Gender and law: first experience of teaching in Belarus
Preparation of this publication was organised by the Raoul Wallenberg Institute of Human Rights and Humanitarian Law in the context of its academic cooperation with the Belarusian State University and other higher education institutions in the Republic of Belarus with financial support from the Government of Sweden represented by the Swedish International Development Cooperation Agency (Sida).

The opinions of the authors expressed in this publication may not coincide with the viewpoint of the Institute or Sida. Free distribution.


The authors of the information brochure Gender and Law: First Experience of Teaching are delighted to share the results of their work in developing, implementing and teaching gender and law courses. We hope that this brochure will be interesting and useful for teachers at different educational institutions, researchers and the general public interested in gender equality issues.

© Raoul Wallenberg Institute, 2020
© Design by: Raoul Wallenberg Institute, 2020
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>4</td>
</tr>
<tr>
<td>Teacher's initiative</td>
<td>7</td>
</tr>
<tr>
<td>Role of the Raoul Wallenberg Institute</td>
<td>9</td>
</tr>
<tr>
<td>Active role of students</td>
<td>11</td>
</tr>
<tr>
<td>Overview of courses</td>
<td>19</td>
</tr>
<tr>
<td>Detailed description of courses</td>
<td>20</td>
</tr>
<tr>
<td>Teaching methods in use</td>
<td>27</td>
</tr>
<tr>
<td>Exercises</td>
<td>29</td>
</tr>
<tr>
<td>Recommendations from teachers</td>
<td>36</td>
</tr>
<tr>
<td>Perspectives</td>
<td>41</td>
</tr>
<tr>
<td>Glossary of certain gender terms</td>
<td>44</td>
</tr>
<tr>
<td>Useful material on gender</td>
<td>49</td>
</tr>
</tbody>
</table>
Foreword

Have you ever faced the following questions?

- Are there any differences in rights for women and men?
- Are any privileges or rights on grounds of gender necessary?
- Do women need special care and attention from the government?
- Which men’s rights require additional protection?

However, the key point is: could you obtain answers to all these questions during your studies at your educational institution? Well, such opportunities are available to the students of six higher education institutions in Belarus: Belarusian State Economic University, Belarusian State University, Belarusian National Technical University, Francisk Skorina Gomel State University, Mogilev State A. Kuleshov University and Polotsk State University.

Unfortunately, only a few universities in the Eastern Europe Region have gender and law courses included in their curricular. The history of gender education development in the Eastern Europe countries dates back about 30 years and is connected to the ratification of a range of UN documents focused on protection of women’s rights and achievement of gender equality, including the Convention on the Elimination of all Forms of Discrimination against Women. This document obliged all State parties to bring their national legislation into conformity with the international standards of gender equality in all areas of public life, including in education.

1995 was marked by the adoption of the Beijing Declaration and the Platform for Action, ratification of which has become a basis for the development and implementation of further measures aimed at gender equality. It may also be considered as the starting point for the gender equality policy in the Republic of Belarus. Currently, the main document regulating gender equality issues is the National Action Plan for Gender Equality for 2017-2020 approved on 17 February 2017 by Resolution of the Council of Ministers of the Republic of Belarus. This is the fifth program document aimed at elaborating mechanisms of gender approach integration into the process of development and implementation of state policy measures in public life. It is worth mentioning that one of the objectives is gender education and enlightenment, which includes gender mainstreaming into academic programs at higher education institutions.

Gender equality in education means equal access to high-quality knowledge securing the process of socialisation and the transfer of standards and values, including on gender justice, equality and discrimination prevention.

Implementation of gender knowledge into academic subjects and research activities helps train professional staff who will subsequently ensure the application of gender-sensitive practices and discrimination prevention principles.
There is a view that inclusion of gender equality aspects into education is not a matter of desire or quality, but also a legal duty of education systems and a higher education system in particular. For example, in Sweden the 2008 Discrimination Act directly prohibits discrimination in education, along with prohibition of discrimination in labour and other relations. The National Action Plan for Gender Equality for the Republic of Belarus 2017-2020 also stipulates the inclusion of gender knowledge in the education system.

Currently, there are two primary (but not exclusive) approaches to teaching gender problems in higher education institutions: teaching gender research and teaching gender in research. According to the first approach, gender issues are taught as specialised courses. The second approach is based on the inclusion of gender-related issues in existing courses such as social studies, pedagogics, history, legal studies etc., which helps identify and analyse gender inequality problems in different contexts.

These two approaches are complementary, which helps the harmonious implementation of gender knowledge in the higher education system.

Gender mainstreaming

“Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

UN Economic and Social Council (ECOSOC), UN Economic and Social Council Resolution 1997/2: Agreed Conclusions, 18 July 1997

A catalogue of gender publications prepared by Belarusian researchers is under development on the basis of the BSU Fundamental Library.

This catalogue may be useful for anyone who is interested in publications and surveys fully or partially devoted to gender equality and that have been produced in Belarus.

http://www.elib.bsu.by/handle/123456789/233595
Gender problems in legal studies are currently more and more relevant and widespread. Certain experience in teaching interdisciplinary academic subjects is available, for example, at the Law Faculty of Lund University (Sweden), in the Central European University (Hungary), and at the Law Faculty of the Belgrade University (Serbia). In the Republic of Belarus there is also the practice of including gender equality issues in the context of different legal subjects. Thus, in the context of the course Family Law, gender problems are dealt with in the determination of the content of such fields as “marriage”, “family”, “right to marry” and “right to a family” and their theoretical comprehension. The course Labour Law touches upon the issues of fair labour compensation and non-discrimination in labour relations on grounds of gender. In the context of the Administrative Law course, the issue of domestic violence in relation to women and men is covered. Another direction is the integration of gender equality aspects into other legal subjects, as well as the development of separate academic subjects on this topic, which has been carried out in partnership with the Raoul Wallenberg Institute.

The authors of the Information Brochure Gender and Law: First Experience of Teaching are delighted to share the results of their work in development, implementation and teaching methods for gender and law courses. This brochure introduces experience from the teaching of the following courses: Gender and Law, Social, Legal and Criminological Dimension of Gender, Legal Basics of Gender Policy in the Republic of Belarus, Legal Guarantees of Gender Equality, Gender and Human Rights, Gender Aspects of Human Rights and Modern Theories of Gender.

We hope that this brochure will be interesting and useful for teachers at different educational institutions, as well as for everyone who is interested in gender equality issues. We are convinced that the achievement of gender equality is only possible if the integration of gender knowledge into the education system is achieved. This will help develop gender-sensitive consciousness and increase the gender culture levels of future specialists.

Kandrichina I.N., Lecturer in Gender and Law, PhD in social sciences, Assistant Professor, Deputy-dean of the Faculty of Management Technologies and Humanitarization of the Belarusian National Technical University
Teacher’s initiative

Higher education institutions have three main functions: training, research and providing service for society. The third function is related to the civil role and social responsibility of the university, since it “bears a responsibility to participate actively in the democratic process and to empower those who are less privileged”.¹ Universities must foster a sense of social responsibility and a commitment to the social good in faculty, staff and students which is central to the success of a democratic and just society.² Ideas and knowledge formed at the university may and must directly influence other sectors, for example in relation to government institutions, non-governmental organizations and the general public.

Beginning in 2001, a five-year National Action Plan on Gender Equality in the Republic of Belarus has been developed which has the inclusion of gender knowledge into the education system, education in the necessity of social equality of men and women in all areas of public life and public consciousness among its main tasks.

In the context of the National Action Plan on Gender Equality in the Republic of Belarus for 2017-2020 measures and goals were proposed, the achievement of which may be facilitated by universities, including the introduction of gender issues into academic programs and the development of training material on academic subjects.

