), Camilla (1796) and The Wanderer (1814). Once she came forward that she was the author of *Evelina*, it brought her immediate fame. Described as novel looking at womanhood humorously in 1778, it is Burney's novel that is most frequently read today. |

| | | |
|---|---|---|
| **Jane Austen** | 1775 – 1817 | Jane Austen was a novelist, whose books were set among the English middle and upper class. They are notable for their wit, social observations, and the insight that they provide about the lives of women in the nineteenth century. She published four novels while she was alive, although they appeared without her name, and usually the authorship was attributed to 'a lady'. These were: ***Sense and Sensibility*** **(1811),** ***Pride and Prejudice*** **(1813),** ***Mansfield Park*** **(1814)**, and ***Emma*** **(1816)**. |
| **Kate Chopin** | 1851 – 1904 | She began to write after her husband died, and, at age 28, she was forced to support herself and her 6 children. She wrote short stories such as ***Bayou Folk*** **(1894),** for which she received national recognition in the United States of America. However, she later published a controversial, now critically acclaimed, novel ***The Awakening*** **(1898)**, which deals with female independence through a female heroine who leaves her husband and children to discover her personal freedom. In 1990, she was honoured with a star on the St Louis Walk of Fame, and, in 2012, with a bronze bust at the Writer's Corner in St. Louis, Missouri, United States of America. |
| **Maria Edgeworth** | 1767 – 1849 | With the encouragement of her father, Maria Edgeworth initially wrote children's books, as well as novels for adults. The majority of her novels focused on Irish common life including ***Castle Rackrent*** **(1800)**, ***Ennui*** **(1809)**, ***The Absentee*** **(1812)**, and ***Ormond*** **(1817)**. In her writings, she deals with sexual equality, and often features women as the central character. She also corresponded with leading literary and economic writers, like Sir Walter Scott and David Ricardo. |
| **The Brontë Sisters:**<br><br>**Charlotte Brontë**<br><br>**Emily Brontë**<br><br>**Anne Brontë** | <br><br>1816 – 1855<br><br>1818 – 1848<br><br>1820 - 1849 | The Brontë Sisters published, in 1846, a collection of poems they had written under the pseudonym Currer, Ellis and Acton Bell. Charlotte also wrote '***The Professor'***, which was rejected for publication, although published later on. However, a year later, in 1847, all three sisters published novels under the above pseudonym: Charlotte/Currer Bell published ***'Jane Eyre'***; Emily/Ellis Bell published ***'Wuthering Heights'***; and Anne/Acton Bell published ***'Anne Grey'***. In 1848, they went to meet with their publisher to reveal the identity of the Bells, to which the publisher was surprised, since he viewed them as three simple country women. |

| | | |
|---|---|---|
| **Harriet Beecher Stowe**[43] | 1811 – 1896 | Harriet Beecher Stowe wrote many novels, including fiction and non-fiction. She is best known for her anti-slavery novel '***Uncle Tom's Cabin***' **(1852)**, which became a bestseller, receiving both high praise and harsh criticism. When she met President Abraham Lincoln in 1862, he is reported to have said "***so you're the little woman who wrote the book that started this Great War"***. The book was not the sole cause of the war, but it did stir anti- and pro-slavery opinions held by the North and South, which contributed to the Civil War. |
| **Virginia Woolf** | 1882 – 1941 | Virginia Woolf is considered one of the preeminent modern novelists. She began writing professionally in 1900, and published a number of novels and essays. She is known for being the major lyrical novelist of the English language, and was compared to James Joyce for experimenting with the narrative and stream of consciousness in her novels. In '***A Room of One's Own***' **(1929)**, she famously claimed that, in order to write, ***a woman needs her own income and her own room.*** |
| **Louisa May Alcott** | 1832 – 1888 | Louisa May Alcott began writing to help support her family, who were facing financial hardship. Initially, she used the pen name A.M. Barnard, although later she published under her real name. She published a number of novels, although she is best known for '***Little Women***' **(1868).** |
| **Simone de Beauvoir** | 1908 – 1986 | Simone de Beauvoir was one of the most preeminent French existentialist philosophers and writers. She wrote on ethics, feminism, fiction, politics as well as autobiography. She published the '***The Ethics of Ambiguity***' **(1947)**, '***The Mandarins***' **(1954)** and '***The Second Sex***' **(1949)**. In '***The Second Sex***' she eloquently attacked the fact that women were relegated to a sphere of "immanence", and the passive acceptance of roles assigned to them. As a text it has been used as a foundation by the feminist revolution, and the argument for the need to investigate of women's oppression and revelation. |

[43] More information is available at: https://www.harrietbeecherstowecenter.org/pdf/hbs_bio.pdf accessed on 10/04/2014

**Modern Famous Female Writers:**

| Name | Period | Publication |
|---|---|---|
| **Margaret Attwood** | 1939 - | Canadian poet and novelist; she has published many novels, poems and short stories |
| **Alice Walker** | 1944 - | American author; she wrote the critically acclaimed ***The Color Purple***, for which she won the National Book Award, and the Pulitzer Prize for Fiction |
| **Toni Morrison** | 1931 - | American novelist; she has written many novels including ***Beloved***, for which she won the Pulitzer Prize in 1988, and the Nobel Prize in 1993. She has been awarded the Presidential Medal of Freedom. |
| **Joyce Carol Oates** | 1938 - | American author; she has published over 40 novels, short stories and poems. |
| **Isabel Allende** | 1942 - | Chilean writer; she has written novels which pay homage to women, with elements of myth and realism. |
| **Sylvia Plath** | 1932 - 1963 | American poet, novelist and short story writer; she wrote many poems, and she won the Pulitzer Prize for ***'The Collected Poems,'*** posthumously. |
| **J.K. Rowling** | 1965 - | British novelist best known for the Harry Potter fantasy series |

| **Female Writers in the Balkans** | | |
|---|---|---|
| **Name of Writer** | **Period** | **Publication** |
| **Musine Kokollari** | 1917 – 1983 | Prose writer, and politician, in pre-communist Albania, who was persecuted by the communist regime. She wrote a collection of tales entitled ***As my mother tells me*.** |
| **Mira Meksi** | 1960 - | Albanian writer and translator, who has written many novels, and has been awarded different |

| | | |
|---|---|---|
| | | prizes. One of her novels is ***Ball in Versailles***. |
| **Besa Myftiu** | 1961 - | Albanian writer who has written in French and published poems, ***Des amis perdus***, and novels including ***Confessions of Missing Places*.** |
| **Elena Gjika** | 1822-1829 | Of Albanian origin, she was a writer and publisher. She wrote many books including ***Les Femmes en Orient / Women in Orient*** and ***Albanian in Romania*** among others. |
| **Jelena Dimitrijevic** | 1862-1945 | Prominent Serbian writer, who travelled widely, and wrote about her experiences, including her travels to Greece, India, Egypt and America. |
| **Marija Knezevic** | 1963 | Serbian writer, who has written many poems, novels and short stories. |
| **Isidora Sekulic** | 1877 – 1958 | Serbian prose writer, novelist and essayist |
| **Milica Stojadinovic** | 1828 - 1878 | Serbian poet of the nineteenth century |
| **Svetlana Velmar-Jankovic** | 1933 – 2014 | Serbian essayist and novelist. |

## Nobel Prize Female Winners for Literature: 1901 – 2013

*The Nobel Prize:*

Alfred Nobel was a Swedish chemist, innovator, and armaments manufacturer. In armament manufacturing, he had a number of patents including for dynamite. On 27 November 1895, Alfred Nobel signed his last will and testament, which provided that a large part of his fortune to be used for different prizes. Thus the Nobel Prize was established for Physics, Chemistry, Physiology or Medicine, Literature, and Peace. In 1968 the Swedish Central Bank established the Economics Prize

in memory of Alfred Nobel. Between 2001 and 2013, the Nobel Prizes, and the Prize in Economics were awarded 561 times.[44]

*Nobel Prize winners for Literature:*

| Name | Year | Publication |
|---|---|---|
| **Slema Ottilia Lovisa Lagerlof** | 1909 | Swedish author of children's books, and the first women to win the Nobel Prize with '***The Wonderful Adventure of Nils'*.** |
| **Grazia Deledda** | 1926 | The first Italian women to receive the Nobel prize for her work. |
| **Sigrid Undset** | 1928 | Norwegian novelist, won the Nobel Prize for '***Kirstin Lavransdatter'*** and the '***Master of Hestviken'***. '***Kirstin Lavransdatter'*** was about life in Scandinavia in the middle ages, portrayed through the experiences of a woman. |
| **Pearl Buck** | 1938 | American novelist, who won the Pulitzer Prize in 1932 with the novel ***'The Good Earth'***, which portrayed peasant life in China. In 1938, she won the Nobel Prize for Literature. |
| **Gabriela Mistral** | 1945 | Chilean poet/diplomat; she was the first Latin American Woman to win the Nobel Prize for Literature. |
| **Nelly Sachs** | 1966 | Jewish German poet and playwright. In 1966, she was the joint winner of the Nobel Prize for Literature, with Shmuel Yusuf Agnon. She is reported to have said that Agnon represented the state of Israel, whereas she represented the tragedy of the Jewish people. |
| **Nadine Gordimer** | 1991 | South African writer, who published works in relation to the Apartheid in South Africa, which were banned for a number of years. |
| **Toni Morrison** | 1993 | American novelist – see above. |
| **Wislawa Szymborska** | 1996 | Polish poet; won the Nobel Prize for Literature in 1996. |
| **Elfriede Jelinek** | 2004 | Austrian playwright and novelist, won the Nobel Prize for Literature in 2004. |

[44] Further details available at http://www.nobelprize.org/nobel_prizes/facts/ accessed on 20/04/2014

| | | |
|---|---|---|
| **Doris Lessing** | 2007 | British playwright, novelist, poet, and writer of short stories. She was awarded the Nobel Prize for Literature in 2007, and is the eldest person to receive the Prize. |
| **Herta Muller** | 2009 | German–Romanian novelist and poet, who received the Nobel Prize for Literature in 2009. The Nobel Prize Committee said that she depicts the landscape of the dispossessed. |
| **Alice Munro** | 2013 | Canadian author of short stories. |

*Women Nobel Laureates in other fields*[45]

**TIP:** it is important to refer to this section in order to show that women have always accomplished and will continue to do so. Although gender stereotypes and roles in the past have, at times, held women back from achieving their whole potential, through their perseverance they have contributed, as the Nobel Laureates show. In today's society girls need to be told that the law protects them, they are treated equally to boys and should think of the world as their oyster, where anything is possible. Please use this section to inspire pupils from both genders about what they can achieve in any field.

| **Physics** | | |
|---|---|---|
| **Maria Goper Mayer** | 1963 | Discoveries concerning nuclear shell structure. |
| **Marie Curie** | 1903 | Pioneering research in radioactivity. |
| **Chemistry** | | |
| **Ada E. Yonath** | 2009 | Studies of the structure and function of the ribosome. |
| **Dorothy Crowfoot Hodgkin** | 1964 | Determination, by x-ray technique, of the structures of important biochemical substances. |

[45] For further details on the Nobel Prize awarded to women see: http://www.nobelprize.org/nobel_prizes/lists/women.html accessed on 20/05/2014

| | | |
|---|---|---|
| **Irene Joliot-Curie** | 1935 | Synthesis of new radioactive elements. |
| **Marie Curie** | 1911 | In recognition of her services to the advancement of chemistry by the discovery of radioactive elements. |
| **Physiology/Medicine** | | |
| **Elisabeth H. Blackburn and Carol W. Greider** | 2009 | Discovery of how chromosomes are protected by telomeres and the enzyme telomerase. |
| **Françoise Barré-Sinoussi** | 2008 | Discovery of human immunodeficiency virus. |
| **Linda Buck** | 2004 | Discovery of odorant receptors and the organization of the olfactory system. |
| **Christiane Nusslein-Volhard** | 1995 | Discovery concerning genetic control of early embryonic development. |
| **Gertrude B. Elion** | 1988 | Discovery of important principles for drug treatment. |
| **Rita Levi-Montalcini** | 1986 | Discovery of growth factors. |
| **Barbara Mclintock** | 1983 | Discovery of mobile genetic elements. |
| **Rosalyn Yalow** | 1977 | Development of radioimmunoassays of peptide hormones. |
| **Gerty Theresa Cori** | 1947 | Discovery of the course of the catalytic conversion of glycogen. |
| **Peace Prize** | | |
| 1. **Ellen Johnson Sirleaf,** President of Liberia, which makes Liberia the first African nation to have a female President.<br>2. **Leymah Gbowee,** Peace Activist in the Women's Peace Movement in Liberia. Together with Ellen Johnson Sirleaf contributed to ending the civil war in Liberia in 2003<br>3. **Twakkol Karmen,** Journalist, human rights activist and politician. First Yemeni and Arab woman to win the Prize. | 2011 | For the non-violent struggle for the safety of women, and for women's rights to full participation. |

| | | |
|---|---|---|
| **Wangari Muta Maathai,** Kenyan Environmental and Political Activist, who was an elected member of parliament and the first African woman to win the Prize. | 2004 | Contribution to sustainable development, democracy and peace |
| **Shirin Ebadi,** Iran's first female judge prior to the Iranian revolution. She began a private law practice to defend the rights of women and children. | 2003 | Efforts for democracy and human rights, especially her struggle for women's rights and children's rights. |
| **Jody Williams**, American political activist who worked on banning, and clearing, anti-personnel mines. | 1997 | Efforts lead to the banning and clearing of anti - personnel mines. |
| **Rigoberta Menchu Tum,** is an indigenous Guatemalan woman of the K'iche ethnic group, who has dedicated her life to publicising the plight of Guatemala's indigenous people during and after the civil war. | 1992 | In recognition of her work for social justice and ethno-cultural reconciliation based on respect for the rights of indigenous peoples. |
| **Aung San Suu Kyi,** Burmese opposition leader, spent almost 21 years under house arrest (1989 – 2010). | 1991 | For her non-violent struggle for democracy and human rights. |
| **Alva Myrdal,** Swedish sociologist, politician and diplomat. In 1950, she held a senior position in the UN, being the first woman to do so. She was a vocal supporter of disarmament, which she used in diplomacy. | 1982 | For her efforts in disarmament and nuclear weapons free zones. |
| **Mother Teresa (Agnes Gonxhe Bojaxhiu)**, a Catholic nun, who ran nursing homes and hospices for the sick that were poor in India, as well as aid work in a number of countries. | 1939 | In recognition of her humanitarian work worldwide. |
| **Betty Williams,** she had a Protestant father and Catholic mother. Following the shooting, in Belfast, of three innocent children, she set up the Community of Peace People, together with **Mairead** | 1976 | In recognition of establishing a peace movement in Northern Ireland. |

