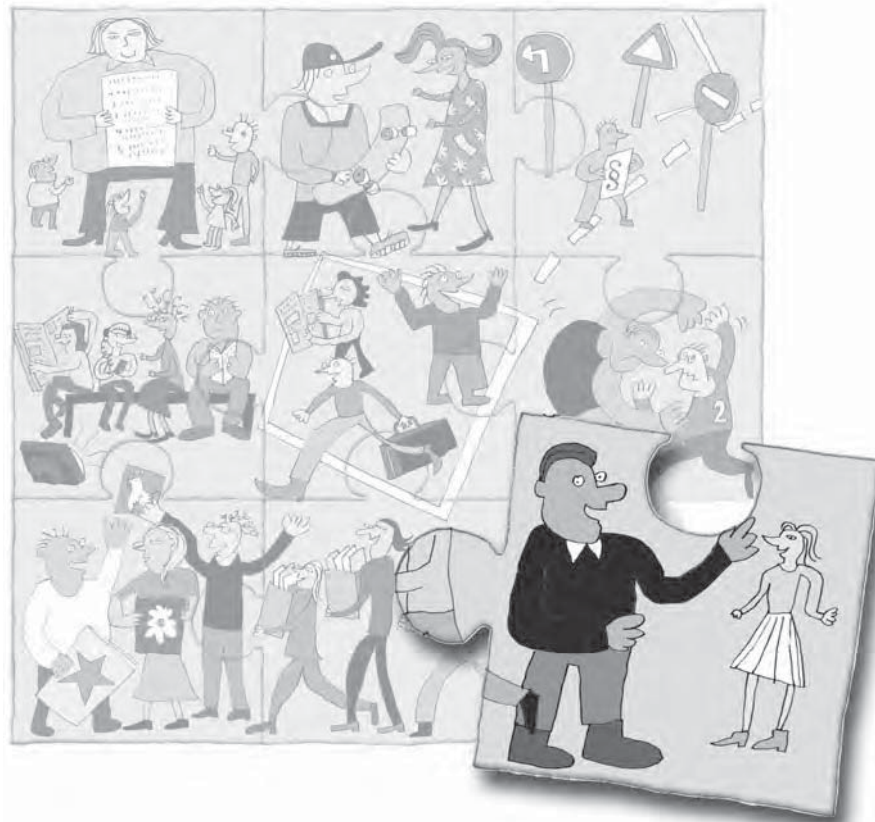


## UNIT 2 Equality

Are you more equal  
than me?



### 2.1. Differences and similarities

Am I equal? Am I different?

### 2.2. Vesna's story

How would we react if this should happen to us?

### 2.3. Equality between men and women

How should we treat men and women?

### 2.4. Social justice

How should we cope with inequalities?

## UNIT 2: Equality

### Are you more equal than me?

Equality as a concept recognises that everyone, regardless of age, sex, gender, religion, ethnicity, etc., is entitled to the same rights.

The preamble to the Universal Declaration of Human Rights starts with the words “recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”. The concept of citizenship cannot be divorced from equality issues. The existence of inequalities within or between societies obstructs effective citizenship. The idea of equality is therefore at the heart of education for democratic citizenship. As such, it must concern itself with the issue of equality and should empower individuals to act against all forms of discrimination.<sup>6</sup>

Diversity implies moving beyond the idea of tolerance to a genuine respect for and appreciation of difference. It is central to the idea of pluralism and multiculturalism and, as such, is a cornerstone of EDC. EDC must therefore include opportunities to examine perceptions and challenge bias and stereotyping. It must also aim at ensuring that difference is celebrated and embraced within the local, national, regional and international communities.<sup>7</sup>

In many ways, solidarity can be seen as the capacity of individuals to move beyond their own space and to recognise and be willing to act in the defence and promotion of the rights of others. It is also a key aim of EDC in that it seeks to provide individuals with the knowledge, skills and values they need in order to live fully within their communities. As outlined earlier, acts of solidarity are closely related to the idea of action. However, solidarity is as much a mind-set as it is a set of behaviours.<sup>8</sup>

A prejudice is a judgment we make about another person or other people without really knowing them. Prejudices can be negative or positive in character. They are learned as part of our socialisation process and are very difficult to modify or eradicate. It is therefore important that we are aware of their existence.