The first course devoted to gender analysis of specific areas of Belarusian law is Gender and Law. The course program and its content were developed to enable the student to obtain a deep comprehension of the essence and legal regulation of gender aspects in current Belarusian legislation. Later on, other academic subjects on gender and law were developed taking into account the specialisations of respective higher education institutions.

All subsequently developed academic subjects provide insight into gender, gender equality and gender policy, and help trace the evolution of legal rules setting forth gender equality principles. Great attention is paid to international standards of gender equality underlying gender policy, as well as to the issues concerned with their implementation in the Republic of Belarus. Due to the fact that these academic subjects are taught in different higher education institutions in the country and to students in different specialties and at different stages of higher education, the content of learning material may vary and shift emphasis from one area to another. For example, law faculties place primary emphasis on such areas as constitutional, administrative, tort, criminal, criminal executive, criminal procedure, civil, family, and labour law.

¹ The Talloires Declaration on civil roles and social responsibility of higher education, 2005
² The Talloires Declaration on civil roles and social responsibility of higher education, 2005
As a result of undertaking this academic discipline, students will develop the following competences:

- **to know**: the essence and problems of gender theory, its development stages, international and national legal fundamentals of gender equality protection, practices in international organisations and national authorities in gender equality, basic terms of gender theory, legal landmarks and values for holding debates on the issues of gender equality legal support.

- **to be able to**: interpret legal rules from the perspective of gender, analyse legal situations regarding the presence of gender discrimination, assess a person’s legal status in a specific legal relationship from the perspective of gender.

- **to possess**: the practical skills of application of legal rules for resolution of legal cases related to gender equality, the skills to develop gender non-discriminatory legal acts.

The specified academic subjects on gender and law are the result of the joint activities of a team of authors representing different higher education institutions in the Republic of Belarus, as well as their fruitful academic cooperation with the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (Lund, Sweden).

### The role of Raoul Wallenberg Institute

In certain countries the civil role of universities is enshrined at national level. For example, the Swedish Law on Higher Education contains the notion of “the involved university”: Article 2 of this Law states that universities in Sweden must provide education and carry out research, and points out the following: “The mandate of higher education institutions shall include third stream activities and the provision of information about their activities, as well as ensuring that benefit is derived from their research findings”. In terms of gender equality, Article 5 of the Law draws attention to the special role of universities: “Equality between women and men shall always be taken into account and promoted in the operations of higher education institutions”.

---

Courses on gender and law were developed in close cooperation with the Raoul Wallenberg Institute of Human Rights and Humanitarian Law. Development of these courses was carried out with regard to experience of teaching similar courses at Lund University (Sweden), Gothenburg University (Sweden), Columbia University (USA), the University of Arizona, the Kenyan University, the University of Nigeria, the University of Capetown (RSA) and the African University (Zimbabwe).

The Raoul Wallenberg Institute is proud to have cooperated with Belarusian partners since 2010 and this only strengthens belief in the positive results of such strategic partnerships. The Raoul Wallenberg Institute is convinced that academic partnership provides future Belarusian specialists with the necessary knowledge, skills and competences in the area of human rights and gender equality.
The purpose of gender and law courses is development of student consciousness of respect for human rights and the prevention of gender discrimination, as well as knowledge and skills aimed at effective protection of gender equality in their future professional activities.

For this purpose, the following learning objectives have been included in the courses:

- The acquisition of gender theory fundamentals and fundamentals of gender equality legal regulation in the world and in the Republic of Belarus.
- The training of critical thinking and abilities to identify gaps and deficiencies in legislation and law-enforcement practice in terms of gender equality protection.
- The acquisition of skills in resolving disputes related to gender discrimination in different areas of public life.

One important educational purpose of the academic subject is axiological which includes the formation of values-based attitudes to the principle of gender equality and discrimination prevention providing for the ultimate realisation of each person’s rights and freedoms. Teaching gender and law courses requires using a variety of methods intended to enable sufficient acquisition of knowledge, abilities and skills and the formation of active a civic position based on the principles of respect for human rights and gender equality.
To achieve this purpose students analyse

• The basic concepts of human rights and gender equality in legal science, religion and philosophy and determine their generality and universality.

• The statistical data which helps define Belarusian society development trends via human rights and gender equality indicators. Students determine the place of the Republic of Belarus on the world stage, as well as generalising statistical information provided by indicators characterising various aspects of the lives of women and men, their roles and opportunities in society, economy and family, level of salary, education, employment etc.

• The study UN foundation history, its purpose and principles. Students familiarise themselves with the UN structure and the activities of its primary and treaty bodies, the Economic and Social Council, the powers of the High Commissioner for Human Rights, the Committee on the Elimination of Discrimination Against Women, as well as the activities of regional systems of human rights protection.

• The system and activities of government authorities and non-governmental organisations in the assurance of human rights and gender equality. Analysis is carried out in respect of competences of the President of the Republic of Belarus, the National Assembly and Council of Ministers of the Republic of Belarus, as well as the activities of local executive and regulatory authorities concerning the human rights agenda, forms of judicial and non-judicial protection of human rights and the role of the courts in protection of human rights.

• International and national legislation on equality of the rights and opportunities of women and men in politics and public activities based on which a gender analysis of legislative, executive and judicial authorities is carried out.

• The legal regulation of provision for equal access for women and men to medical services, professions and education selection and related gender stereotypes of female and male behaviour in the family, the gender equality thesis is justified.

As a result, students will obtain an understanding of how basic gendered categories (identity, corporality, genderuality, reproduction, motherhood, masculinity, household, public-private aspects etc.) are mediated by law in historical and comparative legal aspects.
The students are immediate and equal participants in the educational process through taking an active part in the development of academic subjects via systematic evaluation.

«What I first expect from the course is full diving into the theme of gender and gender inequality. I hope that after completion of this course my knowledge of this theme will broaden, and I will be able to put theory into practice. And the icing on the cake will be an opportunity to meet like-minders and people who want to participate in a discussion on gender equality in Belarus.»

Valeria Lomako, a student of the Belarusian State University’s Law Faculty

«Study of gender aspects of human rights will help not only gain new knowledge, but also realize how we can practically exercise our rights, regardless of sex. That’s why this course is very useful.»

Elizaveta Kovalyonok, a student the Belarusian State Economic University’s Law Faculty
I signed up for an optional “Gender and Law” course because its descriptions and presentation included gender problems in legal studies which managed to intrigue me. My expectations were satisfied, as the topics of classes were selected with deep command of the problems; presentation of materials was emotional, accessible, supported by visual materials and handouts; topics of the classes were relevant and applicable. Attendance of the “Gender and Law” course helped me familiarize myself with legal provisions setting forth gender equality principle, as well as with different areas of Belarusian law from the perspective of gender approach.

During classes we analyzed problems which create obstacles to the achievement of gender equality, issues of equal status, rights and freedoms, expressions of different forms of discrimination and ways to deal with them. I think that all students have received a lot of interesting and useful information. In my view, the following forms of participation are worth special mentioning: debate, case analysis, role-playing games, open talks and answers to topical questions. The primary indicators of our (students’) interest were disputes taking up the audience very often, and especially the questions asked, and discussions held on the way home or during breaks. It was obvious that our teacher has done an impressive preparatory work aimed at including all the participants in active cognitive process and creating comfortable working atmosphere. I have learnt a lot of new things which may be used in my future professional activity.

Many thanks for absorbing and interesting material, for knowledge, for professionalism!"

Anna, a student of the Belarusian National Technical University
«Firstly, I decided to take this course because there is no special subject where students can study law through the lens of problems of gender, gender and equality. Secondly, my choice was determined by the teacher who is able to present information in an easy manner. For me it was important and interesting to know about the main gender stereotypes, how to recognise gender discrimination, what are people’s primary rights that can help them solve gender problems. I also familiarised myself with international standards of gender equality and the main normative and legal documents regulating gender relations. I would recommend taking this optional course to all university students and even pupils in school as studying these problems helps overcome gender stereotypes and intolerance towards all minorities.