| | | |
|---|---|---|
| **Corrigan** (who was the aunt of the murdered children, and with whom she shared the Nobel Prize). Due to extremist rumours, the movement later dissolved. However, **Mairead Corrigan** continued to believe that such a movement could have an impact even after dissolution and continued such effort at local levels. | | |
| **Emily Greene Balch**, an American economist and Professor in the United States of America. She played a central role at the Women's International League for Peace and Freedom, in recognition of which she was awarded the Nobel Peace Prize. In 1917, she criticised the USA for entering the war, and warned against fascism, criticising western democracies for not attempting to stop Hitler's and Mussolini's aggressive policies. In light of such comments, she was perceived as a radical in the USA, and lost her professorship. | 1946 | In recognition of her work in the peace movement. |
| **Jane Addams,** American sociologist/social worker, and leader of women's suffrage and peace movements. She founded the Women's International League for Peace and Freedom in 1919. For many years, she worked to get the great powers to disarm, and conclude peace agreements. During, World War I, she chaired a conference, in vain, at the Hague, in order to get President Woodrow Wilson to mediate peace between the warring countries. When the USA entered the war, she criticised this, as well as the Treaty of Versailles forced on Germany 1919, as she said it was so humiliating for Germany that it would lead to a German war of revenge. At the time, she was viewed as a radical and a danger to US security, though at the end of her life she was honoured by the American | 1931 | In recognition of her work in the peace movement. |

| | | |
|---|---|---|
| government for her efforts to peace. | | |
| **Baroness Bertha Sophie Felicita von Suttner,** an Austrian author, wrote one of the 19th century's most influential anti-war books ***'Lay Down Your Arms'***. She was the first woman to win the Nobel Peace Prize. | 1905 | In recognition of her efforts in the peace movement |
| **Economics** | | |
| **Elinor Ostrom,** an American political economist, who shares the Nobel Prize in Economics with Oliver E. Williamson. She published a book entitled '***Governing the Commons'*** and is the only woman to date to have won the Nobel Prize in Economics. | 2009 | For her analysis of economic governance, especially the commons. |

*Activity: Guess who invented this: Does gender bias affect our judgment? (See Annex III for handout)*

***TIP:*** *Ask students for homework, in groups of four, to research who invented/made improvements to the following products, using the internet. At the next lesson, invite students to present their findings, and discuss whether they were surprised with the findings. If they had trouble with getting all the information, go through it with them.*

| ***Name of Inventor*** | ***Product*** |
|---|---|
| 1. | Windshield Wipers |
| 2. | New Film Developing Method |
| 3. | Geobond |
| 4. | Diaper |
| 5. | Coloured Cotton |
| 6. | Liquid paper (to allow corrections) |
| 7. | Animal Handling Equipment |

| | |
|---|---|
| 8. | Common Business Orientated Language – COBOL Computer Language |
| 9. | Paper Bag |
| 10. | Kevlar (used for bulletproof vests and other uses |
| 11. | Spread Spectrum Communication |
| 12. | Snugli Baby Carrier |
| 13. | Improved Hair Brush |
| 14. | Scotchgard Stain Repellent |
| 15. | 125 patents for contributions to fibre and textile industry |
| 16. | Chocolate Chip Cookie |
| 17. | Blyssimbol Printer: People with severe disabilities since the 1960s have been learning how to communicate using a system of symbols called Blissmybol. |

1. Mary Anderson: Invented **Windshield Wipers** in 1903 (operated through a lever within the car). This was later developed by another woman Charlotte Bridgewood, which she called it "**Storm Windshield Cleaner"**.

2. Barbara Askins: Invented the **New Film Developing Method** in 1978. Used by NASA to improve astronomical and geological photos from space but used widely including X-rays and restoring old photographs).

3. Patricia Billings: Invented the **Geobond** in the 1970s. It is a material that is indestructible, fire-proof, and non-toxic (she developed it as a sculptor but has many uses including the world's first workable replacement for asbestos).

4. Marion Donovan: Invented the **the "Boater" – disposal diaper** in 1946. Initially she invented a nappy cover called 'boater' as she thought it looked like a boat, which was not taken seriously by any manufacturer. However, it became famous in 1949, once stocked at Sacks Fifth Avenue, New York. She went on to design a disposable diaper, but again she was met with opposition, all the manufacturing companies thought her idea was superfluous and impractical). Across the Atlantic, Valerie Hunter Gordon in 1948 attempted doing the same for, in which she was successful, as a leading store "Boot" started stocking it nationwide.

5. Sally Fox: Invented **Foxfibre Coloured Cotton** in 1982. Previously, white cotton had to be bleached and dyed before it could be spun on a machine, which created a lot of pollution. Sally Fox began breeding brown and green cotton, planting the best seeds and then replanting them. Since this was successful, she patented her method and produced a lot of coloured cotton, which she called Fixfibre, and sold it on to major companies such as Levi's and Spirit.

6. Bette Nesmith Graham: Invented **Liquid Paper** in 1956. Secretaries, who used typewriters before computers, had to retype whole documents whenever a slight mistake was made. One summer, Bette Nesmith Graham seeing painters and decorators painting windows correcting their mistakes with another layer, she developed liquid paper, white correcting fluid, which is used to correct mistakes even today.

7. Dr. Temple Grandin: Invented **Animal Handling Equipment** (restraint system), to keep animals calm, and prevent them from getting hurt.

8. Dr. Grace Murray Hopper: Invented the **COBOL Computer Language** (Common Business Orientated Language). At an early age she had a passion for figuring out how things worked, she took apart seven clocks in her home trying to work out how they worked. After serving in the US Navy, she started working as a programmer, and between 1959 and 1961 she led the team that invented COBOL, the first user-friendly business computer software programme.

9. Margaret Knight: Invented the **Paper Bag**. At the age of 12, when she was working at a factory, she witnessed an accident when she saw a shuttle fly from a machine injuring a worker. Such accidents were very common, although Margaret was quick to intervene. She designed a stop-motion device, which was used in the factory. This invention was not patented (an application to record it as your invention), and so it is not accredited to her. However, she went on to invent a paper bag, that is used in shops even today. As she was working on a prototype, a man who saw it was quick to apply for a patent, and so when she applied, she was told that the product is already patented. However, following an investigation, the patent was awarded to her, a rare achievement for a woman at this time.

10. Stephanie Kwolek: Invented **Kevlar**, a synthetic material that is five times as strong as steel and which is resistant to wear, corrosion, and flames. It is the main ingredient in the production of bulletproof vests (used by soldiers and law enforcement officials), skis, safety helmets, camping gear, and suspension bridge cables.

11. Hedy Lamarr: Invented the **Spread Spectrum Communication** (**Secret Communication System).** Together with George Anthiel, they invented a Secret Communication System by manipulating radio frequencies at irregular intervals between transmission and interception. This method formed an unbreakable code to prevent classified messages from being intercepted by enemy personnel, which was used to combat the Nazis during World War II. Today Spread Spectrum Communication serves as the basis for Bluetooth, COFDM (used in WI-FI connections) and CDMA (used in cordless and wireless telephones). Lamarr was an Austrian actress, which meant that she could have been subject to even more stereotypes,

further than just for being a woman. However, they patented their invention and it her contribution is recognised, if not well known among the general population.

12. Anne Moore: Invented **The Snugli Baby Carrier**. Inspired by African women carrying their children on their backs as they carried out with their daily work in Togo, Anne Moore invented the Snugli Baby Carrier, a soft baby carrier that allows an adult (father/mother) to carry thier child as they do various jobs.

13. Lyda Newman: Invented the **Improved Hair Brush**. While she was not the original inventor of the hairbrush, she made significant improvements, as it was the first to have synthetic bristles and allowed the user to clean it, thus removing any impurities.

14. Patsy Sherman: Invented **Scotchgard Stain Repellent**. Patsy Sherman worked as a researcher chemist, together with her colleague Sam Smith, due to an accident in their laboratory; they conducted research and discovered the versatile stain repellent and material protector Scotchard. Theylater further developed this to be used on carpets and upholstery.

15. Dr. Guiliana Tesoro: Got **125 patents for contributions to the fibre and textile industry**. She was an organic chemist, who developed processes to prevent static accumulation in synthetic fibres, as well as designed fire resistant fibres and improved the permanent press properties of textiles.

16. Ruth Wakefield: Invented **Chocolate chip cookie**. When she was making cookies, she was out of a key ingredient, used Nestle chocolate instead and came up with chocolate chip, which is one of the most popular cookies in America.

17. Rachel Zimmerman: Invented the **Blissmybol Printer**. People with severe disabilities, since the 1960s, have been learning how to communicate using a system of symbols called Blissmybol. However, they could not use this independently, until Rachel Zimmerman, at the age of 12 created a device known as Blissymbol printer. She incorporated a touchpad so that the person using it could simply press the relevant key, and the message would be translated automatically, and be shown on the screen.

*Activity 3:*

How would you deal with this situation? Following discussion in the groups, invite a spokesperson from each group to present how they decided they would deal with this situation.

**Scenario 1:**

Ask the girls, in groups of 4, to consider the following:

You are the only female on a construction site. The crew has been working hard, and is ahead of schedule. Supplies for the next project will not be delivered until the following day, so the boss decides to go and pick up the materials that are needed for the crew to continue working for the rest of the day. He gives you specific instructions as to what the crew should have done by the time he returns to the worksite. As soon as the boss leaves the other workers decide to sit down and take a break. You know if the crew stops working that when the boss returns the job will not be done.

*How do you, the only female, convince the rest of the crew to not take a break and continue to work?*

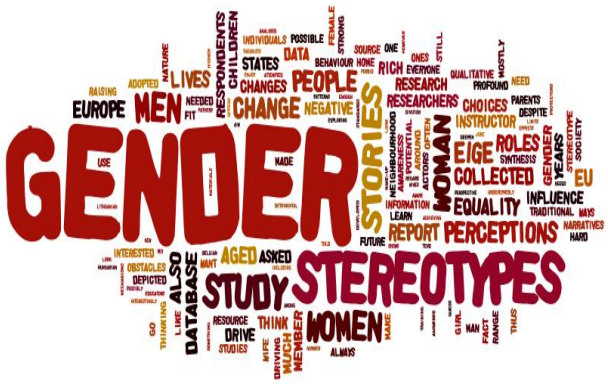
**Scenario 2:**

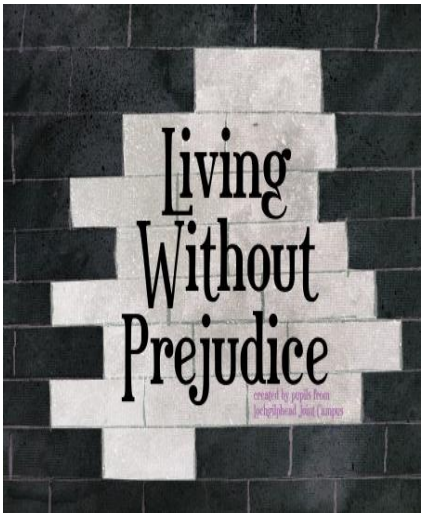
Ask the boys, in groups of 4, to consider the following:

You are the only male nurse in a hospital ward. You have recently started working, and you are finding it difficult to adjust as all the other nurses are female. Usually on the ward, all nurses take it in turn to change the sheets once patients are discharged from the hospital. However, since you have started working, the other female nurses refuse to do this and insist that you do it. During your breaks, you have to share the nurses' room with all female nurses, where you usually go to have a coffee or have your lunch. However, you don't really feel comfortable using this room since it is full of posters of men (actors and models) and you feel this is inappropriate.

