

Rights  
Responsibilities  
Representation



3-R  
Trainers'  
Kit

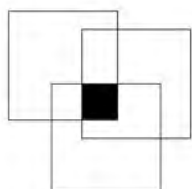
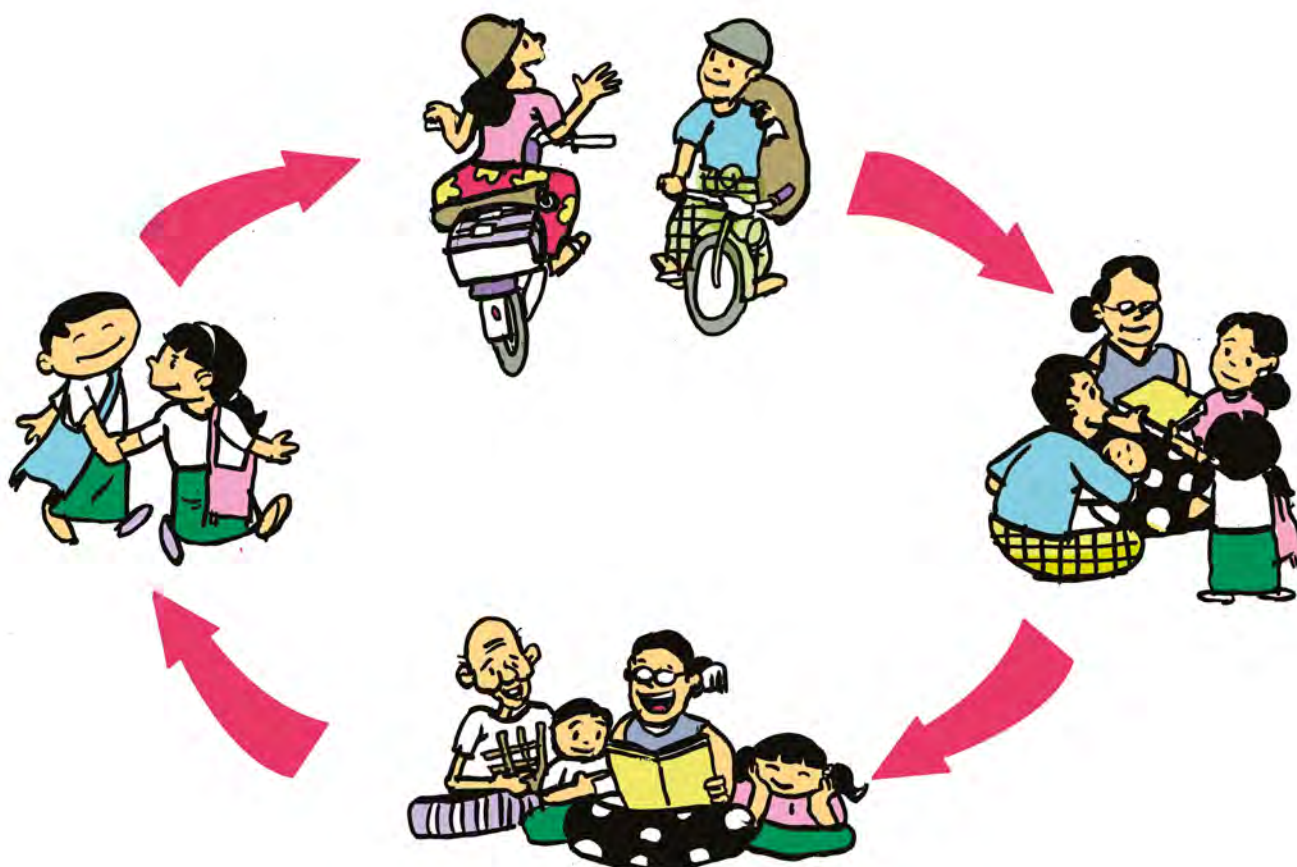