It is also important to study such subjects in order to disseminate the principles of non-discrimination and inclusion, and to know how we can help different categories of people in everyday life. It is especially important to learn how to communicate and interact in a human rights-friendly manner, without any insensitivity and any types or forms of discrimination. That’s why I’m very grateful for the opportunity to study all these matters».

Boris, a student at the Belarusian National Technical University
«When we saw the Gender and Human Rights course offered to us as an option, we immediately signed up for it because the issue of gender equality is currently under active public discussion, and we really need to acquire objective knowledge about it. This kind of knowledge can be offered to us by university teachers, rather than knowledge based on the personal opinion of a certain person who just spoke on TV or wrote an article in a newspaper.»

Artyom Alkhovik and Evelina Pekert, students at Mogilev State A. Kuleshov University (specialty – Economic Law)

«Having been internationally recognised, gender aspect of law continues to be a hot area for research. The Gender and Law course unveils relevant issues of the differences in women’s and men’s rights and protection.

The course makes good use of the interactive nature of teaching, role-playing games, and discussions as well as other teaching forms and techniques. This subject provides for a high level of academic development and facilitates comprehensive training of specialist law scholars.»

Konstantin Rodionov, 4-year student at the Law Faculty of the Francisk Skorina Gomel State University
«When I found the Gender and Law elective course in the timetable I was very happy because issues of gender equality are becoming especially relevant today. During classes I would like to study both theoretical concepts of gender, gender and economic rights, gender and political rights, gender and various types of violence (from harassment to domestic violence) and issues of codification of gender legal norms in the international legal acts and in different areas of law in the Republic of Belarus.

I think that inclusion of Gender and Law course in the curriculum will contribute to the fight against gender stereotypes in our society, as well as reduce the number of crimes and offences in this area».

Anna Demyanenko, 3-year student at the Law Faculty of the Francisk Skorina Gomel State University

«I have completed a gender equality course named Legal Guarantees of gender politics in the Republic of Belarus. The purpose of the course was to systemise knowledge of gender policy from the human rights perspective, analysis of international and national trends and challenges in the promotion of gender equality, as well as formation on a gender-sensitive, human rights-based approach to analysis of processes happening in modern world. This implies different fields and areas, both at private and public level, for both female and male students. On the basis of the human rights-based approach, female and male students have learned to peer into gender practices and stereotypes, analyse gender problems, and identify (counter-) arguments and solutions».

Aleksandr, a student at Polotsk State University
«Last year I completed the course titled Legal Guarantees of gender politics in the Republic of Belarus. This course made it possible for me to study gender equality in the Republic of Belarus from different perspectives. Due to teachers’ attitude and their innovative ideas, these problems opened up to me in a new light. I would like to thank organisers for this course; precisely due to discussions, interactive classes, talks with experts, as well as watching movies on this issue, they managed to maintain a warm, active and friendly atmosphere throughout the whole course.»

Aleksey, a student at Polotsk State University
## Overview of courses

<table>
<thead>
<tr>
<th>Institution</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belarusian State University</td>
<td>- Gender and Law</td>
</tr>
<tr>
<td></td>
<td>- Legal Guarantees of Gender Equality</td>
</tr>
<tr>
<td>Belarusian National Technical University</td>
<td>- Gender and Law</td>
</tr>
<tr>
<td>Belarusian State Economic University</td>
<td>- Human Rights and Gender</td>
</tr>
<tr>
<td>Francisk Skorina Gomel State University</td>
<td>- Gender and Law</td>
</tr>
<tr>
<td>Mogilev State A. Kuleshov University</td>
<td>- Theories of Gender</td>
</tr>
<tr>
<td></td>
<td>- Gender and Human Rights</td>
</tr>
<tr>
<td>Polotsk State University</td>
<td>- Legal Guarantees of Gender Politics in the Republic of Belarus</td>
</tr>
<tr>
<td></td>
<td>- Social, Legal and Criminological Aspects of Gender</td>
</tr>
</tbody>
</table>
Gender

- Political Science
- Sociology
- Psychology
- Law
- Economics
- Management
- Criminology
## Detailed course descriptions

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender and Law</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University</strong></td>
<td>Belarusian National Technical University</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Faculty of Management Technologies and Humanitarization</td>
</tr>
<tr>
<td><strong>Teacher</strong></td>
<td>I. Kandrichina</td>
</tr>
<tr>
<td><strong>Contact details</strong></td>
<td><a href="mailto:ikandrichina@yandex.ru">ikandrichina@yandex.ru</a> <a href="mailto:ikandrichina@bntu.by">ikandrichina@bntu.by</a></td>
</tr>
<tr>
<td><strong>Specialty</strong></td>
<td>Management</td>
</tr>
<tr>
<td><strong>Course status</strong></td>
<td>Optional</td>
</tr>
<tr>
<td><strong>Year of study</strong></td>
<td>1st year</td>
</tr>
</tbody>
</table>

### Specifications

#### Course teaching purpose:

- Study of technical fundamentals of gender theory;
- Analysis of international gender equality standards and methods of implementation in the Republic of Belarus.
- Formation of skills in practical application of technologies intended to detect, overcome and prevent expressions of gender discrimination and gender inequality;
- Training of well-educated, creatively and critically thinking specialists who will be able to utilise their knowledge for the implementation of gender-sensitive managerial solutions.

### Course teaching purpose:

- Formation of a system of competences required for sustainable negative attitudes to demonstration of gender inequality.
- Formation of gender culture as an essential component of basic personal culture and conditions for successful self-fulfilment of person as a professional and a citizen;