*How do you, the only male nurse, convince the other male nurses to share the work equally irrespective of gender and remove inappropriate posters?*

## IV STEREOTYPES AND PREJUDICE

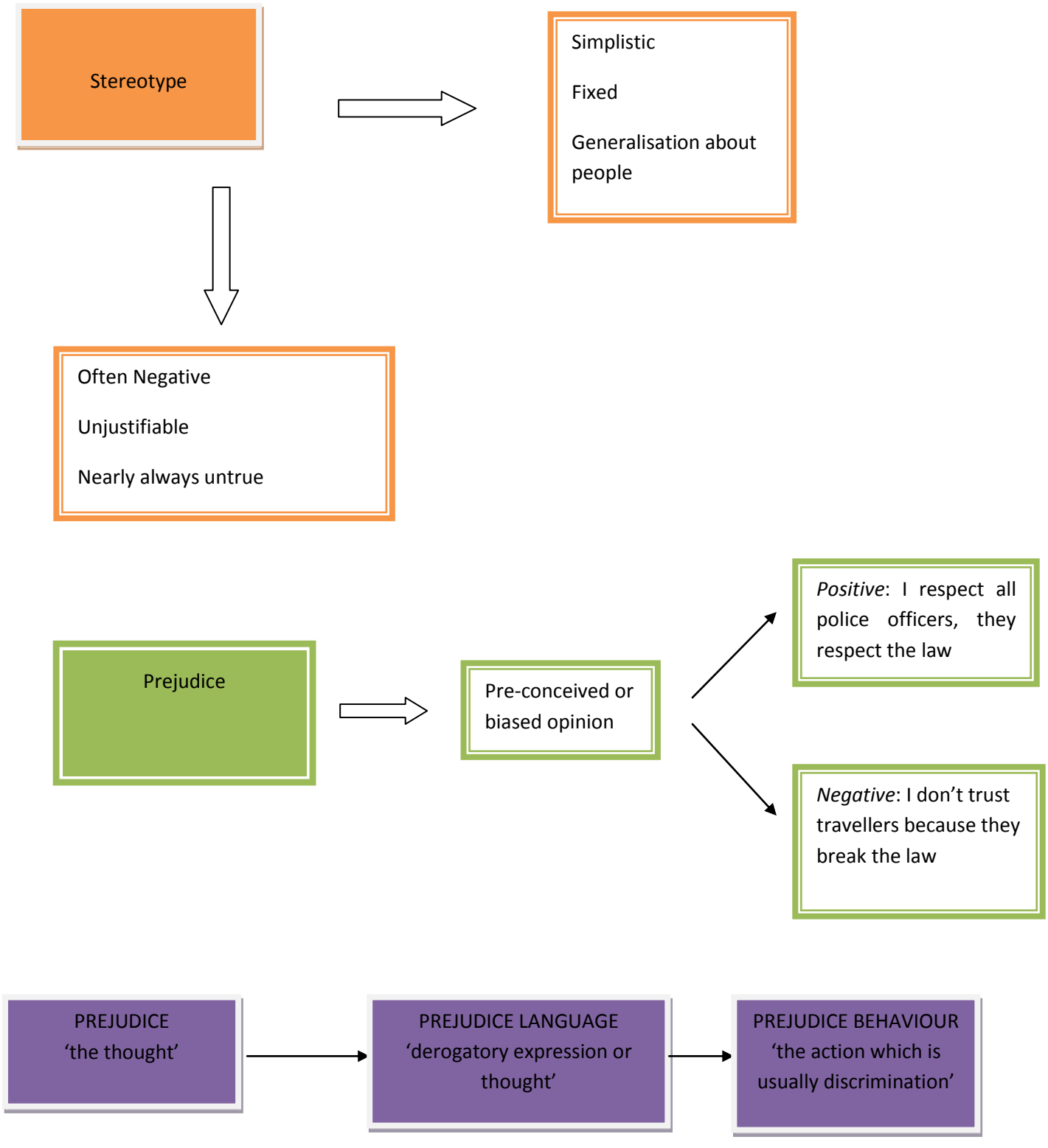



**Definitions**

| | |
|---|---|
| Sexual Orientation | Refers to each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender |
| Gender Identity | Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modifications of personal appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms |

*See the Preamble of The Yogyakarta Principles, the Application of International Human Rights Law in relation to Sexual Orientation and Gender Identity*


Stereotype
Simplistic
Fixed
Generalisation about people
Often Negative
Unjustifiable
Nearly always untrue
Prejudice
Pre-conceived or biased opinion
*Positive*: I respect all police officers, they respect the law
*Negative*: I don't trust travellers because they break the law
PREJUDICE
'the thought'
PREJUDICE LANGUAGE
'derogatory expression or thought'
PREJUDICE BEHAVIOUR
'the action which is usually discrimination'

Why do people stereotype:

- It helps to deal with differences
- It helps people form group identity
- It makes people feel safe

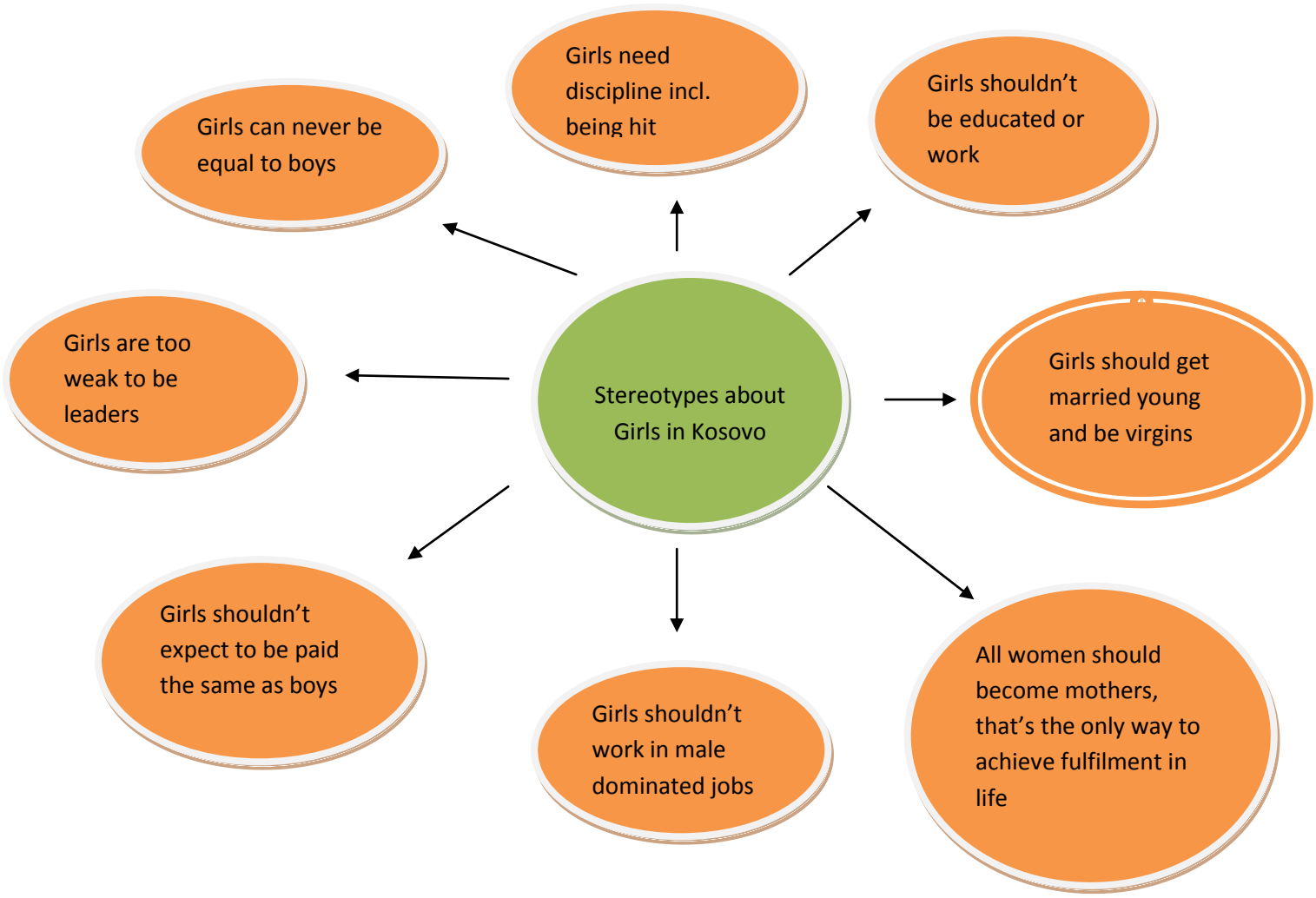



***Quick Activity***: Ask students can they identify any stereotypes or prejudices they have heard of in their local community.

| **TRADITIONAL GENDER STEREOTYPES** | |
|---|---|
| ***FEMININE*** | *MASCULINE* |
| Not Aggressive | Aggressive |
| Dependant | Independent |
| Easily Influenced | Not easily influenced |
| Submissive | Dominant |
| Passive | Active |
| Home-oriented | Worldly |
| Easily Hurt Emotionally | Not Easily Hurt Emotionally |
| Indecisive | Decisive |
| Talkative | Not all Talkative |
| Gentle | Tough |
| Sensitive to Others Feelings | Less Sensitive to other's Feelings |
| Very desirous of Security | Not Very Desirous of Security |
| Cries a Lot | Rarely Cries |

| Emotional | Logical |
|---|---|
| Verbal | Analytical |
| Kind | Cruel |
| Tactful | Blunt |
| Nurturing | Not Nurturing |

***Gender Stereotypes in Kosovo:***




***Stereotypes about boys***:

- They should provide for their family;
- They should get married, and make sure they have a son to continue the family line;
- They should  inherit all the property, and mediate if necessary with their sisters;
- They should make sure that their wife is respectful to all family members;
- They shouldn't help around the house, as that's women's work;
- They should be careful in selecting a career that is appropriate for a man.

| Research by Kosovo Centre for Gender Studies 2013 | YES | NO | MALE YES | FEMALE YES |
|---|---|---|---|---|
| The girls is expected to have sexual relations with her boyfriend if he | 24% | 76% | 33% | 15% |
| When females say NO, they mean YES | 45% | 55% | 55% | 35% |
| The real man is active, aggressive, independent and dominating | 40% | 60% | 47% | 34% |
| The girl is expected to be a virgin when she enters in a relation | 65% | 35% | 59% | 70% |
| Jealousy is a way to show love | 49% | 51% | 51% | 47% |
| A person who abuses other people under the influence of alcohol or drugs, is not | 44% | 56% | 43% | 44% |
| It is acceptable for the boyfriend to hit his girl- friend if she has | 44% | 56% | 46% | 40% |
| Children need their father even when he is violent towards their | 44% | 56% | 51% | 38% |
| Consequences of psychological/emotional abuse are just as serious as consequences of | 71% | 29% | 65% | 75% |
| Rape can happen in a marriage | 54% | 46% | 56% | 53% |
| A successful relation is possible even when the girl is not virgin | 69% | 31% | 64% | 72% |
| It is common to neglect your friends when you have a lover | 34% | 66% | 30% | 37% |
| The wife has to be careful not to provoke/challenge her husband | 66% | 34% | 64% | 68% |
| It is easy to abandon the partner once one has decided to break a | 49% | 51% | 52% | 46% |
| Persons abuse and maltreat their partners as an attempt to control | 60% | 40% | 60% | 60% |
| Female are solely responsible for taking care of children and for | 40% | 60% | 43% | 37% |
| The perfect woman is passive, caring, fragile and talkative | 33% | 67% | 33% | 33% |

*Activity 1:*

**Stereotype Bingo** - see separate sheet (Annex IV)

## Effect of Stereotypes and Prejudice

Stereotypes and prejudices can have a profound impact on the individual, as well as society as whole. In this regard, Kosovo is no exception, in relation to stereotypes that exist with regard to men and women, and the roles that they should have in society, as well as members of the LGBT community.

First and foremost, stereotypes and prejudice will impact the person's ***emotional and mental health***, as everyday individuals face stereotypical comments or prejudice in their lives.

***Examples***:

1. A very successful woman being told that she should not bother applying for a promotion, because women are not capable of managing.
2. A talented young man, who wants to do ballet, is told by his father that he should not bother pursuing this as it is not real work. Rather he should work the field, planting vegetables, which is much more productive, and also get married and start a family.

In both scenarios, the immediate effect is that the stereotypes that exist have a deep impact on the self confidence, and self-esteem of these individuals, as well as have a negative impact on her career. At the same time the stereotypes also have an impact on society as a whole. This is because stopping women from competing for key positions is very counter-productive, as the company does not benefit from the insight that she may bring. Similarly, culture and the arts will be losing a talented male performer who may be able to make a great contribution. In addition in both scenarios, there will be limited opportunities to challenge these very stereotypes because there will be less role models for the respective fields.

***How to tackle Stereotypes and Prejudice***




***An example: Be a Man Club***

This is an initiative that has been developed by Care International in Kosovo, which aims to prevent violence and discriminatory behaviour towards women and girls, by working with boys. Through various activities young men are able to reflect on their attitudes and social roles, as well as taking part in workshops to discuss gender roles, violence and sex, topics which they might not have discussed before.

***Talking about feelings***

Gramos says that he has changed a lot - "I am able to speak about my feelings without feeling ashamed these days. I really evolved and think more about how I treat other people and what is important in my life". He has found the experience so positive that he says he wants to encourage everyone to join.

More information can be found here: http://www.careinternational.org.uk/what-we-do/war-conflict-and-peacebuilding/conflict-related-sexual-violence/news-kosovo-men-learn-news-ways-to-be-a-man

Information regarding similar clubs in the region can be found here: http://www.yeu-international.org/en/publications/newsmail/small-stories-that-can-change-the-world/be-a-man-club-stop-violence-against-girls-and-women

**TIP**: Encourage students to think about taking part in such activities, or even about starting their own clubs in their community/schools. Also, if they show interest, if possible support them to develop these, as well as putting them in contact with organisations that may support these activities.

***Quick Activity***:

Concepts: the idea of motherhood – is it stereotypical towards young women? Shouldn't we be considering "otherhood" too? After all, every woman has the right to choose! (Otherhood in this case it is not a word per say – it is only to reflect that there are other statuses for women not just being mothers.)

Watch this video, and discuss in groups, what you think.

http://www.upworthy.com/got-relatives-who-think-you-should-have-had-a-baby-by-now-heres-a-video-worth-sharing-with-them?c=ufb1

*Activity 2:*

**The Dilemma Game**: Are your views stereotypical or prejudiced?

**Instructions:**

This is useful for encouraging people to express their opinion, listen to others, and to change their opinion in the light of new understanding. It can be varied in different ways.

1. Prepare controversial statements relating to the issue you are working with, for example, "there should be no limits to freedom of speech".
2. Draw a line along the floor with chalk or tape.
3. Explain that to the right of the line represents **agreement** with a statement; to the left represents **disagreement**. The distance from the line represents the strength of agreement or disagreement; the further from the line, the greater the agreement or disagreement. The walls of the room are the limit! Standing on the line shows that that person has no opinion.
4. Read out the first statement.
5. Tell participants to stand at a point on either side of the line that represents their opinion about the statement.
6. Now invite people to explain why they are standing where they are.
7. Let everyone who wishes to, speak. Then ask if anyone wishes to change position.
8. When all who wish to move have done so, ask them their reasons for moving.
9. Ask another question.

***Controversial Statements:***

1. In times of economic austerity when there aren't enough jobs, women should not be taking the men's jobs.

2. It is pointless for women to want equality, because they are weaker, and their role in society is different, such as bearing children, and caring for the family.