Discrimination may be practised in a direct or indirect way. Direct discrimination is characterised by the intent to discriminate against a person or a group, such as an employment office that rejects a Roma job applicant or a housing company that does not let flats to immigrants. Indirect discrimination focuses on the effect of a policy or measure. It occurs when an apparently neutral provision, criterion or practice puts a person or a particular minority at a de facto disadvantage compared with others. Examples may range from a minimum height requirement for firefighters (which may exclude many more female than male applicants), to the department store which does not hire people with long skirts, or the government office or school regulation which prohibits entry or attendance by people wearing headscarves. These rules, apparently neutral with regard to ethnicity or religion, may disproportionately disadvantage members of certain minority or religious groups who wear long skirts or headscarves.<sup>9</sup>

The term “gender” refers to the socially constructed roles of men and women that are attributed to them on the basis of their sex. Gender roles therefore depend on a particular socio-economic, political and cultural context and are affected by other factors including race, ethnicity, class, sexual orientation and age. Gender roles are learned, and vary widely within and between cultures. Unlike a person’s biological sex, gender roles can change.<sup>10</sup>

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6. From “A glossary of terms for education for democratic citizenship”, Karen O’Shea, Council of Europe, DGIV/EDU/CIT (2003) 29.

7. *Idem.*

8. *Idem.*

9. *Idem.*

10. *Idem.*

Economic and social rights are mainly concerned with the conditions necessary for the full development of the individual and the provision of an adequate standard of living. Often termed the “second generation” of human rights, these rights are more difficult to enforce, as they are considered to be dependent on resources available. They include rights such as the right to work, the right to education, the right to leisure and the right to an adequate standard of living. These rights are internationally outlined in the Covenant on Economic and Social Rights, which was adopted by the United Nations Assembly in 1966.<sup>11</sup>

Different people have different opinions and attitudes when it comes to how our society should deal with issues of social justice. These opinions and attitudes can be broadly divided into three categories:

- Darwinists, who feel that individuals are entirely responsible for their own problems and should be left alone to deal with them. They believe that people need incentives so that they will try harder. Darwinists tend to stay out of the social policy arena.
- Sympathisers, who feel sympathy for those suffering and want to do something to ease their pain. They view social and economic rights as desired policy objectives rather than human rights. This often results in a patronising approach towards people experiencing difficult social conditions.
- Justice seekers, who are concerned that people are being treated unfairly, largely as a result of government decisions. They believe that they must change the political and economic systems so that people are not forced to live in poverty.<sup>12</sup>

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11. From “A glossary of terms for education for democratic citizenship”, Karen O’Shea, Council of Europe, DGIV/EDU/CIT (2003) 29”.

12. Taken from “Duties sans Frontières. Human rights and global social justice”, International Council of Human Rights Policy.

## UNIT 2: Equality

### Are you more equal than me?

Lesson title	Learning objectives	Student tasks	Resources	Method
Lesson 1: Differences and similarities	<p>The students can explain equalities and differences between people.</p> <p>The students appreciate both equality and difference.</p>	<p>The students discover differences and similarities between people.</p> <p>The students discuss some consequences of being different.</p>	<p>Copybooks or sheets of paper and pens for individual work.</p> <p>Extension activity is optional but groups will need large sheets of paper and markers if the teacher makes use of it.</p>	Individual and small group work.
Lesson 2: Vesna's story	<p>The students become aware of prejudice and discrimination in society.</p> <p>The students are able to understand the viewpoint of victims of discrimination.</p>	<p>The students discuss a case of discrimination and compare it with the situation in their country.</p>	Optional, a copy of student handout 2.1.	Text-based group work.
Lesson 3: Equality between men and women	<p>The students are able to react to situations of discrimination.</p>	<p>The students consider how they, and society in general, treat women.</p>	<p>A copy of one story from student handout 2.2 for each group of four or five students.</p>	Small group work.
Lesson 4: Social justice	<p>The students become aware of gender-related discrimination in society.</p>	<p>The students discuss issues of distributive justice.</p> <p>The students rethink the whole unit.</p>	<p>Copies of student handout 2.3, divided into sections for each pair of students (optional).</p>	Pair work, critical thinking.