International  
Labour  
Organization

# EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES

## Supporting Life Skills in Myanmar

### Module 3: Equality in Life and Family





## **3-R Trainers' Kit**

# **EMPOWERMENT FOR CHILDREN, YOUTH AND FAMILIES**

## **Rights, Responsibilities and Representation**

### **Supporting Life Skills in Myanmar**

## **Module 3: Equality in Life and Family**

Copyright © International Labour Organization 2017  
First published 2017

Publications of the International Labour Office enjoy copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, short excerpts from them may be reproduced without authorization, on condition that the source is indicated. For rights of reproduction or translation, application should be made to ILO Publications (Rights and Licensing), International Labour Office, CH-1211 Geneva 22, Switzerland, or by email: [rights@ilo.org](mailto:rights@ilo.org). The International Labour Office welcomes such applications. Libraries, institutions and other users registered with a reproduction rights organization may make copies in accordance with the licences issued to them for this purpose. Visit [www.ifro.org](http://www.ifro.org) to find the reproduction rights organization in your country.

## FUNDAMENTALS

*Empowerment for children, youth and families: 3R trainers' kit on rights, responsibilities and representation - Supporting Life Skills in Myanmar / International Labour Office, Fundamental Principles and Rights at Work Branch (FUNDAMENTALS) - Yangon: ILO, 2017.*

ISBN: 978-92-2-130249-0 (Print); 978-92-2-130250-6 (Web PDF)  
International Labour Office; Fundamental Principles and Rights at Work Branch

Also available in Burmese: (ကလေးသူငယ်များ၊ လူငယ်များနှင့် မိသားစုများကို လုပ်ပိုင်ခွင့်ပေးအပ်ခြင်း၊ အခွင့်အရေးများ၊ တာဝန်ယူမှုများနှင့် ကိုယ်စားပြုခြင်းဆိုင်ရာ 3-R သင်တန်းဆရာများလက်စွဲ၊ မြန်မာနိုင်ငံအတွက် ဘဝသက်တာကျမ်းကျင်မှုများကို အထောက်အကူပေးခြင်း၊)  
ISBN 978-92-2-830850-1 (Print); 978-92-2-830851-8 (Web PDF), Yangon, 2017

*ILO Cataloguing in Publication Data*

## ACKNOWLEDGEMENTS

This publication was elaborated by Busakorn Suriyasarn, Neliën Haspels and Rosalinda Terhorst for ILO and coordinated by Selim Benaïssa from ILO Yangon Office.

Funding for this ILO publication was provided by the United States Department of Labor (Project MMR/13/10/USA) under cooperative agreement number IL-25263-14-75-K.

This publication does not necessarily reflect the views or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government. 100 percent of the total costs of the project or program is financed with federal funds, for a total of 5,000,000 dollars.

The designations employed in ILO publications, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the International Labour Office concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers.

The responsibility for opinions expressed in signed articles, studies and other contributions rests solely with their authors, and publication does not constitute an endorsement by the International Labour Office of the opinions expressed in them.

Reference to names of firms and commercial products and processes does not imply their endorsement by the International Labour Office, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval.

ILO publications and digital products can be obtained through major booksellers and digital distribution platforms, or ordered directly from [ilo@turpin-distribution.com](mailto:ilo@turpin-distribution.com). For more information, visit our website: [www.ilo.org/publns](http://www.ilo.org/publns) or contact [ilopubs@ilo.org](mailto:ilopubs@ilo.org).

Visit our website: [www.ilo.org/childlabour](http://www.ilo.org/childlabour)

Layout & Graphic Design: K Creative House  
Printed in Yangon  
Photocomposed by My-PEC, ILO-Yangon