3. Even in cases when women are hit by their husbands, they should not be asking for a divorce, because this negatively affects the family and society.

4. The whole purpose of marriage is procreation, and women should never use contraception, or ever seek an abortion, as this is unacceptable and immoral.

5. In Kosovo's society women are not capable politicians, so they should not seek to be elected.

6. Due to their different role in society, women in Kosovo do not understand politics, or political parties, and so need to be told by their husband which party or candidate they should vote for in all elections.

7. The current President should resign because she is incapable of performing her duties, as she is a woman.

8. Women could be permitted to work outside the home in some "female friendly jobs", but they should not seek certain careers such as engineers, architects, police officers, judges etc.

9. Being a member of the LGBT community is unacceptable for Kosovo's society, because it is a sickness.

10. Women are only good for cooking and cleaning.

**Tip**: As some of the statements are quite controversial, while the students are stating the positions take notes regarding the number of students overwhelmingly agreeing or disagreeing with a particular statement. Following the activity, take some of the questions, and explore them further by providing the students with some information, in a non-confrontational way, as to why agreeing with a particular statement, in fact, says that their views are stereotypical. For this part, ensure that you are equipped with enough information in order to correctly inform the students. In addition, ensure that you take extra care when exploring the issue of the LGBT community, by focusing on non-controversial aspects, and approaching this issue from a human rights perspective.

*Activity 3:*

**Homework: Imagine & Draw Kosovar Society Free of Stereotypes**

The purpose of this activity is for the students to reflect on what they have learned from this Chapter by expressing this using their creative skills, as well as allowing them to use their imagination to think ahead about how to eradicate stereotypes.

Ask the students to draw about:

- A society free of stereotypes based on sex/gender

Students can express this in any way they choose, either through a pencil drawing, painting, using Paint on a computer, or some other programme. Additionally, the topic has been purposefully left open, leaving it up to students to choose their focus, meaning they could choose any aspect of society. However, it is important to emphasise to the students that what they portray should be respectful, meaning it should not portray hate. In this regard, it is also important to explain that by undertaking this activity, student are expressing themselves (freedom of expression), although this is not an absolute right and inciting hatred even through drawing/painting is not permitted.

# V GENDER BASED VIOLENCE (GBV)



**FACT 1**: "*In Kosovo the number of reported cases of domestic violence is above 1000 cases a year."*[46]

**FACT 2**: "*In Kosovo, from January to August 2013, 48 victims of human trafficking were identified. 44 were women, 4 were men."*[47]

**FACT 3**: "*In Kosovo 11% of teenage girls engaged in romantic relationships admit that they have been hit or slapped by the male partner."*[48]

**FACT 4**: *46% of women living in Kosovo cited evidence of domestic violence in their neighbourhood, and 12% had witnessed a husband beating his spouse. However, more than a half of the women suffering it did not report to the police.*[49]

## Introduction:

The principal characteristic of gender-based violence is that it occurs against women, precisely because of their gender. Gender-based violence involves power imbalances where, most often, men are the perpetrators, and women the victims. Usually women belonging to minorities are even more vulnerable, as they have double the marginalisation. During this Chapter, we will explore in detail the causes and contributing factors of gender-based violence, various effects of gender-based violence on victims and their families, perpetrators, and society as a whole, as well as examining a variety of possible social responses to the phenomenon.

[46] Kosovar Center for Gender Studies (KGSC), 'Prevalence of violence in adolescents' relationships, 2012, available at http://www.unfpakos.org/wp-content/uploads/2012/12/Prevalence-of-violence-ang-finale.pdf, accessed on 11/05/2014
[47] Ibid
[48] Ibid
[49] European Centre for Minority Issues Kosovo, Informational Bulletin: The Diana Kastrati Case: Violence against women and Kosovar Justice, December 2013, Available at https://ecmikosova.org/the-diana-kastrati-case-violence-against-women-and-kosovar-justice/, accessed on 10/05/2014

**Definitions[50]:**

- **Gender based violence:** Any act that results in, or is likely to result in physical, sexual, psychological, or economic harm, or suffering, based on the gender of a person. It usually refers to violence committed against women and girls, but it can happen to men and boys too, and also includes violence against lesbian, gay, bisexual and transgender people.

- **Domestic Violence:**[51] There is no universal definition of domestic violence. In Kosovo, it is defined as any intentional act or omission that results in abuse, when committed by a person who is or has been in a domestic relationship with the victim, such as physical abuse, psychological abuse, sexual abuse and economic abuse.

Domestic violence is above all a human rights concern. It has deep roots in unequal relations of power. Authorities have the obligation to prevent domestic violence, protect victims and prosecute the perpetrators.

However, the State has failed to prevent cases of domestic violence. This was the case with Diana Katastrati, who tragically was killed, allegedly by her former husband, after the Municipal Court in Prishtinë/Priština failed to issue a protection order in a timely manner. The family made a request to Constitutional Court, and the Court decided that Diana's right to life and the right for effective remedy were violated[52].

- **What is a protection order?**

A protection order is an order issued by a court which provides protection measures for a victim of domestic violence against a perpetrator. The Municipal Court will review a petition for a protection order, and will decide within 15 days after receiving the petition, unless the request is for an Emergency Protection Order, which the Court must decide within 24 hours.

- **What is a victim of domestic violence?**

A victim of domestic violence is a person who suffers from an act of domestic violence. In spite of the fact that women are more often the victims of domestic violence, men, children, the elderly, and persons with disabilities may also be domestic violence victims. Domestic violence can affect anyone regardless of sex, age, religion, gender identity, sexual orientation, ethnic group, political affiliation or other status.

- **Who is a perpetrator of domestic violence?**

[50] At all, 'Speak up to end violence against women -16 days activism 2013', Prishtina 2013, Available at http://kreatoda.com/upload/E-Book_English.pdf, accessed on 11/05/2014.
[51] OSCE Mission in Kosovo, Catalogue of advice and assistance for domestic violence victims, available at http://www.osce.org/kosovo/88708?download=true, accessed on 12/05/2014.
[52] For more information about the case read the Constitutional Court Judgment Gezim and Makfire Kastrati against Municipal Court in Prishtina and Kosovo Judicial Council, case no. KI 41/12 available at http://www.gjk-ks.org/repository/docs/gjkk_ki_41_12_ang.pdf.

A perpetrator of domestic violence is a person who commits an act of domestic violence. It is not only men who are perpetrators; women may also be considered perpetrators, if they commit an act of domestic violence. Victims and perpetrators of domestic violence are connected through domestic relationships.

- **What is a domestic relationship?**

A domestic relationship exists when the victim and the perpetrator:

- Are or were engaged, married, in an extra-marital union, or cohabiting in a common household;
- Are parents of a common child;
- Use a common house and are connected by blood, marriage, adoption or guardianship (including parents, grandparents, children, grandchildren, nephews, siblings, aunts, uncles or cousins);
- Are procedural parties in a dispute involving a family relationship.

- **Violence against women:** Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Domestic violence is a pattern of coercive behaviour, whether physical, psychological or sexual, against any member of a family or household, including by an intimate partner. Domestic violence against women and girls ranges from humiliation and economic coercion to physical assault, usually at the hands of intimate partners, husbands, brothers, uncles or males within or associated within the household. Same-sex domestic violence occurs, for example of a female member of the family against another female member, such as mother-in-laws beating new brides, or the other way around. However, violence by males against females is much frequently.

- **Sexual violence:** Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting.

- **What is a shelter and what do shelters offer for the victims of domestic violence[53]?**

A shelter is a safe place where domestic violence victims and their children can temporarily stay, and which provides protection and other services. Currently there are shelters in Gjakova/Đakovica, Gjilan/Gnjilane, Mitrovicë/Mitrovica, Pejë/Peć, Prishtinë/Priština and Prizren, which host victims from communities all over Kosovo.

Victims can stay in the shelter for six months. This can be extended upon agreement with the Ministry of Labour and Social Welfare.

Shelters usually provide victims with accommodation, food, clothing, counselling (psychosocial and legal advice), medical support, vocational trainings (language, computer, internet, reading and writing, sewing, cooking, hairdressing, tailoring), health education, job-

[53] OSCE Mission on Kosovo, Catalogue of advice and assistance for domestic violence victims, available at http://www.osce.org/kosovo/88708?download=true, accessed on 11/05/2014.

seeking services, and activities for children (music, drawing, dancing), among other services. The shelters are patrolled by the police and have various other security arrangements.

- **Where does gender based violence occur?**
  GBV can happen in someone's home, relationship, neighbourhood, community, institutions, workplace or social networks.

***Violence against women throughout the life cycle***[54]

| *Phase* | *Type of violence* |
|---|---|
| **Pre-birth** | Sex-selective abortion; effects of battering during pregnancy on birth outcomes. |
| ***Infancy*** | Female infanticide (the crime of killing a child within a year of birth); physical, sexual and psychological abuse. |
| ***Childhood*** | Child marriage; female genital mutilation; physical, sexual and psychological abuse; incest; child prostitution and pornography. |
| ***Adolescence and adulthood*** | Dating and courtship violence (e.g. acid-throwing and date rape); economically coerced sex (e.g. school girls having sex with a rich older man who lavishes gifts, or school fees, in return for her company or sexual favours); incest; sexual abuse in the workplace; rape; sexual harassment; forced prostitution and pornography; trafficking; partner violence; marital rape; dowry abuse and murders; partner homicide; psychological abuse; abuse of women with disabilities; forced pregnancy. |
| ***Elderly Forced*** | Forced pregnancy; "suicide" or homicide of widows for economic reasons; sexual, physical and psychological abuse for school fees); incest; sexual abuse in the workplace; rape; sexual harassment; forced prostitution and pornography; trafficking; partner violence; marital rape; dowry abuse and murders; partner homicide; psychological abuse; abuse of women with disabilities. |

[54] World Health Organization, Violence against Women Pack, 1997

*Activity 1*

**Exploring the Causes of Gender-Based Violence**[55]

1. The teacher starts with a brainstorming session to create a list of common justifications for various types of gender-based violence. The facilitator asks each of the participants to share their ideas randomly or in turn.

*Write down each idea as they are offered on a flipchart without any comments, notes or questions for 5-7 minutes. After discussing the ideas, post the list on the wall so it is visible through the training workshop.*

2. The teacher summarises the result of the brainstorming and highlights the following concepts:

- The root cause of gender-based violence lies in unequal power relations between women and men. Males are expected to be aggressive, powerful, unemotional, and controlling, and contribute to a social acceptance of men as dominant. Similarly, females are precept as passive, nurturing, submissive, and emotional also reinforce women's roles as weak, powerless, and dependent upon men.

- There are many myths about gender-based violence that attempt to explain or justify it. Common myths include:

*Prior to the exercise, prepare a flipchart with the myths written on it for the participants' reference*

- The perpetrators of violence are a minority group of mentally ill men;
- Poverty or war lead to attacks on and abuse of women;
- Violence against women is caused by substance abuse, such as drugs and alcohol;
- Violence against women is an inevitable part of male-female relations;
- Violence against women is an inherent part of maleness, or a natural expression of male sexual urges.

*At the end the teacher should make it clear to the students that these are only myths, and do not explain, or justify, gender based violence at any time.*

3. The teacher gives a mini-lecture on causes of gender-based violence emphasising the following ideas:

**What causes violence against women?**

*Prior to the exercise, prepare a flipchart with the factors associated with gender based violence. Refer participants to the flipchart.*

[55] Minnesota Advocates for Human Rights, Causes and Effects of Gender-Based Violence, available at http://www.stopvaw.org/uploads/causes_effects_5-19-2003.pdf, accessed on 12/05/2014

**At the society level:**

- Norms granting men control over female behaviour;
- Acceptance of violence as a way to resolve conflict;
- Notion of masculinity linked to dominance, honour and aggression;
- Rigid gender roles

**At the community level:**

- Poverty, low socioeconomic status, unemployment;
- Associating with peers who condone violence.

**At the level of the family and relationship**

- Isolation of women and family
- Marital conflict
- Male control of wealth and decision-making in the family

**At the individual level:**

- Witnessing marital violence as a child
- Absent or rejecting father
- Being abused as a child
- Alcohol use

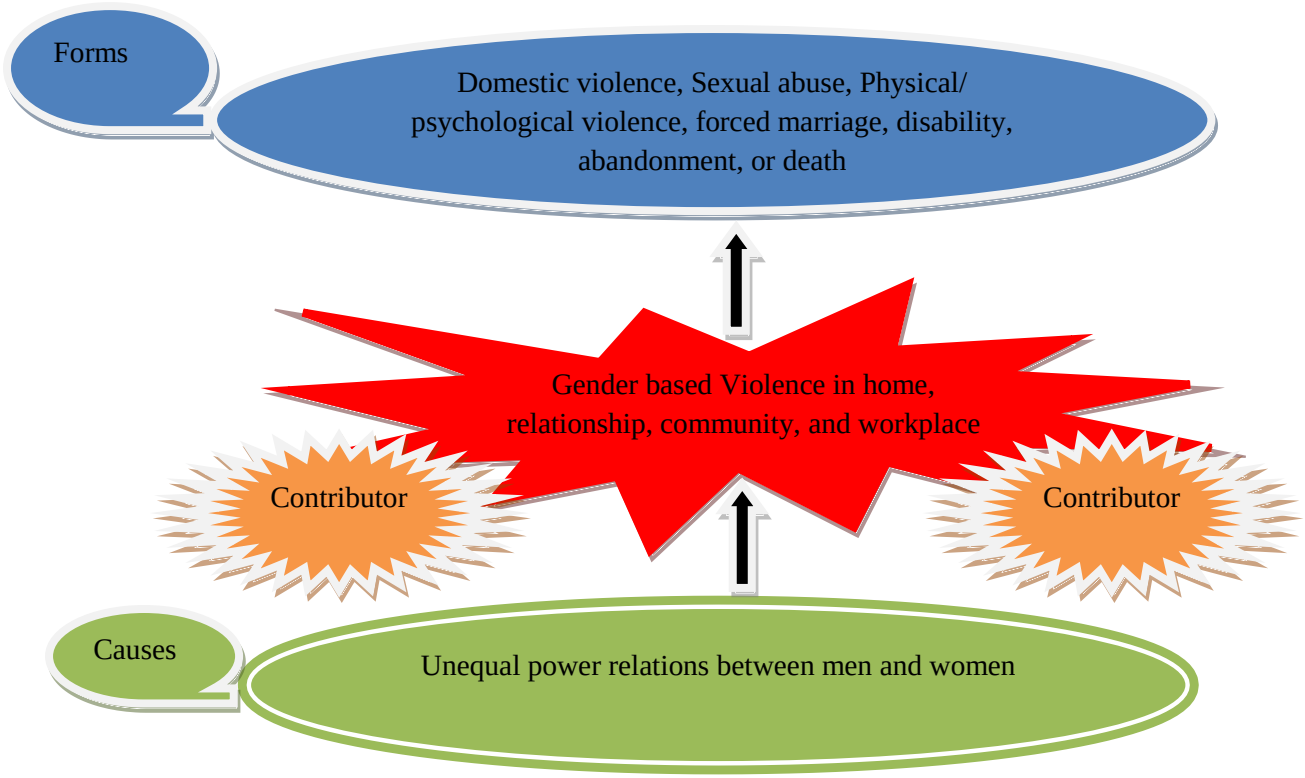


*At the level of society, studies around the world have found that violence against women is most common where gender roles are rigidly defined and enforced, and where the concept of masculinity is linked to toughness, male honour, or dominance. Other cultural norms associated with abuse include tolerance of physical punishment of women and children, acceptance of violence as a means to settle interpersonal disputes, and the perception that men have "ownership" of women.*
*At the community level, women's isolation and lack of social support, together with male peer groups that condone and legitimise men's violence, predict higher rates of violence.*