## Lesson 1

### Differences and similarities

#### Am I equal? Am I different?

Learning objectives	The students can explain equalities and differences between people. The students appreciate both equality and difference.
Student tasks	The students discover differences and similarities between people. The students discuss some consequences of being different.
Resources	Copybooks or sheets of paper and pen for individual work. Extension activity is optional but groups will need large sheets of paper and markers if the teacher makes use of it.
Methods	Individual and small group work. Plenary discussion

## The lesson

Students form groups of four or five. Each group needs a piece of paper and a pen.

The teacher explains that he/she is going to ask a number of questions to which the students must respond yes or no. In preparation for this, the students are asked to write down the letters A to R horizontally, in alphabetical order, leaving enough room underneath. The teacher can do the same on the blackboard.

*Example*

Questions: A B C D E F .....

Answers: 1 0 1 0 1 .....

The teacher then asks a series of questions (from A to R) from List A, and the students note their answers individually in the form of 1 (“yes”) or 0 (“no”). The teacher tells the students that even if they have doubts about any of their answers, they are still expected to write down the answer they then think is most correct.

List A	List B
A. Are you a woman?	A. Do you always feel happy?
B. Have you visited more than one foreign country?	B. Do you have nails on your fingers?
C. Do you like playing some sports?	C. Are you able to think a little bit?
D. Do you play a musical instrument?	D. Did a mother give birth to you?
E. Do you have brown eyes?	E. Can you fly without using any equipment (like a bird can)?
F. Are both your grandmothers still alive?	F. Can you live without drinking anything?
G. Do you wear glasses?	G. Do you breathe?
H. Do you like being out in the countryside?	H. Do you live constantly under water?
I. Are you a rather quiet person?	I. Do you have feelings of any kind?
J. Are you rather tall (more than average)?	J. Is your blood green?
K. Are you a rather sad person (more than average)?	K. Have you ever fallen down?
L. Do you easily get cold?	L. Can you look through walls?
M. Do you like travelling?	M. Can you communicate with others?
N. Do you like going to the hairdresser's?	N. Do you like nice weather?
O. Do you like working with computers?	O. Would you prefer not having to meet people?
P. Are you afraid of heights?	P. Do you have a tongue?
Q. Do you prefer brown to blue?	Q. Can you walk on water (as some insects do)?
R. Do you like drawing/painting?	R. Do you sometimes feel tired?

The teacher asks one representative from each group to write their answers to List A on the blackboard. The teacher then asks the students to look at the answers given and to compare them briefly with their own. Do they see differences between the responses? Can they sum up some of the differences between them?

The teacher then asks the students to respond to the next series of questions, this time taken from List B. Again, a representative from each group is asked to write their answers on the blackboard, underneath the letters of the alphabet.

Why is there is almost no difference between the groups this time? The teacher asks the students if they can add more things that most of them have in common.

For the extension activity, the teacher gives each group a large sheet of paper and a marker. Their task is the following:

1. Find three examples each of situations in which it is pleasant to be similar to other people. Give reasons why you think being similar is pleasant.
2. Find three examples each of situations in which it is pleasant to be different from other people. Give reasons why you think being different is pleasant.

If necessary, the teacher demonstrates how a thinking frame gives structure to the students' results.

Situations where it is pleasant to be similar	Why?
a)	a)
b)	b)
c)	c)

Situations where it is pleasant to be different	Why?
a)	a)
b)	b)
c)	c)

Then the teacher asks the groups to find three examples of situations in which it is unpleasant to be different from others. And again, they should give reasons why they think this could be the case. What kind of feelings does it create?

Situations where it is unpleasant to be different	Why?
a)	a)
b)	b)
c)	c)

Then the teacher asks the students which groups of “different” people are sometimes badly treated and by whom.

