**UNESCO CHAIR**

**Prof. Barbara Pozzo**

**PROJECT DESCRIPTION**

1. **Type of project**: UNESCO Chair

2. **Domains and disciplines**: the Project relates to UNESCO Priority Gender Equality Action Plan, which is included in UNESCO’s Medium-term strategy for 2014-2012. It also relates to promotion of linguistic diversity and multilingualism, in a view of social integration and ensuring cultural diversity.

The Project aims at promoting and developing:

\* gender equality and right to education;

\* awareness on women rights and equality of opportunities;

\* understanding and consensus on gender equality as a fundamental right;

\* gender sensitiveness to meet aspirations of women;

\* social integration;

\* cultural diversity in an environment where respect of fundamental rights in ensured.

3. **Context, justification and summary of the project**

The context of the Project is a world-wide lack of improvement of gender equality and women rights, including challenges arising from violation of human rights. Awareness, consciousness, knowledge and historical background of gender equality and development of human rights may contribute to improve women rights and equality of opportunities, in the light of fundamental rights.

Gender inequality is still existing in many areas of the world and, due to immigration flows from extra EU countries to Italy and other EU countries, it maintains its potential negative effects. In terms of capacity building, the Project is aimed at developing and improving knowledge and awareness on human rights, specifically with reference to women’s rights, including their right to actively participate to public life. It may contribute to remove prejudices which are often based on lack of cultural and historical background. In terms of transfer of knowledge the Project shall cover issues related to building up women rights as fundamental rights and gender equality.

**Summary of the Project**

The Project focuses on the analysis of the evolution of women’s rights in Italy within the wider European framework, as well as in some other non-European reference legal systems (notably, China and India). The perspective is that of the advent of a multicultural society, in which rules, institutions and customs circulate together with migratory flows. The project therefore aims, through educational activities, at allowing students to get a reference framework with respect to the major issues of equality and diversity, from both a cultural and a legal standpoint, with specific reference to women and gender.

The Project will involve educational activities, divided into 35 teaching hours per academic year plus 6 hours for training sessions, but also the organization of seminars and conferences, also in cooperation with other Italian and foreign public entities and universities.

The training activity envisages – together with theoretical classes aimed at illustrating the subjects of the course – debates about movies, documentaries and other inventive materials in order to allow the necessary deepening to take a critical view towards the whole subject. Such activity will be divided into three Sections:

**Section I – The evolution of women’s rights in the European framework**.

A. ITALIAN PERSPECTIVE.

1.The evolution of women’s rights in Italy: from the 1865 code to the advent of the First World War. 2. Adultery and the Italian woman in the literature: *Senso* by Camillo Boito. 3. Fascism and the new concept of “masculinity” and “femininity” in Italy. 4. The 1948 Constitution and the principle of equality: towards gender equality. 5. Reforms in the 1960s and 1970s: towards a concept of substantial equality.

B. FRENCH PERSPECTIVE.

6. The evolution of women’s rights in France: Olympe de Gouges and the Declaration of the Rights of Woman and the Female Citizen (1793). 7. The *Code Civil* and the Statute of the Woman. 8. The *Code Pénal* and the importance of adultery. 9. Adultery between law and literature: *Madame Bovary* by Flaubert and *Thérèse Raquin* by Zola. 10. The first conquests and the evolution of uses and fashion. 11. The introduction of women’s suffrage.

C. UK PERSPECTIVE

12. The evolution of women’s rights in Great Britain: the situation of women under the 1753 Marriage Act. 12. Mary Wollstonecraft and Women’s Rights (1792). 13. John Stuart Mill and the unfair subjugation of women (1869). 14. The situation of women in England in literature: Daniel Defoe (Moll Flanders, 1722), Jane Austen (Pride and Prejudice, 1817), and Charlotte Bronte (Jane Eyre, 1847).

**Section II – The evolution of women’s rights in some non-European contexts: the cases of China and India.**

A. CHINESE PERSPECTIVE

1. The woman in China. 2. Traditional Chinese law and the role of women in society. 3. Ancient practises and ancient traditions: foot binding and arranged marriages. 4. Reforms in the twentieth century. 5. Mao and the principle of equality. 6. Family planning, one-child policy, and the material impact on Chinese society: the missing daughters of China.

B. INDIAN PERSPECTIVE

1. The woman in India. 2. Traditional Indus law, the caste system and the role of women in society. 3. The invasion of Moghul and the British Raj’s impact. 4. Marriages between children and the Prohibition of Child Marriage Act. 5. The status of widows and the Indus Widows’ Remarriage Act. 6. Disappeared women and gender inequality: the debate raised by Amartya Sen.

**Section III – The woman in the multicultural society.**

1. Women’s protection in the International context. The Convention on the Elimination of All Forms of Discrimination against Women by the United Nations. 2. The migrant woman in the multicultural society. 3. The “new” cultural crimes. 4. Cultural defenses and cultural exemptions. 5. The US experience. 6. The Canadian experience. 6. The European experience.

4 **Objectives**

In the long term the Project is aimed at contributing to the establishment of a social environment where women’s fundamental rights are fully respected. The Project is also aimed at paving the way for a full integration of women from a social, economic and cultural standpoint. The Project may therefore contribute to improving knowledge and awareness on women’s rights, by removing prejudices based on lack of cultural and historical background.

5. **Type of activity**

The Project shall include a graduate and postgraduate teaching programmes, short-term trainings and visiting professorships.

6. **Target beneficiaries**

Target beneficiaries include students, academics and practitioners.

7. **Visibility and expected results at the national, regional and international level**

The Project envisages the development of courses focusing on the indicated subject matters, dedicated to classes of 30/40 people per year, including students, academics and practitioners. The Project also envisages the establishment of short-term trainings and the exchange of knowledge with other academic institutions. The expected result consists in spreading knowledge of such topics and in a relevant augmented sensitivity concerning gender equality and women’s rights.

**8. Implementation strategy**

The Project will be managed through the resources of the Department of Law, Economics and Cultures, including for the aspects related to its planning, teaching and informational support. The Project is coherent with the UNESCO’s objectives as delineated in the Priority Gender Equality Action Plan and is suitable for achieving results such as spreading the necessary knowledge to reach awareness with respect to the indicated objectives, measuring results as regards learning and community response (including response by the scientific community) to formation initiatives. Furthermore, it is financially sustainable, as it is included in the objectives of the Department of Law, Economics and Cultures and has obtained the requested financial contributions.