*At the level of the family and relationship, cross- cultural studies have cited male control of wealth and decision-making within the family, and marital conflict, as strong predictors of abuse.*

*At the individual level these include being abused as a child or witnessing marital violence in the home, having an absent or rejecting father, and frequent use of alcohol.*

*The teacher should be aware of the distinction between causes and contributing factors and articulate this to participants (i.e. low economic status, alcohol, narcotics all contribute to gender-based violence but themselves are not causes).*




*Activity 2*

**Exploring Effects of Gender-Based Violence**

1. The teacher should introduce the activity with the following statement:

- While women are usually the immediate victims of gender violence, the consequences of gender violence extend beyond the victim to the society as a whole.
- Gender violence threatens family structures; children suffer emotional damage when they watch their mothers and sisters being battered; two-parent homes may break up, leaving the new female heads of household to struggle against increased poverty and negative social repercussions.
- Psychological scars often impede the establishment of healthy and rewarding relationships in the future. Victims of gender violence may vent their frustrations on their children and others, thereby transmitting and intensifying the negative experiences of those around them. Children, on the other hand, may come to accept violence as an alternative means of conflict resolution and communication. It is in these ways that violence is reproduced and perpetuated.

*During the exercise that we will conduct next, you will have an opportunity to examine the various effects of gender-based violence.*

2. The teacher forms small groups of 4-6 participants, distributes flipchart sheets and markers, and gives them the following task:

3. Discuss, and identify, effects of gender-based violence in terms of:

- Impact on women's health:
  - Physical health;
  - Psychological health;
- Economic and social impact on women;
- Impact on women's family and dependants;
- Impact on the perpetrators of violence;
- Impact on society.

*4. Write the above list on a flipchart sheet so the groups can refer to it.* Each group will be assigned a separate category (or two categories) for discussion. For 5 minutes the groups will discuss their category. After the groups are done discussing, one person from the group will share their result, and write the results on the flipcharts sheet under the items they discussed

5. Introduce to the class the details effects of gender-based violence. **(See index 3 below)**

**Index 3: Effects of Gender-Based Violence**

The effects of gender-based violence are far-reaching and extend beyond the individual survivor, to the family and society as a whole.

**The impact of gender-based violence on women's health:**

Gender-based violence has been linked to many serious health problems, both immediate and long-term. These include physical and psychological health problems:

- *Physical*
  - Injuries
  - Disabilities
  - Chronic health problems (irritable bowel syndrome, gastrointestinal disorders, various chronic pain syndromes, hypertension, etc.)
  - Sexual and reproductive health problems (contracting sexually transmitted diseases, spread of HIV/AIDS, high-risk pregnancies, etc.)
  - Death
- *Psychological* effects can be both direct and/or indirect
  - Direct: anxiety, fear, mistrust of others, inability to concentrate, loneliness, post-traumatic stress disorder, depression, suicide, etc.
  - Indirect: psychosomatic illnesses (a disease that involves both mind and body), withdrawal symptoms, alcohol or drug use.

**Economic and social impact:**

- Rejection, ostracism and social stigma at community level;
- Reduced ability to participate in social and economic activities;

- Acute fear of future violence, which extends beyond the individual survivors to other members in community;
- Damage to women's confidence resulting in fear of venturing into public spaces (this can often curtail women's education, which in turn can limit their income-generating opportunities);
- Increased vulnerability to other types of gender-based violence;
- Job loss due to absenteeism as a result of violence;
- Negative impact on women's income-generating power.

**The impact on women's family and dependants:**

- **Direct effects:**
  - divorce, or broken families;
  - jeopardised family's economic and emotional development;
  - babies born with health disorders, as a result of violence experienced by the mother during pregnancy (i.e. premature birth or low birth weight);
  - increased likelihood of violence against children growing up in households where there is domestic violence;
  - collateral effects on children who witness violence at home (emotional and behavioural disturbances, e.g. withdrawal, low self-esteem, nightmares, self-blame, aggression against peers, family members, and property; increased risk of growing up to be either a perpetrator or a victim of violence).

- **Indirect effects:**
  - Compromised ability of the survivor to care for her children (e.g. child malnutrition and neglect due to constraining effect of violence on women's livelihood strategies, and their bargaining position in marriage);
  - Ambivalent or negative attitudes of a rape survivor towards the resulting child.

**The impact of violence on the perpetrators:**

- Sanctioning by the community, facing arrest and imprisonment;
- Legal restrictions on seeing their families, divorce, or the break-up of their families;
- Feeling of alienation from their families;
- Minimising the significance of the violence for which they are responsible; deflecting the responsibility for violence onto their partner, and failure to associate it with their relationship;
- Increased tension in the home.

**The impact of violence on society:**

- Burden on health and judicial systems;
- Hindrance to economic stability and growth through women's lost productivity;
- Breakdown of trust in social relationships;
- Weakened support networks on which people's survival strategies depend.

*Activity 3*

**Social Responses to Gender-Based Violence**

1. The teacher introduces the idea of various social responses to GBV:

   - Over the last few decades, gender-based violence has been recognised and discussed as a public, rather than a private, problem. As a result, a multitude of potential responses has been identified within the state and civil society.

   - There is a variety of approaches to gender-based violence (i.e. human rights, health, development) and they are being integrated to address the problem. Through the participation of multiple sectors and entire communities in addressing gender-based violence, it is possible to achieve effective prevention and create social networks, which ensure that victims of gender-based violence receive the care and protection they need.

**Social responses to gender-based violence fall under several categories:**

*Refer the participants to the flipchart prepared prior to the exercise, which lists the following social responses:*

**Social Responses to Gender Based Violence:**

- Health care services
- Victim assistance services
- Working with perpetrators
- Exploring masculinities
- Media information and awareness campaigns
- Education
- Legal responses

1. Start a discussion with them about what they understand with these concepts.

2. At the end of the discussion introduce to students the concepts from Social Response to Gender Based Violence. (See Index 5).

**Index 5: Social Response to Gender Based Violence:**[56]

- **Health Care** - Training health care providers to recognise and respond to gender-based violence is one of the most important ways of identifying and assisting victims. Not just obstetrician/gynaecologists, but all health care professionals must learn to recognise the signs: hospitals (especially emergency room staff); public and private health clinic staff;

[56] Pan-Americak Health Organisation, Fact sheet, Women, Health and Development, available at http://www1.paho.org/English/HDP/HDW/socialresponsesgbv.pdf, accessed on 12/05.2014

general/family practitioners; internists; paediatricians; psychiatrists; and nurses and staff of family planning clinics.

- **Victim Assistance Services** - These are services created just to deal with, or incorporated in other structures in order to respond to gender-based violence, such as: battered women shelters; homeless shelters; financial assistance programmes; women's police stations or services; victim advocacy programs; rape crisis, domestic violence and suicide prevention hotlines; legal services; runaway programmes; social welfare programmes; psychological support services (including individual counselling and support groups); and teen sexuality programmes/health services

- **Support Groups** - While support groups can fall under the heading of victim assistance services, they merit special mention because they are not always externally organised services. Support groups can be an important way for victims themselves to organise pro-actively, and take charge of their own situation. Beyond emotional support, group members can also provide one another with a sense of security and even, if needed, a place to go.

- **Working with Perpetrators** - Working with the perpetrators of violence (batterer-intervention programmes) has been a controversial and occasionally successful response. While victim assistance services are a useful Band-Aid to address an existing problem, this approach targets efforts at the source of the problem, attempting to change violent men's behaviour.

- **Exploring Masculinities** - Programmes which address masculinities attempt to explore what "makes a man". The central idea is to educate boys, from the earliest age, that violence (against anyone) is wrong, that the prevailing definition of masculinity, in any society, is not the only alternative, and that even though they are physically different, girls are entitled to the same rights and opportunities as men.

- **Media Information and Awareness Campaigns** - The media is a key conduit for making GBV visible, advertising solutions, informing policy-makers and educating the public about legal rights, and how to recognise and address GBV. Newspapers, magazines, newsletters, radio, television, the music industry, film, theatre, advertising, the internet, posters, leaflets, community notice boards, libraries, and direct mail, are all channels for providing information to victims, and the general public, about GBV prevention and available services.

- **Education** - School systems are instrumental to stopping GBV before it starts. Regular curricula, sexuality education, school counselling programmes, and school health services, can all convey the message that violence is wrong and can be prevented, as well as suggesting alternative models of masculinity, teaching conflict-resolution skills, and provide assistance to children or adolescents who may be victims, or perpetrators, of violence. Integrating GBV as a subject into psychology, sociology, medicine, nursing, law, women's studies, social work and other programmes enables providers to identify and tend to this problem

- **Legal Responses** - The criminalisation of all forms of GBV – domestic violence, rape, sexual harassment, psychological violence etc. – has been an important step in eliminating it. What remains is the consistent application of these laws, the implementation of penalties, and a greater focus on rehabilitating convicted perpetrators. Other legal responses to GBV have included: legal aid services; training of police and judicial personnel; women's police

stations; legal advocacy and lobbying; training of family, criminal, immigration and juvenile court lawyers; and bar association advocacy.

*Activity 4:*

**What constitutes violent behaviour?**

| Action | Yes | No |
|---|---|---|
| Limiting the time that the boyfriend/girlfriend spends with their friends/family | | |
| Destroying things and property | | |
| Expecting for the girlfriend/boyfriend to be always available | | |
| Slapping | | |
| Complaining against the girlfriend/boyfriend's appearance, behaviour | | |
| Yelling at the girlfriend/boyfriend | | |
| Insisting on sexual relations | | |
| Insulting and calling humiliating names (stupid, etc) | | |
| Pulling the girlfriend/boyfriend's hair | | |
| Hitting | | |
| Making the girlfriend/boyfriend engage in sexual relations | | |
| Blackmailing with: "If you loved me, you would…" | | |
| Ignoring (behaving as if someone did not exist) | | |
| Threatening with use of force | | |
| The boyfriend insists that the girlfriend abort a baby against her will | | |
| Behaving as if the girlfriend/boyfriend were an item of property | | |
| Not allowing the boyfriend/girlfriend to express their opinion | | |
| Jealousy | | |
| Gossip | | |
| Humiliation | | |
| Making the boyfriend/girlfriend choose between friends and lover | | |
| Throwing things at the boyfriend/girlfriend | | |
| Pushing | | |
| Stalking, monitoring, controlling | | |
| Making decisions for the partner | | |

*Activity 5*

**Analysing a Crime Scene: Has a crime been committed?**

For this activity, provide the students with a crime scene report and ask them to analyze whether a crime has been committed and if so, how this should be dealt with by discussing the following:

Identify what has happened/the conduct that could be crime

Do you think that it is or should be a crime in Kosovo?

What do you think should happen in cases like this?

How should the perpetrator be punished?

If you think the perpetrator should be punished, do you think this should be done even if it means that the family will be split up?

Do you think it is important to take into account what the following people say when deciding whether to prosecute the perpetrator: what the victim says, the children, and the wider family?

Can you think of a more appropriate method of dealing with such "incidents"? For example, mediation, apologising and forgiving?

**Crime Scene Report 1:**

**Ana**
On November 1995 Ana's husband arrived home slightly drunk. He discovered that she and her daughter were visiting a neighbour. He ordered them to come home immediately.
When they got in, he locked the door and told their daughter: "I'm gonna have a little talk with your mother now". He got out an axe, a broom and a knife. He started an argument with his wife, accusing her of not having done any washing, cooking and other housework. All the same time he kept beating her; he hit her head and face with his bare hands. He tore out handfuls of her hair and kicked her with his boots. Then he stripped the clothes from her upper body and threw her on the bed with the intention of beating her further. All this happened in front of their 8-year-old daughter who begged him to stop. Then he did stop. He threw Ana out of the bed and fell asleep. Ana died that night.

**Crime Scene Report 2:**

**Nora**
Nora tried to escape from her fiancé who was becoming increasingly abusive. She found a flat to rent in another city but he kept phoning and harassing her. Nora's mental state deteriorated. One day, the fiancé went to get her after work to make her move back. He took her to a nearby forest, where he tried to strangle her with her pullover. The next day Nora told her colleagues at work that

she was afraid he would one day strangle and kill her. Four days later the fiancé had a few drinks. Again, he waited for her after work and when she came out he started to beat her. In the evening, he decided that they should visit relatives.
Nora told her fiancé that she was not interested in him anymore. This made him very angry and he strangled her.