Groups of people who are sometimes badly treated	By whom?
a)	a)
b)	b)
c)	c)

The teacher asks each group to present their answers. The class will further explore which rights might be violated in the cases presented. For this purpose, the groups are given a copy of student handout 5.2: List of human rights.



## Lesson 2

### Vesna's story

How would we react if this should happen to us?

Learning objectives	The students become aware of prejudice and discrimination in society. The students are able to understand the viewpoint of victims of discrimination. The students are able to react to situations of discrimination.
Student tasks	The students discuss a case of discrimination and compare it with the situation in their country.
Resources	Copies of student handout 2.1 (with questions) for each student.
Method	Text-based group work.

### Conceptual learning

Discrimination is a widespread form of behaviour in society. Not only are authorities involved in discrimination, but many other bodies and individuals are too. By starting with a true story of discrimination, the lesson gives the students the opportunity to reflect on their own behaviour.

## The lesson

The teacher can either read aloud a copy of student handout 2.1 or give students a copy to read for themselves.

### Vesna's story

Vesna, a Roma woman, tells what happened to her:

*"I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 18 and 23. I'm 19, so I went in and asked the manager about the job. She told me to come back in two days because not enough people had applied.*

*I returned twice and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manager was too busy to see me, but I was told that the vacancy had been filled.*

*After I left the shop, I was so upset that I asked a non-Roma friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."*

Once all students have heard or read the story, the teacher divides the students into groups of four or five and asks them to discuss the following questions (the handout includes these questions; if the teacher has presented the story orally, he or she should write the questions on the blackboard or a flip chart):

1. How would you feel if what happened to Vesna happened to you? How would you react if your friend told you that she was invited for an interview?
2. Why, do you think, did the shop manager behave in this way? Do you consider this a form of discrimination? Why (or why not)?
3. What could Vesna do about it? Do you think that she could change the situation? What could other people have done on her behalf?
4. Do you expect the law to do anything about such a situation? What should the law say?
5. Could this also happen in your own country? If so, which groups would be affected?

The teacher asks the groups for their initial response to the questions. This can be done by asking each group one question or asking groups for brief responses to more than one question.

The teacher then tells the students that Vesna's story actually happened, more than a decade ago, and that later, when asked for the reason for her behaviour, the manager of the shop said:

### The manager's response

*"I felt that Vesna would find it difficult to work here, because of the distance that she would have to travel in to work each day. It would be an eight-mile journey on two buses. It makes it very difficult to run the shop if staff are always late. I'd much prefer to appoint someone from this area. The person to whom I gave the job seemed just right."*

The teacher tells the students that the European Convention on Human Rights (Article 14) states that: "The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status"; and that Article 2 of the Universal Declaration of Human Rights says: "Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind,

such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.”

The teacher then asks the students what these texts mean in relation to Vesna’s situation. To end the class, the teacher tells the students how Vesna’s story ended in reality.

### **The conclusion to Vesna's story**

*“Vesna took her case to a special European court, which enforces the law about discrimination. The court agreed that she had been discriminated against. Several other people who lived far away from the shop had been interviewed. The girl who got the job was only 16, white, and lived the same distance from the shop as Vesna. The shop had to give Vesna some money for the injury to her feelings.”*

As a follow-up, the teacher asks the students to write a letter to the manager of the shop or to the mayor of the town. He/she should help them to write both from their personal point of view and from the point of view of the European Court of Human Rights. It is important that the whole class should see these letters, so a discussion could also take place outside the normal school hours.

## Lesson 3

### Equality between men and women

#### How should we treat men and women?

Learning objectives	<p>The students become aware of gender-related discrimination in society.</p> <p>The students are able to understand the viewpoint of victims of discrimination related to gender.</p> <p>The students are able to react to situations of discrimination.</p>
Student tasks	<p>The students consider how they, and society in general, treat women in their country.</p>
Resources	<p>A copy of one story from student handout 2.2 for each group.</p> <p>A large sheet of paper and marker for each group.</p>
Method	<p>Small groups, discussion and presentations.</p>

#### Information box

There is still a long way to go before men and women will be treated as equal human beings by the law and in daily life. Different situations in the family, at school and at work offer opportunities to increase one's empathy for these issues and one's insight into how to deal with them. This lesson is also an invitation to change some practices in class or at school.