# CONTENTS

<b>OVERVIEW</b>		<b>1</b>
<b>UNIT 3.1</b>	<b>WHAT'S THE DIFFERENCE BETWEEN BEING BOY AND A GIRL?</b>	<b>3</b>
<b>EXERCISE 3.1.1</b>	<b>WHAT MAKES A BOY, WHAT MAKES A GIRL?</b>	<b>4</b>
	BRIEFING NOTE: GENDER EQUALITY CONCEPTS AND DEFINITIONS	8
<b>EXERCISE 3.1.2</b>	<b>FACT OR OPINION</b>	<b>14</b>
	TRAINING AID 3.1.2 A: FACT OR OPINION	18
	TRAINING AID 3.1.2 B: FACT OR OPINION SHEET	19
<b>UNIT 3.2</b>	<b>VALUES AND ATTITUDES ABOUT GENDER ROLES</b>	<b>21</b>
<b>EXERCISE 3.2.1</b>	<b>IF I WERE ...</b>	<b>22</b>
<b>EXERCISE 3.2.2</b>	<b>HEROES AND HEROINES</b>	<b>25</b>
	BRIEFING NOTE: GENDER-RELATED PROVERBS FROM MYANMAR AND EAST ASIA	29
<b>UNIT 3.3</b>	<b>MAKING A HAPPY FAMILY</b>	<b>33</b>
<b>EXERCISE 3.3.1</b>	<b>VOTE FOR FAMILY HAPPINESS</b>	<b>34</b>
	TRAINING AID 3.3.1 A: FAMILY SITUATION CARDS	38
<b>SOURCES FOR FUTHER READING</b>		<b>39</b>



## ■ MODULE 3

# EQUALITY IN LIFE AND FAMILY

### OVERVIEW

This module explains equality issues and concerns in life, with an emphasis on equality between men and women, boys and girls in the family. The exercises in this module are designed to help create a deeper understanding about what it means to be a boy and a girl, a man and a woman. Children, youth and family members will explore their own understanding and attitudes about their own and the other sex. They will analyze gender values, norms and attitudes on the status of women and men, and relations between them that prevail in their own families and their society. They will learn that all human beings have a right to develop themselves fully and find out how families can achieve this right for their members.

This module includes 3 units:

- Unit 3.1      What's the Difference between Being a Boy and a Girl?
- Unit 3.2      Values and Attitudes about Gender Roles
- Unit 3.3      Making a Happy Family

UNIT 3.1 WHAT'S THE DIFFERENCE BETWEEN BEING A BOY AND A GIRL?	AIMS	TIME
<b>Exercise 3.1.1</b> <b>What Are Human Rights?</b>	<ul style="list-style-type: none"><li>• To learn about biological and social differences between men and women</li><li>• To understand that gender values, norms and practices can be changed in the family and in society, if people want to</li></ul>	40 mins
<b>Exercise 3.1.2</b> <b>Fact or Opinion</b>	<ul style="list-style-type: none"><li>• To understand the difference between facts and opinions about sex and gender roles</li></ul>	60-70 mins
UNIT 3.2 VALUES AND ATTITUDES ABOUT GENDER ROLES	AIMS	TIME
<b>Exercise 3.2.1</b> If I Were...	<ul style="list-style-type: none"><li>• To become aware of and analyze the values and attitudes on gender roles within one's own family and community</li><li>• To identify what needs to be changed to give fair and just chances to boys and girls</li></ul>	45-75 mins
<b>Exercise 3.2.2</b> <b>Heroes and Heroines</b>	<ul style="list-style-type: none"><li>• To explore and analyze the values and attitudes on gender roles in one's own culture</li><li>• To identify what needs to be changed to give fair and just chances to boys and girls, and women and men in society</li></ul>	60 mins
UNIT 3.3 MAKING A HAPPY FAMILY	AIMS	TIME
<b>Exercise 3.3.1</b> <b>Vote for Family Happiness</b>	<ul style="list-style-type: none"><li>• To become aware of one's own attitudes on family relations</li><li>• To understand what makes a happy family</li></ul>	90 mins
<b>TOTAL TIME IN MODULE 3: 4 HOURS 10 MINUTES – 5 HOURS 35 MINUTES</b>		





## ■ UNIT 3.1 WHAT'S THE DIFFERENCE BETWEEN BEING A BOY AND A GIRL?



### CONTENTS

This unit deals with participants' self-awareness and understanding about what it means to be male or female. Participants will explore and analyze their own perceptions of the gender roles. They will understand the concepts of sex and gender and the distinction between biological and social differences between men and women. They will learn that people can change the social differences and relations between the sexes if they consider that these are not fair and just.