**Crime Scene Report 3:**

**Sarah**
Sarah is a woman living in your neighbourhood; she is married and has two small children. Sometimes her husband gets angry and beats her, mostly with his hands and fists. However, lately he has also resorted to using a belt and broomstick. Two months ago he broke a bottle on her head. Sarah wants to leave home but her husband threatens to kill her if she "even thinks of it". She has two young sons to look after, and she is horrified at the prospect of having to leave them. Yesterday she reported to the local hospital with a broken nose and bruises which, she explained were caused by falling down the stairs.

**Crime Scene Report 4:**

**Tanja and Elena**
Two young women thought they could manage the persistent unwanted attention of their ex-boyfriends. They were wrong. Tanja, a 20-year-old died when the man she rejected shot her and then killed himself. Elena, a 19-year-old, disappeared. Her ex-boyfriend later admitted to choking her to death. Although both men were controlling, constantly e-mailing, and showing anger, no one recognised the warning signs.

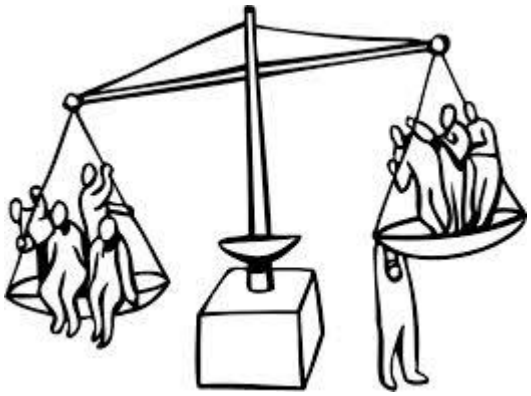
***Following the discussions***, invite each group to nominate a speaker and report back to the class on how they discussed the various issues in relation to their crime scene.

***Following the activity:***

Discuss with the class how are these issues dealt in Kosovo:

1. Do you know, or have you heard of any cases of domestic violence recently?
2. What forms does domestic violence take in our society?
3. What can the victims do if they need help?
4. Should the police intervene if they hear of violence or should such intervention be considered as interference in domestic affairs and should they "allow time for the wounds to heal"?
5. What power does the woman have in such situations?
6. What power does the man have?
7. Do you know of cases of domestic violence in which a man is the victim?
8. How can domestic violence be prevented and stopped?
9. What could/should be done by:
    a. The public authorities?
    b. The local community?
    c. The people involved?
    d. Friends and neighbuors?

## VI JUSTICE



*"Injustice anywhere is a threat to justice everywhere"*

***Martin Luther King***

### What does justice mean – access to justice?

Definition of "justice"

1) Fairness

2) Moral rightness

3) A scheme or system of law in which every person receives his/her/its due from the system, including all rights, both natural and legal.

***Tip**: Start the class with **Activity 1**(see below).*

**Know your rights!**

If you have been a victim of violation of civil rights, one of the questions you should ask is 'was one of you protected rights violated?' In order to be able to answer your question, you should know your rights. Therefore, knowing your rights is an essential element in order to enjoy them, and ensure that they are not being violated.

**Ask for your rights!**

If your answer is yes, the next step is to file a claim to the relevant public authority that is responsible for the violation. If your claim is not well treated, or you think you were not properly compensated or the violation continues, you can make an application to the regular courts. The victim should always have in mind to consult with a lawyer, because cases of civil rights violations are always complicated and need professional advice.

## Introduction[57]

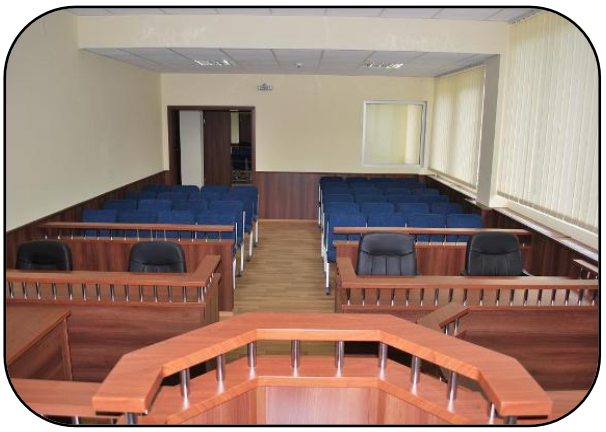
*Which mechanisms provide justice in Kosovo?*

In previous Chapters, a range of human rights have been presented, which are stipulated in many international legal documents, and national laws that are applicable in Kosovo. However, legal documents can only be implemented, and rights protected, through mechanisms; and, for this reason, non-judicial and judicial mechanisms are especially important. Therefore, it is very important to understand the following terms.

Have the students work in a team, in order for them to identify what the following terms mean. Then invite one speaker to report back to the class regarding the definitions, and following this explain the correct definitions and terms, which you can find under the questions below.

Related Questions:

- **What is the role of the court?**

  The role of the court is to settle legal disagreements between:

  - the State and individuals;
    or
  - between individuals.

  Through the:

  - criminal justice system;
    or
  - the civil justice system, including the administrative in relation to disputes with the government.

- **What is the role of a judge?**

  - Every court has a judge. Judges consider the evidence on all sides of the case, and interpret the law and how it applies to the evidence. The evidence is usually presented by lawyers, on behalf of their clients, who have either brought the case to court, or are being sued.

  - When the judge has considered all the evidence, they make a judgment or decision. They might, for example, send a criminal to jail, or say that someone has to pay money to someone else for treating them unfairly.

- **What are the reasons you can go to court?**

[57] EDC/HRE, Council of Europe Publishing, availaible at http://tandis.odihr.pl/documents/hre-compendium/en/CD%20SEC%203/PARTNERS'%20RESOURCES/CoE%20Teaching%20democracy%20ENG.pdf, accessed on 07/05/2014

- You are a complainant, because you filed a civil suit.
- You are a defendant, because someone is suing you, or you have been charged with a traffic violation or a criminal offence.
- You are a witness, and have been called to testify.
- You are an expert in your field, and you have been asked to come to court and assist the court due to your expertise.



- **What are your rights in court?**

  - You have the right to be represented be a lawyer. If you cannot afford one, the court will assign a lawyer to represent you, but only in criminal cases, and if you are accused of committing a serious criminal offence.
  - If you are receiving social assistance, you may be represented by a lawyer in cases other than criminal law cases.
  - In certain circumstances, you may be represented by a lawyer pro-bono (meaning for free), for example through an organisation.
  - You have the right to represent evidence and call witnesses that support your statements.

- **What is the role of a prosecutor?**

  - A prosecutor is the lawyer representing the state in a criminal case. The prosecutor has the authority and responsibility for the prosecution of persons charged with committing criminal acts and other acts specified by law.

- **What is the role of the policeman?**
  The role of the policeman is:




  - to protect the life, property and offer safety for all persons;
  - to protect the human rights and fundamental freedoms of all citizens;
  - to prevent the risk to citizens and maintain public order and safety;
  - detect and prevent criminal acts and offenders;
  - to investigate criminal acts and offenders;
  - to supervise and control for traffic safety;
  - to manage and control the state border; and
  - to provide assistance during natural disasters and other emergencies.




- In every police station there are units comprised of police officers who are specially trained to be able to deal with different situations that affect the most vulnerable groups of the society, for example related to domestic violence, human trafficking or other specific crimes. The victims

have the right to speak to a female officer, if they wish, and police officers are also trained to deal with minors and other vulnerable persons who are suspected of having committed a crime.

- **What are victim advocates?**[58]
  - Victim advocates are professionals trained to support victims of crime, and guarantee that the rights of the victim are represented during criminal proceedings. Advocates offer victims information, emotional support, and help finding resources and filling out paperwork. Advocates may represent the victim before the court, and they may also contact organisations, such as criminal justice or social service agencies, to get help or information for victims.

  - Advocates work within state prosecutor's office in different cities. Victim advocates usually have a legal degree, and they are well prepared and trained to work with victims.[59]

  - Within the victim's advocates office there is a hotline where people can call for information, support, or to report a crime. Advocates are committed to maintaining the highest possible levels of confidentiality in their communications with victims.

- **How Advocates work with victims?**



Advocates offer victims information about the different options available to them, and support victims' decision-making. Advocates do not tell victims what to do, and they are committed to maintaining the highest possible levels of confidentiality in their communications with victims.

- **If You Are a Victim**

It may be difficult for you to reach out for help, but you may find that victim advocates can offer you information, support, and access to helpful services that you might not know about. Victims are often relieved to know that agencies in their community want to make sure they are safe, and have the help they need to recover from the impact of the crime.

- **What is the role of a lawyer?**

[58] The National Centre for Victims of Crime web page, available at http://www.victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/what-is-a-victim-advocate-, accessed on 12/05/2014

[59] Regulation on the mandate , structure and functioning of the office for the protection and the help of the victims, available at http://www.psh-ks.net/repository/docs/Nr.1188.2013-Rregullore_mbi_Mandatin_,Strukturen_dhe_Funskionimin_e_ZMNV....pdf, accessed on 12/05.2014

- A lawyer provides legal aid in a professional, conscientious and dignified manner in line with the law and code of conduct. Lawyers are bound by lawyer-client privilege, meaning that all information shared with them must be kept confidential, and they cannot be asked by another institution to reveal what their client has told him/her. The lawyer has to be a member of Chamber of Advocates in order to exercise the profession.

- **What is a Judgment?**

- A judgment is a final decision of the court in resolving the dispute and determining the rights and obligations of the parties involved in a case. The court might issue other decisions as well during the proceedings.

## Kosovo Judicial System



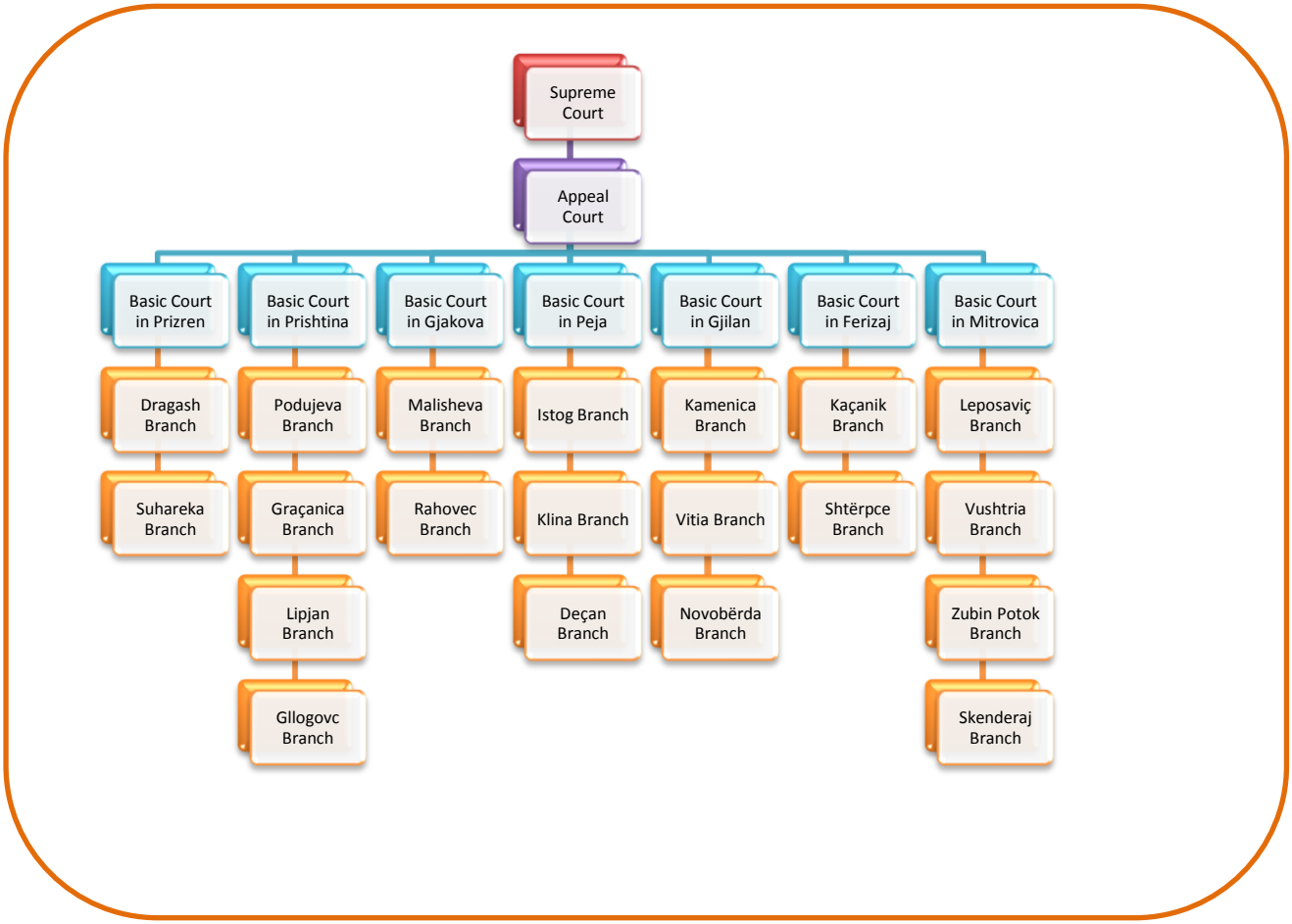

Enjoyment of human rights is heavily dependent on the functioning of the judicial system. In this regard, the regular courts are a mechanism that provides justice. Judicial power in the Republic of Kosovo is exercised by the courts. The court system is unique, independent, fair, impartial, apolitical, and provides equal access for all. The regular courts have jurisdiction in civil, criminal and administrative matters, and the Constitutional Court deals with questions of constitutionality.