### Course teaching purpose:

The main purpose of the course is formation of a young lawyers’ value system in respect of equality principle, as well as the basics of complex insight into the content and role of the category of gender in the construction and functioning of society (social systems) mediated by legal regulation. In the absence of specific law-related knowledge, examples of legal regulation of gendered issues will be presented briefly (in the style of “Law Encyclopedia” or legal propaedeutics) to more vividly present the main preconditions, principles and consequences of law genderisation.
<table>
<thead>
<tr>
<th>Name</th>
<th>Gender and Law</th>
</tr>
</thead>
</table>
| Course content | - Terms “gender” and “gender equality”.
- Gender policy: notion and implementation experience.
- Legal regulation at the international and national levels.
- Legal guarantees of gender equality.
- Gender equality in different areas of law. |
|       | Gender: main terms and categories. 
- Equality of genders as an ideal and purpose of modern civilization. 
- International standards of gender equality. 
- Constitutional basics of gender equality in the Republic of Belarus. 
- Gender equality in administrative legal relations. 
- Gender equality in criminal and criminal executive law. 
- Gender equality in civil and family law. 
- Gender equality in labour law. |
|       | - Introduction to anthropogeny basics; 
- Summary of main gender theories. 
- Gender, identity and law. 
- Legal regulation of reproductive relations. 
- Family and law. 
- Corporality and law. 
- Legal regulation of economic relations and gender. 
- Gender in the state political context. |
<table>
<thead>
<tr>
<th>Name</th>
<th>Theories of Gender</th>
<th>Social, Legal and Criminological Aspects of gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Belarusian National Technical University</td>
<td>Polotsk State University</td>
</tr>
<tr>
<td>Faculty</td>
<td>Economics and Law Faculty</td>
<td>Law Faculty</td>
</tr>
<tr>
<td>Lecturer</td>
<td>V. Stavski</td>
<td>Yu. Prykolotina</td>
</tr>
<tr>
<td>Contact details</td>
<td><a href="mailto:wlad-stawski@tut.by">wlad-stawski@tut.by</a></td>
<td><a href="mailto:y.prikolotina@psu.by">y.prikolotina@psu.by</a></td>
</tr>
<tr>
<td>Specialty</td>
<td>Sociology, Psychology</td>
<td>Law science</td>
</tr>
<tr>
<td>Course status</td>
<td>Optional</td>
<td>Compulsory</td>
</tr>
<tr>
<td>Year of study</td>
<td>1st year</td>
<td>Master’s Program</td>
</tr>
<tr>
<td>Peculiarities</td>
<td>The academic subject provides for a complex survey of gender theories in various spectra: through the lens of historical development of equality theory and the influence of modern public phenomena on the problems of gender identity. To achieve the prescribed goals, it is necessary to use a complex approach including consideration of a wide range of issues. That includes aspects of male domination, influence of social environment on gender and problems of the modern family. “Milan Group” theories, Robert Connell’s theory of male domination, and androgyny theory are analysed.</td>
<td>As envisioned by developers, the course is intended to draw attention to an important but often misunderstood and even rejected gender component of human existence. Thus understanding of pressing social, legal and criminological problems is enriched and expanded. The goals of the course will be achieved in the following manner: to bring up a problem of gender as a complex theoretical and applied problem before students; to familiarise students with theoretical aspects of gender problems in various branches of knowledge (sociology, psychology, legal studies, science methodology, etc.); to initiate and facilitate formation and development of gender knowledge implementation by means of empirical surveys.</td>
</tr>
<tr>
<td><strong>Name</strong></td>
<td><strong>Theories of Gender</strong></td>
<td><strong>Social, Legal and Criminological Aspects of gender</strong></td>
</tr>
<tr>
<td>----------</td>
<td>------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Name</td>
<td>Gender and Human rights</td>
<td>Human Rights and Gender</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>University</td>
<td>Mogilev State A. Kuleshov University</td>
<td>Belarusian State Economic University</td>
</tr>
<tr>
<td>Faculty</td>
<td>Economics and Law Faculty</td>
<td>Law Faculty</td>
</tr>
<tr>
<td>Teacher</td>
<td>V. Burakou</td>
<td>T. Telyatitskaya, N. Ramazanava</td>
</tr>
<tr>
<td>Contact details</td>
<td><a href="mailto:burvik05@yandex.by">burvik05@yandex.by</a></td>
<td><a href="mailto:nataly-ramazanova@yandex.ru">nataly-ramazanova@yandex.ru</a>, <a href="mailto:tvt@tut.by">tvt@tut.by</a></td>
</tr>
<tr>
<td>Course status</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Year of study</td>
<td>1st year</td>
<td>Master’s Program</td>
</tr>
<tr>
<td>Specification</td>
<td>The purpose of the Gender and Human Rights course is formation of a complex level of knowledge on the principles and mechanisms of gender equality legal regulation in the system of human rights; on main trends of gender policy implementation, achievements of social and political thought in human rights law, as well as the formation of ability to use knowledge in resolving practical issues in the area of protection of human rights and freedoms and assurance of gender equality.</td>
<td>This course provides a review of problematic areas of discrimination on grounds of gender, an evaluation of opportunities for women’s and men's rights protection at the international and national levels, critical re-evaluation of opportunities to pursue the theme analysis within law subjects. The purpose of the course is the study of peculiarities of gender aspects of human rights. In order to achieve this purpose, the following tasks are solved during the program implementation: review of the main necessary terms of the theme (rights, human rights, discrimination, etc.), study of the main problematic areas of realisation of rights, formation of skills for taking action for the protection of human rights for both themselves and others, getting acquainted with possibilities to solve the tasks via expression of civic position and human activity, evaluation of the meaning of freedom, tolerance, justice and respect of truth.</td>
</tr>
<tr>
<td>Course content</td>
<td>Gender and Human rights</td>
<td>Human Rights and Gender</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>men and women: statistical analysis.</td>
<td>international standards of gender equality.</td>
</tr>
<tr>
<td></td>
<td>typology and kinds of rights, freedoms and duties of a man and a citizen. Notion</td>
<td>constitutional fundamentals of gender equality in the Republic of Belarus.</td>
</tr>
<tr>
<td></td>
<td>and principles of gender equality.</td>
<td>implementation of gender equality principle in constitutional legal relations in the Republic of Belarus.</td>
</tr>
<tr>
<td></td>
<td>international standards in gender equality, human rights and freedoms.</td>
<td>gender equality in administrative and administrative tort legal relations.</td>
</tr>
<tr>
<td></td>
<td>This stage defines the terms and shows the essence of international standards in</td>
<td>gender equality in criminal and criminal executive law.</td>
</tr>
<tr>
<td></td>
<td>gender equality, human rights and freedoms.</td>
<td>implementation of gender equality in criminal process.</td>
</tr>
<tr>
<td></td>
<td>It also defines the meaning of civil society and social state as essential preconditions for protection of human rights and freedoms:</td>
<td>gender stereotypes and criminality.</td>
</tr>
<tr>
<td></td>
<td>international protection of human rights and assurance of gender equality.</td>
<td>gender equality in civil and family law.</td>
</tr>
<tr>
<td></td>
<td>national system of human rights protection in the Republic of Belarus.</td>
<td>gender equality in labour law.</td>
</tr>
<tr>
<td></td>
<td>legal system of human rights protection in the Republic of Belarus.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>legal regulation of rights and freedoms of individual social groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gender policy of the Republic of Belarus: achievements and perspectives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>legal support of gender equality in political and social life.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gender equality in economics and labour. Social protection of women.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>gender equality in education, healthcare, culture, marriage and family relations.</td>
<td></td>
</tr>
</tbody>
</table>
### Detailed course description

<table>
<thead>
<tr>
<th>Name</th>
<th><strong>Legal guarantees of gender politics in the republic of Belarus</strong></th>
<th><strong>Legal guarantees of gender equality</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Polotsk State University</td>
<td>Belarusian State University</td>
</tr>
<tr>
<td>Faculty</td>
<td>Law Faculty</td>
<td>Law Faculty</td>
</tr>
<tr>
<td>Teacher</td>
<td>I. Shakhnouskaya</td>
<td>A. Bogolejko, T. Kisialiova</td>
</tr>
<tr>
<td>Contact details</td>
<td><a href="mailto:i.shakhnovskaya@psu.by">i.shakhnovskaya@psu.by</a></td>
<td><a href="mailto:tat.kisialiova@gmail.com">tat.kisialiova@gmail.com</a>, <a href="mailto:alina.bogolejko@gmail.com">alina.bogolejko@gmail.com</a></td>
</tr>
<tr>
<td>Specialty</td>
<td>Law Science</td>
<td>“Law Science”, “Economic Law”, “Political Science”</td>
</tr>
<tr>
<td>Course status</td>
<td>Optional</td>
<td>Optional</td>
</tr>
<tr>
<td>Year of study</td>
<td>2nd year</td>
<td>2nd year</td>
</tr>
<tr>
<td>Specification</td>
<td>Gender equality problems are very topical in modern society. The government is to focus on the creation of gender-neutral legislation in all branches, as well as on the elimination of existing contradictions and gender inequalities by implementing efficient gender policy. Within the elective course it is proposed to familiarise students with basic constitutional principles related to gender equality; to review and analyse labour and civil legislation for gender inequality, as well as to explore the term “gender justice” during consideration of basics of imposition of penalties in criminal law.</td>
<td>This course is closely connected with various branches of law and science, such as constitutional law, human rights law, administrative law, criminal law, labour law, marriage and family law etc. As it is held in close cooperation with these areas, the course helps students to fully comprehend the necessity of learning material basing on complex knowledge and skills.</td>
</tr>
</tbody>
</table>
| Course content | - Gender as a complex theoretical and applied problem.  
- Analysis of various branches of law concerning the presence of gender contradictions. | - Theory of gender: basic terms, evolution of visions.  
- International and national regulation of gender equality.  
- Legal guarantees of gender equality in public, labour, marriage and family relations.  
- Legal guarantees of gender equality in imposition of administrative and criminal sanctions. |
Teaching methods used

The main teaching methods (techniques) are:

- Problem-solving elements (problem discourse, variative discourse, partial research method) utilised at lectures.
- Elements of academic and research work and creative approach used at seminars and during independent work.
- Communicative and interactive technologies (discussion, academic debate, role-playing games, case methods, brainstorming and other forms and methods) used at seminars, workshops and conferences.