## The lesson

The class is divided into groups of four or five students. Each group is given one of the three stories given in student handout 2.2. Once the students have finished reading they are invited to discuss the questions given with each story.

The teacher then leads a short follow-up discussion about each story, asking a reporter from each group to give a brief summary of their story and to present the results of the group discussion.

Once this has been done, the teacher asks the students to read the table and the text on the blackboard carefully and then to give two examples of differences in sex, and another two of differences in gender, in order to ensure that all students understand the definitions given.

Sex	Gender
Biologically determined	Socially defined
Static, cannot change	Dynamic, possibility of change
<i>“Sex refers to natural distinguishing variables based on the biological characteristics of being a woman or a man.”</i>	<i>“Gender is a concept that refers to the social differences, as opposed to the biological ones, between men and women that have been learned, are changeable over time and that vary widely according to historical, cultural, traditional, geographic, religious, social, and economic factors.”</i>

Once back in their groups, the students are given a large sheet of paper and a marker. Now they discuss whether or not they think their school promotes gender equality. If they agree that it does, they have to present five examples which support the opinion of their groups. If the answer is “no”, however, they have to list up to five things that could be done to promote gender equality in their school.

Each group is asked to present their findings.

Should the teacher wish to extend this activity into project work, he or she should invite the students to choose one or two ideas and to set up a plan to implement these in the school. The plan should include the overall objective, the different steps to be taken, the people responsible and a time plan.

### Example of a plan

Overall objective: .....		
What has to be done?	Who will do it?	When does it have to be ready?

## Lesson 4

### Social justice

#### How should we cope with inequalities?

Learning objective	The students become aware of problems related to social justice.
Student tasks	The students discuss issues of distributive justice. The students rethink the whole unit.
Resources	(optional) Copies of student handout 2.3 and the questions.
Method	Text-based discussion, pair work, critical thinking.

#### Information box

In our society, there is no consensus about what social justice really means. The story used in this lesson is intended to help the students to reflect on the basic principles in which social justice should be rooted, while at the same time showing the complexity of the issue.

## The lesson

The teacher explains to the students that he/she will give them a story in four parts and after reading each part there will be a discussion. Alternatively, the teacher could read the story aloud.

The teacher then divides the class into pairs and gives each pair part one of student handout 2.3. The teacher can either read it aloud, ask another student to read it, or the students can read it in silence.

### Teacher's copy: part one

*“More than an hour elapsed between the first alarm and the sinking of the cruise ship ‘The Queen Maddy’. Thus the passengers were able to organise themselves a little before entering the rescue vessels. A heavy storm had caused the ship to crash into an oil tanker, resulting in the shipwreck.*

*About half a day later, some of the rescue vessels landed on a small rocky island. It was oval-shaped, about 1.5 km long and half as wide and partly covered by lush woods. There was no other island within reasonable distance. This rather sunny island was not inhabited, apart from the family Richalone, who lived in a luxurious villa on the top of the hill and owned the whole island.*

*Years ago, this family had settled on the island, hardly keeping contact with the outside world; they merely arranged the monthly delivery of fresh food, petrol and all sorts of other goods that they needed. Their life was well organised: they produced their own electricity, could afford to buy enough food and drink, and had all the modern comforts they wished for. In the past, the owner had been a very successful businessman. After a conflict with the authorities over a tax issue, he had become disillusioned with life and decided from then on to avoid all contact with the outside world.*

*The owner of the villa had observed the rescue vessels landing on his pretty island and approached the shipwrecked people.”*

The teacher then explains that the first question the students need to consider is whether, in their opinion, the owner of the island is morally obliged to allow these people to stay on his island. In order to help the students reach a conclusion, the teacher will read out a number of statements (listed below) and each pair will have to decide which statement(s) they agree with and why. The students discuss in pairs and note down their answers.