- The regular court system consists of the Supreme Court, Court of Appeal and Basic Courts (as well as 20 branches which operate throughout Kosovo, within the Basic Courts)[60]. The courts treat all persons in an equal manner, without any discrimination based on race, colour, gender, language, religion, political or other opinion, national or social origin, relation to any community, property, economic and social condition, sexual orientation, birth, disability or other personal status.[61]

[60] Article 4 of the Law on Courts No. 03/L-199, (2010) and the Law on amending and supplementing the Law No. 03-L-199 on courts available at http://gzk.rks-gov.net/SearchIn.aspx?Index=2&s=law%20on%20courts%20&so=1, accessed on 05/05/2014

[61] Article 7 of the Law on Courts No. 03/L-199, (2010) and the Law on amending and supplementing the Law No. 03-L-199 on courts available at http://gzk.rks-gov.net/SearchIn.aspx?Index=2&s=law%20on%20courts%20&so=1, accessed on 05/05/2014

**The Kosovo Court System**






- The Constitutional Court is the final authority for the interpretation of the Constitution and the compliance of laws with the Constitution. The Constitutional Court of Kosovo was established in January 2009. With its authority to review legislation and individual complaints of individual rights, the Court is the ultimate check on legislative and executive power in Kosovo, and the final arbiter of the meaning of constitutional provisions enshrining human rights and freedoms.

## Other non-judicial mechanisms to provide support for victims of human rights violations

- **The Ombudsperson Institution in Kosovo (OIK)**

  The OIK is an independent institution mandated to address alleged human rights violations by public institutions in Kosovo. The OIK conducts investigations based on individual complaints or by its own initiative without the wishes of the victim (ex officio cases), issues reports and raises awareness about human rights in Kosovo. The OIK provides services free of charge, and accepts complaints from anyone in Kosovo. The OIK can play a key role in supporting domestic violence victims through addressing shortcomings in regard to the implementation of the law on protection against domestic violence that affect the rights of domestic violence victims.[62]

- **District Legal Aid Bureaus**
  District Legal Aid Bureaus provide free legal aid to victims that qualify for such support. They facilitate victims' access to justice, for example, by providing information and advice to victims concerning their legal rights, by representing victims before courts or administrative bodies, and by assisting with legal drafting and procedures.[63]

- **Agency for Gender Equality (AGE)**
  The AGE functions within the Prime Minister's Office as a separate body that should promote develop advice on and monitor the implementation of gender equality-related laws and policies in Kosovo.[64]

- **Municipal Human Rights Units (MHRUs) and Municipal Officers for Gender Equality (MOGEs)**
  MHRUs are mechanisms responsible for the promotion and protection of human rights at the municipal level and in accordance with laws, policies, and international standards. MOGEs have the main duty to lead municipal programmes related to gender equality in order to ensure the implementation of the gender equality law and other related human rights standards. Both MHRUs and MOGEs can contribute to preventing domestic violence through awareness-raising activities and through networking with key stakeholders in order to better protect victims of domestic violence.[65]

- **Nongovernmental organisations (NGOs), municipal working groups (MWGs) and task forces**
  NGOs, MWGs and task forces play an important role in supporting victims of human rights violations. MWGs and task forces are usually composed of stakeholders at the municipal level representing both public institutions and civil society. NGOs that are familiar with a case of domestic violence can request a protection order, an emergency protection order and a temporary emergency protection order.

[62] OSCE Mission in Kosovo, Catalogue of advice and assistance of domestic violence victims, available at http://www.osce.org/kosovo/88708?download=true, accessed on 12/05/2014
[63] Ibid
[64] Ibid
[65] Ibid

## Activities and exercises

*Activity 1*

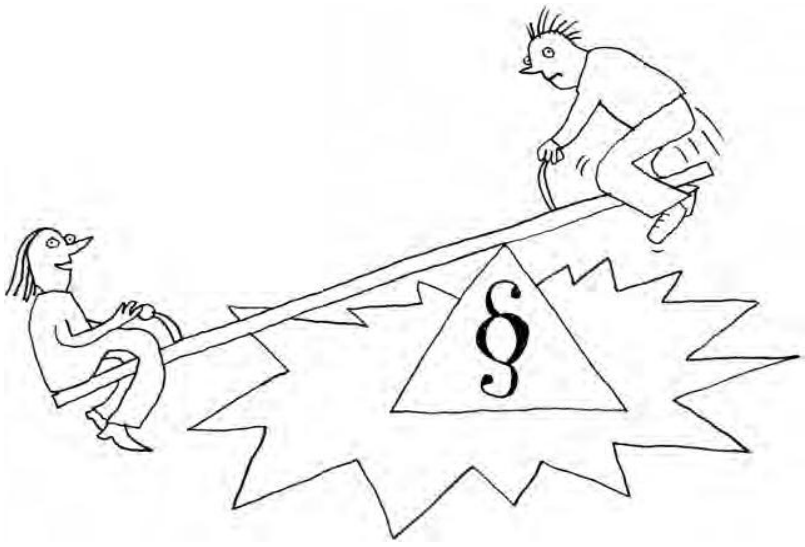
**Step 1 -** As the children are entering the class, have all the boys sit in the very back of class and the girls sit in the front of the class. After all the girls are seated, give them each a sweet and tell them that they get to sit in the front because they are girls, and tell the boys that they do not get to because they are boys.

**Step 2 -** After the sweets are passed out to the girls announce to the class that every boy gets an automatic grade 5 for the day because they are boys, and the girls do not get an automatic grade 5 just because they are girls.

**Step 3 -** Have all the children go back to their original seats, pass out sweets to the boys and tell the class that no one gets an automatic grade 5 for the day. Then ask the boys how they felt when they had to sit in the back and weren't allowed any sweets just because they were boys. If no one is quick to respond, ask them if they thought it was fair or unfair and why they thought that. Do the same with the girls; ask them how they felt when the boys got an automatic grade 5 just because they were boys. Ask the students if they knew what it was called. If no one answers, explain to them that it's called unfairness.

**Step 4 -** ***Start a discussion*** with the students about what they understand with the concept of justice. How would they react in the situation created in **Activity 1** in order to ensure everybody was treated fairly? Do they have any other examples of unfair treatment in the class? How did they react? Open the discussion about justice in everyday life and how students think it can be achieved.

*Activity 2*



The picture shows a boy and a girl on a see-saw. The fulcrum supporting the see-saw is not in the middle, giving the girl a longer lever, and the boy a shorter one. So the girl is dominating the game, and she seems to be enjoying it. The boy, with an unhappy look on his face, is trying hard to get down, but his efforts are in vain. Such situations often lead to quarrel and conflict. The fulcrum in the middle carries the symbol of a paragraph (§) referring to the law.

The picture may be read in different ways, and it leads to interesting questions. The boy's and the girl's opportunities in this situation are unequal, which addresses the issue of gender equality.

Surprisingly, it is the girl who has "the long end" of the stick. Perhaps the girl is cheating, which means she has broken the law, or she is enjoying an advantage granted by the law to overcompensate discrimination against women and girls in the past. ***So, is this a fair game? Is equality always fair? Whose human rights are protected by the law? Are anybody's human rights being violated – and by whom?***

The paragraph symbol opens up a further perspective. ***Who has made the rules of this game?*** The official symbol of the law refers to the state and the rule of law. The state may consist of institutions sharing power and controlling each other in a system of checks and balances – parliament, government, and law courts. It may be run by a benevolent or despotic autocrat. Laws are crucial, as they transform human rights into civil rights for the citizens of a nation state. Laws, therefore, protect if human rights are violated. As the picture shows, however, human rights may be violated by fellow citizens, or even by an unfair law itself.

Alternatively, the law must strike a balance between the rights of the individual citizens, and define the limits of an individual's human rights to protect the rights of others.

**Tip:** This exercise addresses the issues of fairness and justice. The students will realise that justice is crucial for peace and security in society.

*Activity 3*

**The role of the law**

***Educational objectives***

- Ancient philosophers have drawn on different values in defining the purpose of law.
- The different value options are related to different social and political systems.
- Theory provides a framework for the reflection of daily experience, in which our value options are guided by our interests.
- The students are encouraged to make deliberate choices of values within the framework of human rights, to expose them to comparison and discussion and to be committed to them in everyday life.

**Resources:** Different concepts of the role of the law are written on a large sheet of paper and displayed on the wall.

**Procedure:**

1. The students form groups of three or four, and are given worksheets with a list of rules of conduct. **(See Index 2)**
2. Each group has to relate the rules of conduct to the underlying concept of law (10 minutes). **(See Index 1)**

3. The groups check their results.
4. The students choose the concept to which they subscribe most.
5. The students choose the concept to which they subscribe least.

**Index 1: Basic concepts of law**

1. The purpose of the law is to prevent individuals from infringing on other people's rights (Aristotle).
2. The purpose of the law is to give each person what he deserves (Aristotle).
3. The purpose of the law is to create a perfect society (Plato).
4. The law serves to prevent the damage done to individuals by injustice (Glaucon).
5. The role of the law is to maintain social peace by ensuring the well-being of all and to enforce the practice of that which is useful for society (Protagoras).
6. The purpose of the law is to protect the weakest.

**Index 2: Rules**

1. People who have brutalised their children will be imprisoned.
2. The state will guarantee the unemployed an income which allows them to survive.
3. Priority for jobs will go to the students who have the best grades.
4. All workers will have to contribute something from their earnings to meet the needs of the unemployed.
5. Any action by one person which causes person damage will oblige the former to compensate for that action.
6. Teachers will make sure that students know that the laws of our society, being the best laws, are inviolable.
7. Any person who demonstrates his opposition to the organisation of society will be interned in a centre for re-education.
8. Only activities allowed by the state for the well-being of all are authorised.
9. Only taxpayers will have the right to vote.
10. All young people will have to belong to state organisations so that they can engage in useful work.
11. Companies should install anti-pollution filters on chimneys.
12. Nobody will be allowed to disseminate ideas which have not been recognised as valid by the government.
13. The state has the right to expropriate if necessary for the public interest.
14. It is forbidden to enter another person's home without his or her permission.

# VII CONCLUSION: WOMEN'S HUMAN RIGHTS

**Human rights** are a set of entitlements/guarantees that belong to all human beings, although for women history shows that they have had to **fight for recognition** of such entitlements, and it is for this reason that we talk about human rights of women. In itself, this may seem a contradiction in terms as it places women in a somewhat weaker position in need of "special rights". However, due to history, culture and traditional practices, it has meant that entrenched stereotypes continue to be present in all societies, including in Kosovo, which affect women from enjoying their human rights.

Some of the rights that women historically have had to **fiercely campaign for** worldwide include:

- ✓ Owning property;
- ✓ Asking for a divorce, or being able to sue;
- ✓ Accessing family planning;
- ✓ Being protected from rape, sexual assault, or domestic violence/abuse;
- ✓ Having the right to vote and to stand for election;
- ✓ Being educated;
- ✓ Entering the same professions that men can; and
- ✓ In different cultures, it was inappropriate for women to go out alone or make life-changing decisions for them such as whom they date, have a relationship with or marry.

Whereas, even today, despite many improvements being made in legislation, and changes in attitudes, women continue to face obstacles including:

- Due to cultural norms some women do not inherit the property that they are entitled to (either they are not asked or they waive that right), they are forced to live in violent relationships, and do not feel it is acceptable to ask for a divorce, some are forced to marry very early including during childhood;
- Women continue to face sexism and discrimination in the workplace, such as not being paid the same as men for the same work, being denied promotions, or being fired from their jobs during pregnancy in order to avoid maternity leave payments;
- If women complain about their rights being violated, they are not always believed or taken seriously by the respective authorities, for example if she is mistreated by her husband or if raped by stranger; and
- Some societies still do not believe that women should have the same rights as men, and their rights are drastically limited including: not being allowed to go out alone, being denied their right to education, being forced to marry or have children, and not being allowed to work and/or drive, among others.

Overall, Kosovo remains a largely patriarchal society, where stereotypical views are present and this affects women's ability to realise their rights. This is present in a number of spheres of Kosovan society including:

- Low involvement of women in politics and the lack of trust among the population that they are capable of representing people;
- Women facing difficulties in accessing bank loans, starting business and having executive positions in public or private companies;

- Women not realising their right to inheritance due to traditional attitudes/societal pressure resulting in waiving their right to inheriting property and/or land;
- Women affected by domestic violence (emotional/psychological/physical), at times feeling trapped in such relationships, which is worsened by their situation of being dependent on their husband (being economically inactive), and inadequate responses by the state, by failing to take accusations seriously or to deal with perpetrators swiftly;
- Women facing discrimination at work including sexual harassment, as well as not being paid equally to men, not being promoted and even losing their job due to pregnancy;
- Women from certain community groups or religious group may face **multiple-discrimination**, meaning that they will be discriminated due to their sex, as well as their ethnicity or religious belief. This is especially problematic as it seriously harms women's human rights whether in cases of employment, inheritance, public office, or when faced with domestic violence;
- Women may also be affected by traditional practices, such as arranged marriages or early marriages, which impact on the women's right to having a private and family life; and
- Women may not seek remedies for various violations of their rights whether in the workplace or in the home, due to a number of reasons (lack of knowledge of procedures/lack of confidence to complain), which means that they do not obtain justice for any violations that occur.