The following types of activities are used at seminars: discussion seminar, press conference, discussions (role-playing triad method, brainstorming and expert poll), academic conferences, case situations, etc.

Students’ independent activities are of key importance while studying international and national human rights frameworks, e.g. preparing reference papers and essays.

The following methods are widely used in teaching:

- **Academic discussion method** implies the participation of students in goal-seeking exchange of opinions and ideas for presentation and/or agreement of existing positions on a certain problem. This method provides for the formation of a new level of understanding of the topic investigated, application of knowledge (theories, concepts) in problem-solving, and identifying appropriate solutions.

- **Specific situation analysis method (case method)** implies the acquisition of knowledge and skills for solving practical tasks and situation analysis by using professional knowledge, personal experience, supplementary literature and other sources.
Another apparent advantage is the absence of formal assessment in some courses. Yet, final assignments may include elaborating an essay on one of the problematic topics of gender equality protection with further defence, which helps students to fully show their creativity.

A wide use of interactive teaching and learning methods is one huge advantage of this course.

Teaching is of an interactive nature, including role-playing games, discussions, participation in on-line conferences and other forms. Alongside learning of substantive material, the course also facilitates the acquisition and development of the students' and master students' skills in argumentation and public speech delivery. Special attention is paid to the development of the analytical abilities of course participants.
Exercises

Exercise - Participation of women in public administration

(Belarusian State Economic University; course – Human Rights and Gender; teachers – T.Telyatitskaya, N. Ramazanava)

Watch and discuss the movie “Iron-jawed angels”

Goals:
• To single out the strategies and problems for women’s participation in public administration presented in the movie.
• To analyse the cinematic means used to create an image of a politically-active woman in the movie.
• To relate methods of representation of activist women offered in the movie with the context familiar to male/female participants.

Number of male/female participants: any, optimal – up to 20.

Time: 160 minutes (2 classes).

Work progress:
1. Movie watching.
2. Discussion.

Questions for discussion:
1. How and with which qualities are female leads shown to possess in the movie?
2. How do the female leads interact with men?
3. How do the female leads interact with other women in the movie?
4. How do images of the female leads relate to your experience and visions of women fighting for their rights?
5. How are the beliefs and action strategies of the female leads presented in the movie?
6. What are the beliefs of the female leads opposed to? What arguments are used by their male/female opponents?
7. Are there any differences in the reactions of men and women to the movement’s activity? What are the differences, did you notice them?
8. In what way is a change of Emily Leyton’s position represented in the movie?
9. What contributes into the female leads’ victory according to the plot (personal qualities, strategy, solidarity, mass media)?
10. What is your assessment of the fighting techniques utilised by suffragettes?
11. What is the reason, in your opinion, for public reaction to suffragette protests and marches?
12. How is the movie plot related to historical context (the USA, Belarus)?
13. Do any participants see him/herself in the shoes of one of the female leads? Why?
14. How hot is the topic of women’s suffrage in our country? Why?
15. Can we speak about acceptance of the ideas of suffragettes by modern women in Belarus? Why? What is the history of feminist movement in Belarus?

Exercise “Who should be given custody of the child after divorce?”

(Belarusian State University, course - Legal Guarantees of Gender Equality, teachers - A.Bogolejko, T. Kisialiova)

Goals:
• To explore the experience of male/female participants on this issue.
• To broaden the parenthood perception of male/female participants.
• To form a legal position on this issue.

Number of male/female participants: any.

Time: 40 minutes.

Materials:
1. The teacher hands out printouts with text to male/female participants and offers to read the text within 15 minutes.
2. The teacher initiates discussion of decisions on specific cases presented in the materials.

Work progress
1. The teacher hands out printouts with text to male/female participants and asks them to read the text within 15 minutes.
2. The teacher initiates discussions of decisions on specific cases presented in the materials.

Analysis:
1. Who do you think the child should remain with after divorce? Why? Which factors does it depend on?
2. Who is really interested in the child’s upbringing in each case, or may parents have other motives?
3. Why does the court tend to take a mother’s side and grant her custody of the child in our countries? Do you find this situation fair?
Exercise Bricolage from gender stereotypes
(Belarusian National Technical University; course – Gender and Law; teacher – I.Kandrichina)

Goals: to explore the personal experience of students on the topic and broaden perception of each student to a common group vision.

Time: 20–30 minutes.

Necessary materials: A2 or A3 paper sheet, stickers (according to the number of participants), pens.

Work:
1. The teacher hands out stickers and pens to students and asks them to write down the gender stereotypes they know (two about women and two about men) within 5 minutes.

2. Stickers with association words (gender stereotypes) are attached to an A2 sheet divided into two equal parts. One half is for stereotypes about women, and the other about men. Each person comes to the sheet, reads a stereotype aloud and attaches the sticker to respective half.

Then all the participants discuss the results for 15 minutes.

• What thoughts did you have when filling in the stickers?
• Do these stereotypes have anything in common?
• How are they formed?
• What are the social consequences of the existence of these stereotypes?
Analysis of texts: Gender images in the Mass Media

(Belarusian National Technical University; course – Gender and Law; teacher – I. Kandrichina)

Goals:
- To broaden students’ vision of topic examined.
- To detect and analyse traditional stereotypic expressions and judgments in journalist texts.

Time: 40–60 minutes.

Necessary materials: printed articles containing genderist and normative visions of social roles of men and women, genderuality and success.

Work progress:

1. Students are given printed materials (articles/magazines/newspapers) according to their preference.

2. Each student marks in the text the most (in his/her opinion) widespread traditional, discriminative, stereotypic expressions, language and forms of descriptions of male/female gender, professions, roles, success, appearance etc. within 10-20 minutes.

3. Then each student is asked to share his/her observations. All the participants share their opinions and discuss the results within 20–30 minutes.

Examples of questions for discussion:

1. What normative expressions and strategies of presentation of men and women and relationships between them can be distinguished?

2. What gender stereotypes are disseminated by the Mass Media?

3. What restrictions are imposed by gender stereotypes broadcast by the Mass Media?

4. Which measures can be taken to prevent dissemination of stereotypic judgments in speech/writing/advertisement/Mass Media?
Soundless discussion

(Mogilev State A. Kuleshov University; course – Gender and Law; teacher – V. Burakou)

Goals:
• To broaden participants’ vision of the theme under study.
• To facilitate exchange of views.
• To stimulate participants to formulate an opinion on a particular problem.

Number of male/female participants: any.

Time: 30–40 minutes.

Materials:
• Two big sheets of paper with statements on the theme in the upper part (the sheets to be located in different parts of the room, so that it is more convenient for male/female participants to work with them);
• Marker pens.

Work progress:
1. The male/female moderator asks the participants to organise an exchange of views on the theme in writing using two big sheets with statements related to the theme under study (see proposed variations of statement).