### KEY MESSAGES

- Boys and girls, men and women are born with a few different biological characteristics, such as the sexual organs and hormones that determine their reproductive functions.
- Except for the reproductive functions, the differences between the two sexes in most other areas in life (i.e., behaviours, attitudes, social and family roles) are largely influenced by society. These differences can be changed.
- Opinions and prejudices about gender roles often exist in society and help to create or perpetuate gender inequality. Therefore, it is important to learn how to distinguish between facts and opinions and seek more information to verify information before believing it.
- All family members, irrespective of their age and sex, have the right to be treated with dignity and need to be given opportunity to develop to their full potential.



### EXERCISES

- 3.1.1 What Makes a Boy, What Makes a Girl
- 3.1.2 Fact or Opinion



### RELATED UNITS

- Who Am I?
- 3.2 Values and Attitudes about Gender Roles
- 3.3 Making a Happy Family
- 6.1 Changes and Sexuality

## ■ EXERCISE 3.1.1 WHAT MAKES A BOY, WHAT MAKES A GIRL?



### OBJECTIVES

- To learn about biological and social differences between men and women
- To understand that gender values, norms and practices can be changed in the family and in society, if people want to



### TARGET GROUP

Children, youth and adults (children separately from youth and adults)



### DURATION

40 minutes



### SEATING ARRANGEMENTS

U-shape or semi-circle seating with room for group work



### MATERIALS

- At least 3 sheets of flipchart paper or a writing board at least 2-3 meters wide
- 2-3 colour markers and a roll of marking tape or chalk



### TRAINING AID

Briefing Note: Gender Equality Concepts and Definitions



### SESSION PLAN STEPS<sup>1</sup>

1. Drawing competition – 15 minutes
2. Characteristics of boys and girls/men and women – 15 minutes
3. Sex or gender – 10 minutes

<sup>1</sup>Adapted from: WWRGE Manual-Cambodia by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Module 3.2 Values and Attitudes – Sexy Relay Race.

## PREPARATION

Find an area or clear the room to make at least 3 by 6 meters of empty space. Place two flipchart stands on one end of the empty space (if there are no flipchart stands, place sheets of flipchart paper on a board or wall space). Leave about 1 meter between the two flipcharts. On one flipchart write the word 'BOY' and the other 'GIRL' (or 'MAN' and 'WOMAN' for youth and adult target groups). Mark a START line with a masking tape or chalk on the floor about 2 meters in front of each blank flipchart.

### STEP 1 ▶ BRAINSTORM: WHAT DOES IT MEAN TO BE HUMAN? – 15 MINUTES

Tell the participants that they will have a drawing competition. Divide them into two teams with equal numbers of male and female participants.

Have each team line up alternately female-male-female-male and so on, with the first person standing behind the START line. Do not give the teams a marker until the rules are explained and understood. Explain the rules of the competition as follows:

- One team will draw a boy (man) and the other team will draw a girl (woman) as fast as possible. The drawings will be from head to toe.
- On the START signal, one person from each team starts by drawing one line and then runs back to hand over the marker to the second person who adds a new line, and so on.
- All team members should get at least one chance to draw. Draw one line and then pass the marker to another person. Do this as fast as you can!
- The team that has made the clearest drawing will be the winning team.

Give a marker to the first person in each group and give the START signal. After the drawings begin to take shape and each team starts adding details, announce that there are only a few minutes left to keep a quick pace and maintain high spirits.

Stop the drawing competition when you see that the drawings have several clear physical and social characteristics of a boy (man) and a girl (woman) respectively: breasts for a woman; beard and Adam's apple for a man; the sexual organs; a woman's pregnancy or a baby on her back; bulging muscles in the arms of a man; differences in clothes and hair styles.



#### Tip for Trainers

*Be sensitive to the culture of the participants. Some groups of participants may be too shy to draw the sexual organs, but this should not be a problem, if other biological differences are clearly drawn. Do not push participants to draw the sexual organs, if they are uncomfortable.*

**STEP 1** CHARACTERISTICS OF BOYS AND GIRLS/MEN AND WOMEN – 15 MINUTES

Ask everyone to come back to their seats and discuss the drawings together:

- Ask the participants:
  - Are the images clear? What is similar, what is different?
  - What are the characteristics of the BOY (MAN) drawing?
  - What are the characteristics of the GIRL (WOMAN) drawing?
- Write down the characteristics on the side of each drawing or on a different flipchart.
- Go through the characteristics noted besides each drawing one by one and ask the participants if the opposite sex can have the same physical or social characteristics.