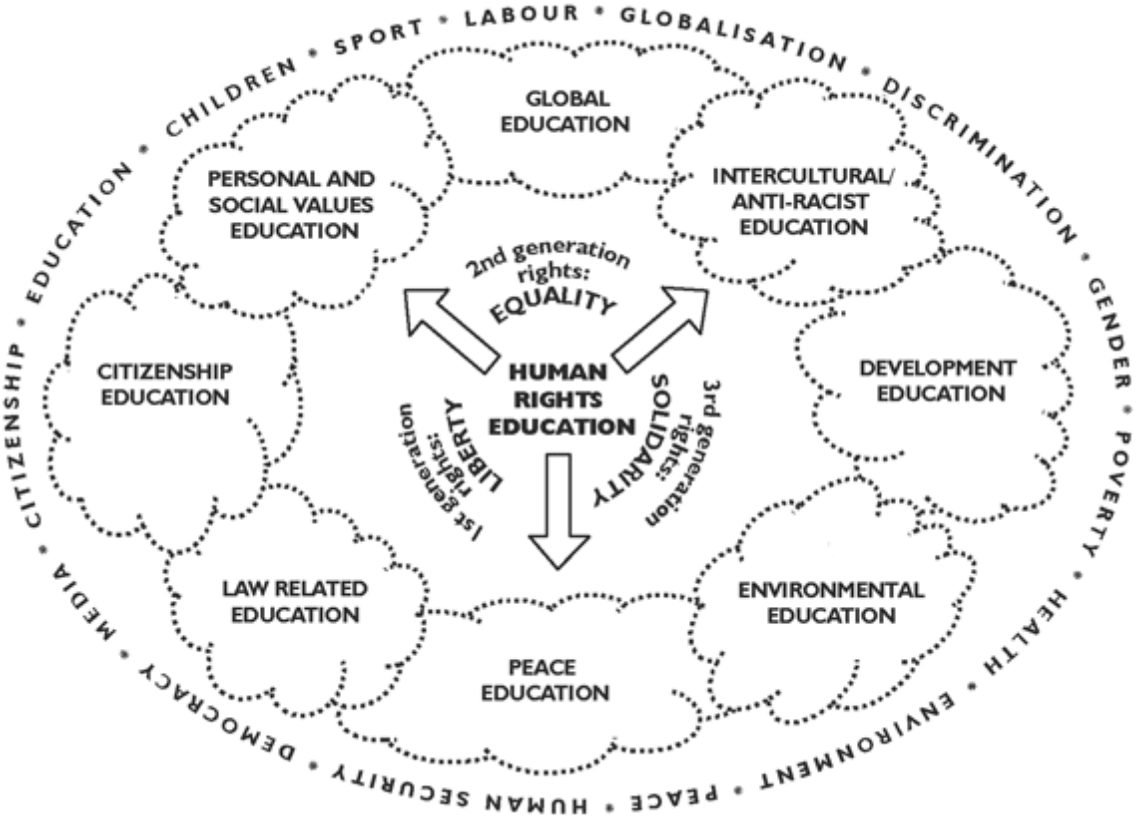
In relation to all of the above, it is important to note that progress is continuing to be made worldwide and Kosovo is no exception. However, one of the biggest challenges remains the entrenched stereotypical attitudes and harmful traditional practices that exist, which hinder women from enjoying their right on an equal basis with men. Therefore, one of the best ways to improve this situation is to continuously engage in discussions about the human rights of women, whether in school, at home or in the workplace to ensure that human rights for all are a reality, rather than just a commitment or ideal.

***Activity:*** In order to reflect the different aspects that pupils have heard about during this short course, pupils should be shown this documentary "Mirror Mirror", which portrays the representation of women in Kosovar Television. http://vimeo.com/14845329

Following the showing: the last lesson should be used to discuss with the pupils:

- Various aspects they have heard about during the course; and
- How they think the situation is in Kosovo; as well as
- How it could be improved.

## ANNEX I: NOTES FOR TEACHERS ONLY: THE IMPORTANCE OF HUMAN RIGHTS EDUCATION




*Human Rights Education (HRE) is defined as:*

Training, dissemination, and information efforts aimed at the building of a universal culture of human rights, through the imparting of knowledge and skills and the moulding of attitudes, which are directed to:

(a) The strengthening of respect for human rights and fundamental freedoms;

(b) The full development of the human personality and the sense of its dignity;

(c) The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

(d) The enabling of all persons to participate effectively in a free society;

(e) The furtherance of the activities of the United Nations for the Maintenance of Peace.[66]

[66] Union Nations Decade for Human Rights Education 1995 – 2004, paragraph 2

Alternatively HRE can also be seen as:

> *"…learning and dialogue must evoke critical thinking and systemic analysis with a gender perspective about political, civil, economic, social and cultural concerns within a human rights framework"* Schulamith Koenig, People's Movement for Human Rights Education.

*"Human rights are the foundation of freedom, peace, development and justice – and the heart of the work of the United Nations around the world."*
Ban Ki-Moon, UN Secretary-General, 2010.

> *"We must be the change we want to see in the world"*
> Mahatama Ghandi (1869 – 1948), Indian Philosopher and Politician

*HRE aims to:*

- Promote equality
- Combat discrimination
- Enhance participation in democratic decision making processes

*HRE focuses on:*

- ✓ Challenging attitudes, values and behaviour and transforming them;
- ✓ Creating critical thinking and analysis capacities
- ✓ Raising consciousness and awareness
- ✓ Nurturing ongoing commitment and passion for human rights

## Methodology

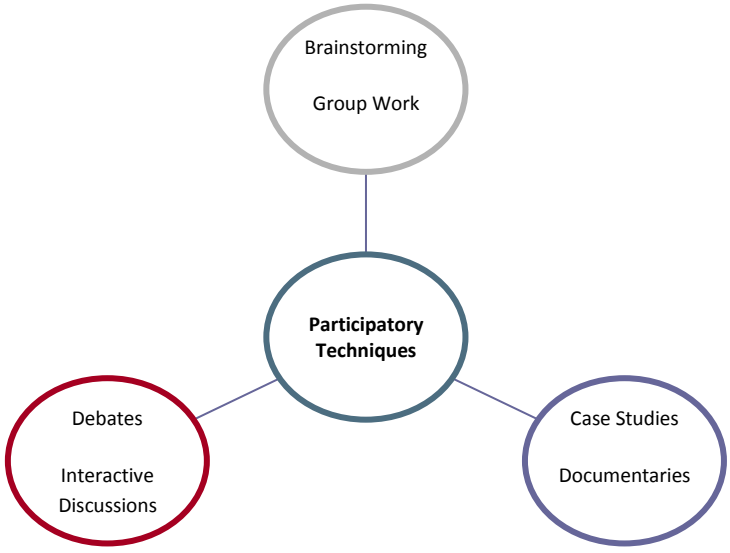
*This training will use the following:*

- *Scholastic model* – can be viewed as the traditional teaching methodology and can be used in this process to pass on knowledge to students. However, please bear in mind the following, said by the Brazilian educationalist and philosopher, Paulp Freire: the "banking" model regards students' brains as empty vessels that need to the "filled" with knowledge that teachers can deposit in them. This is important to bear in mind because he argued that treating students as only receiving objects, or spoon feeding them, is counterproductive, as it inhibits their creative powers, and stops them from developing a range of skills.

  *Another way to explain this:*

> **Learning is creation, not consumption**. Knowledge is not something a learner absorbs, but something a learner creates!

- *Participatory model* – redefines the role of teachers, as they are not just educators but at times become facilitators, whose role is to lead processes of reflection and analysis leading to transformation. There are many techniques which can be used to advance a more participatory approach in the classroom, and they are outlined below:




*As a teacher/facilitator it is important to ensure that you address the following issues:*

- Promote inclusion and active participation of all members of the group;
- Promote constructive dialogue;

- Emphasise process, as well as outcomes;
- Manage tensions in different groups;
- Recognise and address power imbalances (gender, ethnic base or otherwise);
- Be creative and engaging.

***Tip:*** for further information please refer to Facilitation Manual – a guide to using participatory methodologies for human rights education, from Amnesty International (2011).

## ANNEX II: HUMAN RIGHTS TEMERATURE QUESTIONNAIRE

**Activity 1: Human Rights Temperature Questionnaire**[67]

Please read the following questions carefully. Take some time to consider each statement before choosing a number on the rating scale that, in your opinion, best describes your school and community. You have been given *a copy of the United Nations Universal Declaration of Human Rights (UDHR)*. The relevant articles of the UDHR are referred to in parentheses after each question. When you are finished, add up your scores and insert a total number at the end – this is your ***Human Rights Temperature***.

***Rating Scale:***

1 = No or Never

2 = Rarely

3 = Sometimes

4 = Frequently

5 = Yes or Always

***Example***

Our school or community is a place where everyone feels happy. (If everyone in your school walks around with a big smile on their face all of the time, then you will draw a circle around number 5 – "yes or always".)

1 2 3 4 5

[67] This exercise was taken and adapted from: Amnesty International, 'Becoming a Human Rights Friendly School: A guide for schools around the world', 2012, available at http://amnesty.org/en/library/asset/POL32/001/2012/en/7b237c0f-6568-41dd-9fdd-d60817e88f77/pol320012012eng.pdf accessed on 25/03/2014.

1. Kosovo is a place where young people are safe and secure (Universal Declaration of Human Rights, Articles 3 and 5).

1 2 3 4 5

2. No-one in my school or community is discriminated against for any reason, for example because of their religion, the way they dress, their religion, who their friends are, the colour of their skin, their caste or class, or what they do when they are not in school (UDHR, Articles 1, 2 and 16).

1 2 3 4 5

3. My school and community provide equal access, resources and activities for everyone (UDHR, Articles 2 and 7).

1 2 3 4 5

4. Everyone in my school and community is provided with equal information and encouragement about academic, extra-curricular and career opportunities (UDHR, Article 2).

1 2 3 4 5

5. I have the freedom to express my beliefs and ideas (cultural, political, religious or other beliefs) without fear of being discriminated against, teased or mocked (UDHR, Articles 18 and 19).

1 2 3 4 5

6. My school and community welcomes students, their families, teachers and other staff from diverse backgrounds and cultures especially of different ethnic backgrounds (UDHR, Articles 2, 6, 13, 14 and 15).

1 2 3 4 5

7. My school and community are democratic. Everyone in my school (students, teachers, support staff and parents) and in my local community has an opportunity to participate in making decisions about things that affect them, such as rules and school policies (UDHR, Articles 20, 21 and 23).

1 2 3 4 5

8. When someone misbehaves, or an incident happens in my school, everyone involved is treated fairly and in the same way by the teachers and school leaders in finding out what happened and deciding what punishment is given (UDHR, Articles 6, 7, 8, 9 and 10).

1 2 3 4 5

9. When someone in my school does something that negatively affects the rights of another person, they are helped to learn how to change their behaviour (UDHR, Article 26).

1 2 3 4 5

10. When conflicts (disagreements or fights) happen in my school, we try to resolve them through non-violent and collaborative ways (UDHR, Articles 3, 5 and 28).

1 2 3 4 5

11. When someone is accused of doing something wrong in my school or community, they are presumed innocent until proven guilty (UDHR, Article 11).

1 2 3 4 5

12. No-one in my school or community is treated or punished in a way that is degrading or cruel, or makes him or her feel less than human (UDHR, Articles 4 and 5).

1 2 3 4 5

13. If there is a complaint of harassment or discrimination in my school, there are policies and procedures in place to deal with it (UDHR, Articles 3, 6 and 7).

1 2 3 4 5

14. Members of my school and community can produce and circulate newsletters and other publications without fear of censorship or punishment (UDHR, Articles 19 and 27).

1 2 3 4 5

15. Everyone in my school encourages each other to learn about global problems related to justice, the environment, poverty and peace (UDHR, Preamble and Articles 26 and 29).

1 2 3 4 5

16. In my school we have opportunities to hear, read and learn about the lives, attitudes and ideas of other people; diverse voices are represented in our curriculum, our textbooks, our library and our public spaces (UDHR, Articles 2, 19 and 27).

1 2 3 4 5

17. People who work in my school are paid well enough to have an adequate standard of living for themselves, and their families, and receive standard days off and holiday pay (UDHR, Articles 4, 22, 24 and 25).

1 2 3 4 5

18. In my school and community the personal space and possessions of every person are respected (UDHR, Articles 12 and 17).

1 2 3 4 5

19. In my school, I take responsibility to ensure other people do not discriminate, and that they behave in ways that protect the safety and well-being of the whole school community (UDHR, Articles 1 and 29).

1 2 3 4 5

20. In my school and community, I am confident that no-one can take away my rights (UDHR, Article 30).

1 2 3 4 5

**Human Rights Temperature total = _____**

## ANNEX III: GUESS WHO INVENTED THIS: DOES GENDER BIAS AFFECT OUR JUDGMENT?

| *Name of Inventor* | *Product* |
|---|---|
| 1. | Windshield Wipers |
| 2. | New Film Developing Method |
| 3. | Geobond |
| 4. | Diaper |
| 5. | Coloured Cotton |
| 6. | Liquid paper (to allow corrections) |
| 7. | Animal Handling Equipment |
| 8. | Common Business Orientated Language – COBOL Computer Language |
| 9. | Paper Bag |
| 10. | Kevlar (used for bulletproof vests and other uses |
| 11. | Spread Spectrum Communication |
| 12. | Snugli Baby Carrier |
| 13. | Improved Hair Brush |
| 14. | Scotchgard Stain Repellent |
| 15. | 125 patents for contributions to fibre and textile industry |
| 16. | Chocolate Chip Cookie |
| 17. | Blyssimbol Printer : People with severe disabilities since the 1960s have been learning how to communicate using a system of symbols called Blissmybol. |

## ANNEX IV: ANTI-STEREOTYPES BINGO

Find someone in the class who knows a … And have them initial on the line on your sheet.

When you have 5 boxes filled in a row—horizontal, vertical or diagonal—say BINGO.

| | | | | |
|---|---|---|---|---|
| Man who is shorter than his wife<br>---------- | Female business-owner<br>---------- | Stay at home Dad<br>---------- | Man who hates watching sports<br>---------- | Man who is not good at sports<br>---------- |
| Woman who hates to shop<br>---------- | Male teacher<br>---------- | Woman who's a good driver<br>---------- | Woman with no kids<br>---------- | Woman who can change a tyre<br>---------- |
| Man who does the laundry<br>---------- | Woman who's not a good cook<br>---------- | *Fill in your own*<br>---------- | Man who's a good cook<br>---------- | Female doctor<br>---------- |
| Man who's a good dancer<br>---------- | Man who is younger than his wife<br>---------- | Woman who is a good athlete<br>---------- | Man who does grocery shopping<br>---------- | Woman who mows the lawn<br>---------- |
| Man who cleans the house<br>---------- | Woman who doesn't wear make-up<br>---------- | Man who likes to shop<br>---------- | Woman who is good at maths<br>---------- | Woman who likes to watch sports<br>---------- |

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