- A. The owner may refuse to allow the shipwrecked people to stay on his island.
- B. The owner may refuse to allow the shipwrecked people to stay on his island as long as he provides them with the necessary food and drink.
- C. The owner may refuse to allow all those who are not able to pay (with money, jewels or through labour) to stay on his island.
- D. The owner has to allow the people to stay on his island as long as necessary. The shipwrecked people have the moral obligation to respect the owner’s privacy and belongings.
- E. The owner has to allow the shipwrecked people unconditional access to the island and has to consider them as co-owners.

The teacher can get feedback from the class, for example by asking such questions as, “How many of you have chosen statement A?” “How many have chosen statement B?” “Why?”

Then the teacher distributes part two of the story.

## Teacher's copy: part two

*"The owner of the island decided to allow the shipwrecked people to stay for some time. He expected them to pay for services and food from his reserves. As long as there was food left from the ship, he refused to sell them anything at all.*

*There were 13 shipwrecked people. There was Victor, his pregnant wife Josepha, and their two children (3 and 7 years old). Abramovitch, 64, was a rich jewel merchant. He was the oldest member in the group and had no relatives or friends. He had a collection of golden rings, diamonds and other precious jewels with him. John, Kate, Leo and Alfred were four young friends, who were strong, healthy and very skilful. They had lived together in an alternative community house and had refurbished the house they lived in themselves.*

*Maria, a lawyer working part-time at a university, could only walk very slowly due to problems with her left leg and hip (the result of an accident). She was accompanied by Max, her assistant at university, as they were travelling to the US in order to give a lecture at a conference and to discuss the publication of a book with a publisher. Both were specialists in penal law, but not gifted with their hands. Last but not least, there was Marko and his girlfriend Vicky, both members of the boat crew who, at the last moment, had taken as much as they could carry from the ship's storeroom: cans of food, biscuits, oil and some cooking pans. All those shipwrecked had some money with them, but the boatswain Marko carried a large amount, which he had stolen from an apartment in the last port they had called at.*

*On the island there was a small, old shed on the hillside quite near the sea. It had only one room that could serve as a primitive shelter for two or three people."*

The teacher then explains that each pair needs to decide who, in their opinion, should be allowed to use the shelter. The teacher reads out the following statements and asks the students to discuss in pairs which statement(s) they agree with, why and whether they have another solution:

- A. The pregnant woman and the children.
- B. The four young friends, who are the only ones able to refurbish it.
- C. The jewel merchant, who pays for it (therefore allowing the others to buy some food).
- D. The boatswain and his girlfriend, on condition that they share their food with the rest of the people.
- E. The lawyer, who is able to act as mediator and settle quarrels among the shipwrecked people.

After reporting back, the next part of the story is handed out.

## Teacher's copy: part three

*"The shipwrecked people also had to decide what to do with the food reserves the boatswain had taken with him, and which he did not intend to share. In fact, sharing would have meant diminishing his and his girlfriend's chances of survival."*

Now the pairs are asked to consider who should receive the food from the ship's supplies. The teacher again reads the statements and asks the pairs to discuss and decide which of the statement(s) they agree with, why and whether they see another solution.

- A. The boatswain has to be allowed to keep the food for himself and his girlfriend.
- B. The food available should be distributed equally among all the shipwrecked people.
- C. The food available could be bought by the highest bidder (be it with money, goods or services).

After reporting back, the last part of the story is handed out.



## Teacher's copy: part four

In pairs, the students discuss who should ask the owner for food and how this should be done.

*“The shipwrecked people decided that the food should be shared, without any compensation. They forced Marko to hand over his provisions by appealing to his sense of moral obligation. After about a week there was no food left and the only solution was to try to get some food from the owner of the villa.”*

Then the teacher reads the following statements and asks which of the statement(s) they agree with, why and whether they see another solution.