2. The participants have 15–20 minutes to present their position via the statements fixed on the sheets by putting down their thoughts right under the text of the statements. No oral discussions or remarks are allowed. Subsequently, by developing the soundless discussion on paper, male/female participants may appeal not only to the text of the statement, but also to the opinions of their partners written on the sheet. All the participants are allowed to move freely around the room dedicated for discussion and follow the content of the discussion, as well as fix their own opinion simultaneously on both sheets.

3. Upon expiration of the time limit, the participants analyse the content and progress of the completed soundless discussion.
Analysis:

1. Was the content of the discussion interesting and topical? Why?
2. Did the participants manage to dive into the content of the issues? In what way? What new aspects did the participants understand from discussion of the topic with their colleagues?
3. Which points of view, thoughts and ideas remained unspoken?
4. What arguments are considered by the participants to be extremely important in the discussion of this problem from the perspective of gender approach?

Variations of statements for the soundless discussion method on the topic: Legal protection of gender equality in political and social life:

- In politics a woman will always beat a man, because she may use special female tricks.
- In politics a woman will always be beaten a man, because men are better designed for competitive struggle.
- Women are distinguished by a special type of leadership: more permissive and diplomatic.
- Leadership style is determined by character, not by gender.

Comment:

Exact choice of statements is very important in this method. It is preferable that both statements are related to the same aspect of the problem under consideration. At the same time, the meanings of statements shall be of alternative nature.

Exercise Clock Dial

(Francisk Skorina Gomel State University; course – Gender and Law; teacher – A. Abramenka)

Number of male/female participants: up to 30 persons.

Time: up to 30 minutes (depending on the issue to be discussed and the number of small groups).
**Work:**

1. Before the start of the work, the male/female moderator announces the questions to be discussed and writes each of them on a separate sheet of paper.

2. The male/female moderator divides male/female participants into more or less equal groups and explains the essence of the method and operation algorithm to them.

3. Each group takes its workplace and is given the prepared sheet with a question. Then the groups discuss the question or problem for certain time period (up to 20 minutes) and write the results of their work on the sheet.

4. Upon expiration of time provided, the groups exchange sheets (to avoid confusion it is preferable that the groups carry out exchange of sheets in a certain manner e.g. clockwise). After that each group will have a sheet with a new question and answers to it given by the previous group or groups. At this stage, male/female participants are asked to discuss the written text and add their own thoughts and ideas or questions resulting from the discussion of the answers already present. Upon completion of this work, the sheets are moved on once again. This process continues until the sheets on which the groups started to work return to them.

5. Then male/female participants are asked to take a close look at what has been written, to discuss the results, to express their consent or objection and answer the questions asked by other groups. Then each group presents the results of the joint work on its question.

**Sample questions for discussion:**

1. To what extent may gender stereotypes be an obstacle to professional identity?

2. To what extent, in your opinion, do society cultural traditions influence relationships between men and women?

3. Should the man’s role in the family be changed? In which direction?

4. In what way can the financial gender gap be overcome?

5. In which areas of public life do men show clear superiority or, vice versa, are their rights a result of prejudice?
Recommendations by teachers

Teachers of the courses described above are delighted to share their experiences and give the following recommendations which will help create a favourable atmosphere in the classroom and make the training process efficient and enriching.

**Recommendation 1**

- Be open to new ideas, opinions and points of view: encourage pluralism in the classroom.

Classes at the 3rd year of Law Faculty of the Francisk Skorina Gomel State University

**Recommendation 2**

- Alongside with the learning of substantial amounts of material during study of academic subjects, these courses include the development of skills of students and master students in argumentation and public speaking. Different methods may be utilised for this purpose: model sessions of different organizations (UN, Council of Europe etc.), moot court or British debate.
«As does any other teacher, when I am developing a new academic course I asked myself a question: “How to make this Gender and Law optional course interesting and informative?” First of all, I wanted to communicate the main ideas to the students correctly and avoid overloading. That’s why, when developing the academic program for the course, I place an emphasis on 5 key aspects.

- Firstly, before the beginning of academic program development and selection of materials for classes, it is necessary to set a goal by deciding what and how you are going to describe.
- Secondly, ensure unity of goal, topic and methods of training.
- Thirdly, manner of presentation. In my view, it is better to speak in a simple and emotional way, bearing in mind the roadmap (introduction, body, climax and conclusion), maintaining dialogue with your audience.
- Fourthly, use humour where relevant. Laughter always helps alleviate the tension and win the students’ favour.
- Fifthly, make material visual using presentations and handouts».

Kandrichina I., Lecturer in Gender and Law, PhD of Social Sciences, Assistant Professor, Faculty of Management Technologies and Humanitarization at the Belarusian National Technical University

«After choosing the Gender and law elective course, students will be able to understand and interpret gender equality development in the world and in the Republic of Belarus. This can be achieved by group discussions, small group activities, brainstorming, role-playing games etc. Students will also be able to master the skills of gender analysis of normative legal acts and analyse expressions of gender in their own life».

A. Abramenka, Lecturer in Gender and Law course, PhD of Political Sciences, Assistant Professor at the Francisk Skorina Gomel State
RECOMMENDATION 3

Special attention must be paid to development of student analytical skills. Study of the subject may result in elaborating an essay on one of the problematic topics of gender equality protection with further defence, which will help students show their full creativity. The essay should be assessed on the basis of the following criteria: originality (novelty) of problem and its interpretation/solution method, independence and arguments supporting judgments, intelligence and presentation style, integration of knowledge from different areas etc.

RECOMMENDATION 4

It is important for teachers to build gender-correct communication in training groups. Such communication will not only attract the attention of students to the subject matter under discussion, but also help avoid pedagogical conflict and increase the efficiency of the training process. Teachers should know that it is unacceptable to tell the students genderist anecdotes, use gender-coloured idioms where men are mocked for masculinity, while women are taunted for femininity. Avoid unjustified expression of solidarity on grounds of gender, try to avoid sharing personal assumptions in respect of “male” and “female” professions, activity types and occupations.

RECOMMENDATION 5

Do not be afraid of using elements of modern culture while preparing the classes: movies, books or television. It will help make the material more easy-to- understand.

« Before the development of this course, I had an important task: how to attract students to a course which is pretty novel for law faculties in the Republic of Belarus? How to make it interesting and practically applicable to students? I was guided by the following principles:
   a) Use of interesting methods.
   b) Use of mass-distributed evidence of gender discrimination (mass media materials, video materials, fiction etc.).
   c) Analysis of current legislation of the Republic of Belarus for the purpose of practical applicability of the course ».

I. Shakhnouskaya, Senior Lecturer in Law Basics of Gender Policy in the Republic of Belarus, Law Faculty at the Polotsk State University
RECOMMENDATION 6

Use a multidisciplinary approach by including notions and categories from related disciplines in academic programs.

RECOMMENDATION 7

Do not be afraid of discussing urgent topics such as change of gender stereotypes (draft law on mandatory parental leave for fathers, issue of allocation of multiloans for women for starting their own businesses), pension traps, pension insurance record, unemployment, labour prohibitions and restrictions and legal information support.

Recommendation 8

Add interactivity to the teaching process, including role-playing games, discussions, participation in online conferences and other forms.

T. Kisialiova, Lecturer in Legal Guarantees of Gender Equality, PhD, Assistant Professor at the Law Faculty at the Belarusian State University

RECOMMENDATION 9

Treat students as equal participants in the learning process as this will help create the most favourable atmosphere in the classroom.

RECOMMENDATION 10

Consider student feedback during final assessment of the academic subject. The comments received will be very useful for further improvement of the academic program.
Gender equality is a key to success at all the levels of social existence and development. This concerns gender education and enlightenment, gender equality promotion, and the reduction of different types of discrimination that educational institutions must deal with, including those in higher education.