**Tip for Trainers**

*Be sensitive to the culture of the participants. Some groups of participants may be too shy to draw the sexual organs, but this should not be a problem, if other biological differences are clearly drawn. Do not push participants to draw the sexual organs, if they are uncomfortable.*

**STEP 2** CHARACTERISTICS OF BOYS AND GIRLS/MEN AND WOMEN – 15 MINUTES

Ask everyone to come back to their seats and discuss the drawings together:

- Ask the participants:
  - Are the images clear? What is similar, what is different?
  - What are the characteristics of the BOY (MAN) drawing?
  - What are the characteristics of the GIRL (WOMAN) drawing?
- Write down the characteristics on the side of each drawing or on a different flipchart.
- Go through the characteristics noted besides each drawing one by one and ask the participants if the opposite sex can have the same physical or social characteristics.
- Mark the characteristics that participants say can be changed. For each characteristic, ask if the opposite sex can have the same, e.g., can a boy wear skirts and a man have long hair, can a girl play soccer and a woman be a police officer and so on? Once many characteristics have been marked, ask:
  - Which characteristics belong to just one sex only? (Biological attributes such as genitals and sexual organs, pregnancy, mustache, beard, and Adam's apple)
  - What kind of characteristics can not be changed? (Biological sex characteristics that are influenced by hormones and the ones that people are born with)
  - What kind of characteristics can both sexes have? (Social characteristics that people are not born with but later develop or learn in life such as outer appearances and personality; family, professional and social roles)
- Explain the concepts of sex and gender (see Briefing Note: Gender Equality Concepts and Definitions).

**Tip for Trainers**

*The drawings of the boy and the girl by children may not show several clear physical details like the drawings by youth and adults. If there are not very many physical or social characteristics in the children's drawings, encourage them to come up with at least 5 more things that come into their minds when thinking of girls and boys respectively.*

**Tip for Trainers**

To make the exercise more exciting, you can show pictures of people from other cultures that are not conforming to the participants' expectations and pictures that are against stereotypical gender roles, for example: Asian and Western men wearing trousers (compared to Bumese men wearing longyis), women and men, boys and girls in different ethnic costumes, a Scotsman in kilt, Chinese men and boys with long hair, a male nurse, women soccer players, women pilots, men cooking and feeding a baby, etc.

**STEP 3** SEX OR GENDER – 10 MINUTES

Continue the exercise by checking whether the participants understand the distinction between sex and gender roles. Tell participants that you will read some statements: some statements are about 'sex' (biological) and others are about 'gender' (social). Participants will raise their left hand when the statement is about 'sex', and the right hand when it is about 'gender'. Test one or two statements with to make sure participants understand the concept, then go through the following statements one by one:

- 1) Women can get pregnant, (S)
- 2) Men have short hair; women have long hair, (G)
- 3) Women can breast feed babies, (S)
- 4) Women and girls are responsible for the household and children, (G)
- 5) Men bottle feed babies, (G)
- 6) Men have facial and body hair and an Adam's apple, (S)
- 7) Women in the rural areas have a lot of children, (G)
- 8) Men usually have a deeper voice than women, (S)
- 9) Women often work as cooks and traders in some countries, but in other countries these jobs are done by men, (G)
- 10) Nowadays men and women get married at an older age. (G)

Emphasize the key messages:

- Boys and girls, men and women are born with a few different biological attributes, such as sexual organs and hormones that determine their reproductive functions, for example, men produce sperms, and women get pregnant and give birth.
- Except for the reproductive functions, the differences between the two sexes in most other areas in life (i.e., behaviors, attitudes, social and family roles, gender expressions such as choices of clothing and ornaments) are largely influenced by society. These differences vary from one society to another, within societies, and from one generation to another, and can be changed if people want to.