- A. Each person should individually negotiate trade conditions with the owner (paying with money, jewels or labour). In this case, the family with children and the lawyer and her assistant, in particular, will have problems.
- B. All available resources (jewels, money) should be shared by all the people, irrespective of the original owner. The food bought this way should be distributed equally. Additional food could then be bought individually, in exchange for labour.
- C. The same as B, but everyone is expected to work to the extent he or she is able, and to share the food he or she earned in this way.
- D. The jewel merchant is allowed to buy everything the owner is ready to sell, and to “help” the others with food packages.

After reporting back, the teacher can lead a class discussion in order to help the students apply the story to the real world:

Do you recognise similar situations in our society?

- A. ... in your neighbourhood or family?
- B. ... in your country?
- C. ... on global scale?

What actual situations that you know about strike you as being unjust as far as distribution of food, water, housing, etc. is concerned?

- A. ... in your neighbourhood or family?
- B. ... in your country?
- C. ... on global scale?

Why?

At the end of this lesson, there must be a discussion about the basic concept of this unit. The teacher might decide to add an extra lesson. To start with, the teacher gives a short lecture using the basic information on equality and diversity from this unit. He/she might even prepare a handout on the different definitions. The students will then reflect on the four lessons in small groups: What have they discussed? What have they learned? Which new questions have they become aware of? They come up with suggestions on how to react to situations of inequality in their own lives.

## Student handout 2.1

### Vesna's story

Vesna, a Roma woman, tells what happened to her:

*"I saw a job for a sales assistant advertised in the window of a clothes shop. They wanted someone between 18 and 23. I'm 19, so I went in and asked the manager about the job. She told me to come back in two days because not enough people had applied.*

*I returned twice, and was always told the same thing. Nearly a week later I went back to the shop. The job advertisement was still in the window. The manager was too busy to see me, but I was told that the vacancy had been filled.*

*After I left the shop, I was so upset that I asked a non-Roma friend if she would go in and ask about the job. When she came out she said that she had been asked to come for an interview on Monday."*

### Questions

1. How would you feel if what happened to Vesna had happened to you? How would you react if your friend told you that she was invited for an interview?
2. Why, do you think, did the shop manager behave in this way? Do you consider this a form of discrimination? Why (or why not)?
3. What could Vesna do about it? Do you think that she could change the situation? What could other people have done on her behalf?
4. Do you expect the law to do something about such a situation? What should the law say?
5. Could this also happen in your own country? If so, which groups would be affected?

## Student handout 2.2

### Men and women: the story

#### Story 1

*“It has happened to me many times. After dinner, my mother expects her children to take all the dishes and casseroles to the kitchen, to clean the table, do the dishes, make sure that everything is put in the kitchen cupboard and that the whole kitchen is neat and clean. Once again my two brothers, though they are older than me, told me that this wasn’t something for them, and that I had to do it, just because I’m a girl. I didn’t protest this time, because I was so upset. I complained to my father, but he told me that it was good to have some practice, that it was a good preparation for becoming a housewife.”*

#### Questions

1. Can you imagine this happening in your family?
2. Imagine you are this girl: what would you want to say to your brothers? And to your father?
3. Do you agree with the text in Article 1 of the Universal Declaration of Human Rights? How does this apply to the above-mentioned story?

“All human beings are born free and equal in dignity and rights”.

#### Story 2

*“Six boys were standing around me in the school playground. They were all staring at me and teasing me. They said: ‘Hey guys, are you sure this is a girl? Shall we examine this a little further?’ Then one of them approached me, intending to touch me. But at that very moment the school principal entered the playground, and the boys left.”*

#### Questions

1. Can you imagine that this happens in or around your school? Give examples.
2. Imagine that you are this girl – what would you want to say to these boys?
3. Imagine another boy saw what was happening from a distance. Should this boy have intervened? Why/why not? How could he have done so?
4. Do you consider what happened to be “sexual harassment” according to the following definition?