«The introduction of the subject Gender and Human Rights into the academic program for law students was a vital and timely task at our university. All the lecturers at the Economics and Law Faculty use a human rights-based approach during lectures and practical classes in any branch of law. However, issues of equal rights and opportunities for women and men did not always remain the focus of student attention. The Gender and Human Rights course will help develop professional, social and personal competences based on respect and promotion of human rights and freedoms, and gender equality in the students. I hope that the contents of the course will be interesting and that classes will be held in an atmosphere of active debate and discussions».

V. Burakou, Lecturer in Gender and Human Rights, PhD of Historical Sciences, Assistant Professor, Economics and Law Faculty at the Mogilev State A. Kuleshov University

«This academic subject (Legal Guarantees of Gender Equality) will teach how to identify gender discrimination in different areas and help understand how to oppose such discrimination».

A. Bogolejko, Lecturer in Legal Guarantees of Gender Equality, PhD in Legal Sciences, Assistant Professor at the Law Faculty at the Belarusian State University
The cooperation of Belarusian higher education institutions with the Raoul Wallenberg Institute in development and teaching of gender and law courses began from an idea which, at first, appeared to be a real challenge, but later on evolved into 9 courses taught at different faculties in six Belarusian universities. These courses include the examination of different aspects of gender problems: legal, sociological, political, economic, psychological, criminological, etc. This multi-aspect nature serves as a basis for the development of a textbook planned for publishing in 2020.

Of course, such results would have been impossible without the active participation of teachers and students who worked together to make the courses topical, informative and relevant to various specialties. Over 140 students have become active contributors into the content and teaching methods of 9 courses at 6 Belarusian universities by providing consistent evaluation and suggestions.

We are convinced that the result of this cooperation may be a starting point for the inclusion of gender and law courses into the curricular of higher education institutions in the Eastern Partnership countries and facilitate progressive development in the area of gender equality. The experience gained shows that these courses will become an integral part of academic programs of higher education institutions.

«The course entitled Social, Legal and Criminological Aspects of Gender has been developed for Master’s level students; thus it is not purely educational, but based more on a problem-solving approach. This is due to the research perspective required from Master’s-level students. The latter are the prospective young scientists, as well as future specialists expected to be able to recognise gender inequality, detect its factors and make intentional efforts to prevent, minimise and eliminate their consequences.

The problem-solving approach is a key component of the course-teaching strategy directly determining its contents. Problematisation of gender helps mark potential weaknesses in gender theory, clearly detect its strong points and potential and develop skills to overcome resistance to adaptation of gender-oriented social sciences and research products. »

Yu Prykolotina, Lecturer in Social, Legal and Criminological Aspects of Gender, PhD in Legal Sciences, Assistant Professor at the Law Faculty of the Polotsk State University
That is evidenced by the positive feedback from teachers and students who overcome gender stereotypes together as equal participants in the study process.

The integration of gender aspects into education may become the basis of overcoming gender stereotypes, which still persist and flourish in modern society. This is due to the fact that drastic changes in public opinion only occur when education maintains pace with the demands and challenges of the time. The topic of gender equality is a reality which must be reflected in the contents of modern education with the purpose of helping every individual fulfil her/himself according to her/his demands and interests, without ballast in the form of outdated gender stereotypes.

«Master students are apparently interested in this course. Issues of law-enforcement practice are of special concern. There is a wish to conduct more practical classes, trainings, business games, etc. Since the majority of students are foreign citizens, it was decided to build class work on the basis of comparative analysis of gender problems in the law of the Republic of Belarus, European Union, as well as home countries of particular Master students: China, Turkmenistan, Kazakhstan, Russian Federation, which stimulated a big interest and numerous discussions».

T.Telyatitskaya, teacher of “Gender Aspects of Human Rights”, candidate of legal sciences, assistant professor of Law Faculty of the Belarusian State Economic University
GLOSSARY OF CERTAIN GENDER TERMS

**Gender aspect** means one of the sides of the issue under investigation related to gender or gender-dependent differences between women and men.

**Gender** means society-simulated and social institute-supported system of values, norms and characteristics of female and male behaviour patterns, lifestyle, roles and relationships of women and men acquired by them as individuals in the course of socialisation determined by social, political, economic and cultural contexts of public life. Gender refers not simply to women and men, but to their relationships and to the method of social construction of such relationships, i.e. to the way society “builds” such relationships of interaction of genders in the social environment. Gender determines social gender as cultural and social structure, in contrast to the biological gender category [17].

**Sex** (med.) means the sum of genetically determined signs of individuals determining his/her role in the process of reproduction. Sex differentiation is performed on several grounds: genetic sex (XX or XY chromosomes), gonadal sex (endocrine glands: testes or ovaries); morphological sex (secondary sexual characteristics); encephalic sex (brain differentiation influenced by testosterone) [11].

Gender acts as one of the ways of social stratification of society which, being combined with such social and demographic indicators as race, nationality and age, organizes a system of social hierarchy [5].

**Gender presentation** means self-presentation of a person as an individual belonging to a certain sex by means of clothes, cosmetics, beauty accessories and other symbols [1; 8].

**Gender system** means a socially-constructed system of gender-based inequality. Gender systems are developed and maintained via the consciousness of individuals [9].

**Gender category/group** means a social group characterised by common gender signs: men, women, girls, boys, as well as in combination with additional crossed factors: women living in rural areas, women/men with many children etc.

**Gender asymmetry** means a disproportional representation of gender categories in different areas of life [9].

**Gender consciousness** is formed by means of the distribution and maintenance of social and cultural stereotypes, norms and prescripts for violation of which society imposes sanctions to perpetrators and assigns labels. Gender consciousness is influenced by the gender stereotypes and ideals dominating in society [12].
**Gender stereotype** means generally accepted ideas of the place and roles performed by particular gender in society, as well as of the personality of representatives of a particular gender identity [5].

**Gender roles** mean learned behaviour which preconditions activity, tasks and responsibility perceived as male and as female. Gender roles are non-permanent, changeable and diverse both within one culture and in different cultures. Roles in society are not predetermined by gender, but preconditioned by social order which either supports gender equality or aggravates the problem of gender justice [2; 4; 8; 9; 16].

**Gender identity** means personal comprehension and acceptance of the individual’s own affiliation with a certain gender. General identity determines the extent to which each individual identifies him/herself to be a man, a woman or some combination of both [12].

**Gender personality** means internalised (i.e. included into internal structure of personality) behaviour patterns, feelings and emotions used for strengthening of family structures and the institution of motherhood and fatherhood [4; 9].

**Gender ideals** mean society’s traditional visions of what a woman should be and what a man should be. The most widespread gender ideals are those of femininity and masculinity [12].

**Femininity** means behaviour patterns dictated by society to representatives of female gender and associated with dependence, uncertainty, passivity, emotionality and sentimentality [7; 8; 14; 16].

**Masculinity** means behaviour patterns dictated by society to representatives of the male gender and associated with independence, activeness, confidence, rationality and emotional restraint [7; 8; 14; 16].

**Gender equality** refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognising the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is regarded both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development [18].

**Gender-legal** problems mean drawbacks in legal regulation, existing or predicted contradiction between law and actual state of things, status of various gender categories, as well as problems in the area of legal consciousness and problems related to possibly “latent” but fundamental visions incorporated in law exerting an influence on the position of gender groups and individuals [19].
Gender biological scenarios of behaviour mean normative standards of genderual desire and genderual behaviour dictated depending on biological gender. In traditional society heterogenderual contacts are considered to be standard [13].

Gender division of labour means allocation of different types of activity and roles to women and men based on gender [17]. Thus, women are traditionally assigned the role of preserver of the hearth, while men are traditionally assigned the role of breadwinner. Gender division of labour is primarily a characteristic of industrial countries. Division of labour on grounds of gender is when one gender prevails in a particular industry over the other one by more than 60% [16]. Gender division of labour resulted in the formation of gender segregation of labour – division of professions into male and female, in which case female professions are considered to be those related to the functions of a woman in the family, e.g. child minder, teacher, nurse, social worker etc. [3; 4; 16].