*“Sexual harassment is any behaviour that in word, action or psychological effect of a sexual nature in intent or effect inflicts injury on the dignity of a person or gives rise to intimidation, hostility, or demeaning, threatening or similar situations and which is motivated by belonging to another sex or different sexual orientation and which to the victim represents inappropriate physical, verbal, suggestive or other behaviour.”*

#### Story 3

*“As a young engineer, I applied for the job of technical maintenance manager at a construction materials factory. I was invited to take part in general, technical, and psychological tests, along with 24 other people, all of them males except myself. After this phase, five people were selected for an interview with the general manager. Though I was ranked third after the tests, I wasn’t among them (I’ve got this information, on a very confidential basis, from a friend of mine working*

*in the staff administration office). Not mentioning this information, I tried to call the general manager. When I managed to talk to him, I asked if they took into account that I was female. He denied it, but said that it must be admitted that women often get pregnant after a few years, and that for certain jobs this creates problems of continuity. He also said that, especially for this job, it would be quite difficult for a woman, as all the workers in the technical team were men, and they behaved rather crudely. I should consider myself lucky not to have been selected.”*

## **Questions**

1. Can you imagine this happening in a company in your region?
2. Imagine you are this woman: what would you want to say to the general manager?
3. Do you think the general manager in this case is acting against the law in your country? If yes, how would you prove this?

*“All forms of discrimination on the grounds of gender in the employment process, the advertisement of vacancies, selection procedures, employment and dismissal are contrary to the provisions of the law.”*

## Student handout 2.3

### The shipwreck

#### Part one

“More than an hour elapsed between the first alarm and the sinking of the cruise ship ‘The Queen Maddy’. Thus the passengers were able to organise themselves a little before entering the rescue vessels. A heavy storm had caused the ship to crash into an oil tanker, resulting in the shipwreck.

About half a day later some of the rescue vessels landed on a small rocky island. It was oval-shaped, about 1.5 km long and half as wide and partly covered by lush woods. There was no other island within reasonable distance. This rather sunny island was not inhabited, apart from the family Richalone, who lived in a luxurious villa on the top of the hill and owned the whole island.

Years ago, this family had settled on the island, hardly keeping contact with the outside world; they merely arranged the monthly delivery of fresh food, petrol, and all sorts of other goods that they needed. Their life was well organised: they produced their own electricity, could afford to buy enough food and drink, and had all the modern comforts they wished for. In the past, the owner had been a very successful businessman. After a conflict with the authorities over a tax issue, he had become disillusioned with life and decided from then on to avoid all contact with the outside world.

The owner of the villa had observed the rescue vessels landing on his pretty island and approached the shipwrecked people.”

#### Part two

“The owner of the island decided to allow the shipwrecked people to stay for some time. He expected them to pay for services and food from his reserves. As long as there was food left from the ship, he refused to sell them anything at all.

There were 13 shipwrecked people. There was Victor, his pregnant wife Josepha, and their two children (3 and 7 years old). Abramovitch, 64, was a rich jewel merchant. He was the oldest member of the group and had no relatives or friends. He had a collection of golden rings, diamonds and other precious jewels with him. John, Kate, Leo and Alfred were four young friends who were strong, healthy and very skilful. They had lived together in an alternative community house and had refurbished the house they lived in themselves.

Maria, a lawyer working part-time at a university, could only walk very slowly due to problems with her left leg and hip (the result of an accident). She was accompanied by Max, her assistant at university, as they were travelling to the US in order to give a lecture at a conference and to discuss the publication of a book with a publisher. Both were specialists in penal law, but not gifted with their hands. Last but not least, there was Marko and his girlfriend Vicky, both members of the boat crew who, at the last moment, had taken as much as they could carry from the ship’s storeroom: cans of food, biscuits, oil and some cooking pans. All those shipwrecked had some money with them, but the boatswain Marko carried a large amount, which he had stolen from an apartment in the last port they had called at.

On the island there was a small, old shed on the hillside quite near the sea. It had only one room that could serve as a primitive shelter for two or three people.”

### **Part three**

“The shipwrecked people also had to decide what to do with the food reserves the boatswain had taken with him, and which he did not intend to share. In fact, sharing would have meant diminishing his and his girlfriend’s chances of survival.”

### **Part four**

“The shipwrecked people decided that the food should be shared, without any compensation. They forced Marko to hand over his provisions by appealing to his sense of moral obligation. After about a week there was no food left and the only solution was to try to get some food from the owner of the villa.”