Discrimination means derogation, violation (actual and/or legal) of rights, freedoms and legal interests of a person and citizen on the grounds of nationality, religion, gender, race, language, origin, property or official position, place of residence, participation in public associations or any social groups. In international relations, discrimination means the provision to citizens and organizations of any country of less rights and privileges than to citizens and organizations of other countries [2; 8; 10; 15].

Gender discrimination means discrimination on grounds of sex or gender; i.e. practices by which one gender is given preference as compared to the other. In patriarchal societies, women are gender-discriminated against in areas such as employment, differentiation in salary, political and religious career opportunities, housing provision, social policy, right to property in civil and criminal law, genderual harassment at work and domestic violence [2; 8; 10; 15].

Gender justice means a process of applying a fair attitude to women and men which requires special measures to compensate for historical and social omissions and disadvantages which prevent women and men from taking equal positions. Gender justice leads to equality. At the same time, it is very important to understand that not all women and not all men are the same, and that there may be even more differences between different groups of women than between women and men [2; 8; 10].

Integration of gender dimension means detection, examination and accounting for gender characteristics of personality, differences in legal status, demands, interests and access to opportunities and resources according to specific social, cultural, economic, political and other conditions of public life [19].

Intersectionality is a theory proposed by Professor K. Crenshaw in 1989 which suggests that different characteristics of personality, such as gender, race, class,
state of health, genderual orientation, nationality, ethnic origin and others, interact with each other at multiple levels. For the purposes of this publication, the term “intersectionality” is used in a context of studying the intersection of different forms or systems of oppression, domination or discrimination [19].

**Emancipation of women** means liberation from dependence and humility, attaining independence and equality, equal treatment women with men in education, labour, politics and family life [2; 8].

References to glossary


13. Kon, I.S. Postclassical Gender Studies: Multi-authored monograph /
Glossary of certain gender terms


Useful materials on gender prepared as part of cooperation of Belarusian Universities with Raoul Wallenberg Institute of Human Rights and Humanitarian Law (Sweden)

Gender and Law: First Teaching Experience in the Republic of Belarus (in Russian and English)

The authors of the information brochure Gender and Law: First Teaching Experience are happy to share the results of their work in the development, implementation and teaching methods of academic subjects dealing with gender and law. We hope that this brochure will be interesting and useful to lecturers from different educational institutions, researchers and the general public who are interested in gender equality issues.

https://rwi.lu.se/publications/belarus-gender-brochure/
http://rwi.lu.se/publications/belarus-gender-brochure-eng/

Catalogue of publications on gender by Belarusian researchers (in Russian)

http://www.elib.bsu.by/handle/123456789/233595

This catalogue provides a selection of publications made by Belarusian researchers on gender. The catalogue is publicly available and can be found in the BSU Electronic Library, section Faculty of International Relations.
International law and human rights: catalogue of electronic resources
https://hr-libguide.bsu.by/

Our website is intended for students, teachers, researchers and anyone else who is interested in this topic. All information and all materials provided on our website are publicly available. No registration is necessary. Here there are topical collections of links, scientific materials, analytical articles, training materials and materials published in the Mass Media on various aspects of human rights and international law. The website is continuously updated and we hope that it will be interesting.

Recommendations for integration of the gender dimension in legal research
https://rwi.lu.se/download/gdi/?wpdmdl=17734

These Recommendations provide methods to integrate the gender dimension into legal research developed on the basis of accumulation and adaptation of methods from human sciences. It also provides a step-by-step algorithm of gender dimension integration, a range of legal and non-legal methods with descriptions and examples for use in legal research. The Recommendations contain materials which may be necessary during the integration of the gender dimension into legal research, a brief insight into the main notions and gender theories, framework of categories and concepts of gender discourse, selection of literature on gender theory and terminology and materials for detailed study of methods and techniques.
Booklet: Integration of the gender dimension into legal research (in Russian and English)
https://rwi.lu.se/download/gdi-russian-pamphlet/https://rwi.lu.se/

Booklet provides a short summary of the Recommendations for integration of the gender dimension in legal research with the following:

- Interdisciplinary methodology for integrating gender into legal research.
- Five practical steps towards integrating gender into the research cycle.
- Main terms and concepts.
- A brief summary of gender theories.
- An outline of legal and non-legal research methods conducive to the integration the gender dimension into legal research.
- Concrete examples.

Booklet: Integration of the gender dimension in legal research
https://rwi.lu.se/download/gdi-english-pamphlet/?wpdmdl=17776

- Interdisciplinary methodology for integrating gender into legal research.
- Five practical steps towards integrating gender into the research cycle.
- Main terms and concepts.
- A brief summary of gender theories.
- An outline of legal and non-legal research methods conducive to the integration the gender dimension into legal research.
- Concrete examples.
Gender Dialogue: Brief Results of Gender Audit at Faculty of International Relations of Belarusian State University (in Russian and English)
https://rwi.lu.se/publications/gender-dialogue-gender-audit/

In 2017, a gender audit was conducted at the Faculty of International Relations of Belarusian State University (FIR BSU). The purpose of this audit was to broaden gender dialogue as an important instrument for consolidation of the corporate spirit of the faculty team and to improve internal communication. This survey was carried out applying the gender audit methodology based on the principles of active participation developed by the International Labour Office (ILO Methodology). The publication may be interesting and useful for anyone who is interested in the issue of gender equality promotion in an academic environment.

Gender stereotypes in the university environment of Minsk
S. Burova
http://www.elib.bsu.by/handle/123456789/116386

This report presents results of a study on the prevalence of gender stereotypes at Minsk universities in 2012, based on a survey of opinions of students and teaching staff. It also considers the role of higher education systems in overcoming obsolete gender ideas.
Report on the results of the gender equality analysis of Belarusian legislation regulating relations in the field of higher education
V.V. Saskevich
http://www.elib.bsu.by/handle/123456789/149728

This publication is the result of a gender equality analysis of Belarusian Legislation regulating educational, labour and other relations in the field of higher education. The publication is dedicated to students of law specialties, professors and to all those interested in the legislative aspect of the gender theme.

Отчет о результатах анализа законодательства Республики Беларусь, регулирующего отношения в сфере высшего образования, на предмет гендерного равенства
В. В. Саскевич /2015
http://www.elib.bsu.by/handle/123456789/149727
This publication presents a complex study of possible ways to attain gender equality in higher education systems. It offers a wide range of issues for discussion - from conceptual-categorical concepts and legal regulation of policies aimed at achieving gender equality at international and national levels to suggestions concerning the introduction of a gender perspective into the various areas of higher education. It will help to apply a systematic approach to the analysis of the problem and to formulate practical recommendations on gender mainstreaming in higher education institutions. The publication is addressed to students and lecturers at higher education institutions, all those interested in gender issues and the development of higher education in the context of gender equality.

This collection provides materials from the International Scientific and Practical Conference Gender in Focus. The topics of the articles are connected with current theoretical and practical issues of facilitation of gender equality promotion.

Social issues and gender approach in urban studies
Asli Tepecik Diş, Christian Dymen, Mitchell Reardon and Timothy Anderson
https://www.rwi.lu.se/by/recommendationsurban.pdf

This publication was developed for lecturers at the Belarusian National Technical University and teachers at other universities in the Republic of Belarus who are training future architects and urban planners. The purpose of these recommendations is to assist teachers with a theoretical background, teaching methods and reference material on the interaction between social issues, gender and urban planning by emphasising their relevance and importance in achieving more inclusive and accessible cities.