**Tip for Trainers**

Some urban participants may wish to discuss plastic surgery and sex change operations. Trainers should be open to discuss this but be careful not to spend too much time or alienate other participants. If the issue is raised, one way to respond is: Technology can minimize the physical differences between the male and female sexes and some people may have a gender identity that is different from their birth sex. However, the most fundamental biological reproductive abilities that people are born with cannot be changed. Surgeons can change the shapes of eyes, nose, lips, breasts, and sexual organs. A man can take female hormones to look like a woman, and a woman can take male hormones to look like a man. Yet, even with new sexual organs, a person born male who became a woman cannot grow an ovary, get pregnant or produce breast milk, and a person born female who became a man cannot produce sperms.

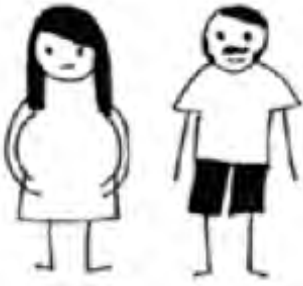



## BRIEFING NOTE: GENDER EQUALITY CONCEPTS AND DEFINITIONS<sup>2</sup>

This briefing note has two sections: 1. Gender equality basics and 2. Gender equality strategies. The concepts and core messages of section 1 are the subject of the gender-specific exercises in Modules 3 and 4, and are addressed throughout the 3-R trainers' Kit, because children, youth and adults alike need to know these to be able to achieve equality in their daily life and work. However, educators, trainers, organizers and leaders need to know more on how to promote gender equality successfully and how to avoid some common pitfalls when providing gender training. Section 2, therefore, provides further information about gender concepts and effective strategies for the promotion of gender equality to enable you to become better gender advocates, trainers and leaders.

### SECTION 1: GENDER EQUALITY BASICS

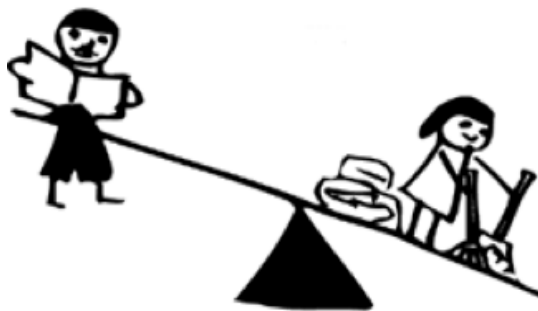
The sex children are born with influences their chances in life, alongside other important variables such as socio-economic class or caste, race or ethnicity. The biological differences of being born as a boy or a girl become important only later in life when children reach puberty. However, from the moment of their birth, all societies assign different roles, attributes and opportunities to boys and girls. They are socialized to perform the roles of men and women in their society based on the ideas in that society how men and women should or should not behave. These social meanings given to biological sex differences are covered by the term gender.

WHAT IS SEX AND WHAT IS GENDER?	
	
<ul style="list-style-type: none"> <li>Sex refers to the biological differences between men and women, boys and girls, that are universal and do not change. For example, only women can give birth and only men can produce sperms.</li> </ul>	<ul style="list-style-type: none"> <li>Gender refers to the social differences and relations between the two sexes. These are learned, vary widely within and between cultures and change over time. For example, in many countries women take care of young children, but increasingly men are taking care of young children too.</li> </ul>
<ul style="list-style-type: none"> <li>People usually do not change the sex they were born with but they can change the gender differences and relations in their family and society if they consider that these are not just and fair.</li> </ul>	

<sup>2</sup> Source: *Gender Mainstreaming Strategies in Decent Work Promotion: Programming Tools – GEMS Toolkit* by ILO (ILO: Bangkok, 2010).

People from different cultures and traditions usually have different ideas and expectations about the characteristics, abilities and likely behaviour of girls/women and boys/men— in other words, on femininity and masculinity. These ideas influence how women and girls, men and boys behave or express themselves, including the way they talk and dress, as well as the opportunities and chances that they have in work and in life. Some families, communities and societies have strict ideas and standards of behaviours for women/girls and men/boys, and these often restrict the opportunities and potential of girls/women and sometimes also of boys/men. Such ideas may often not be in line with reality and may disguise the actual contributions of women or men in the family, the workplace, the community and society.<sup>3</sup> It is useful to understand the difference between facts and opinions, by looking at the actual contributions of girl and boys, men and women and the ideas in people's heads on what they should be like, can and cannot do and should and should not do:

- **Gender roles** refer to the activities that both sexes actually do. For example, boys help their fathers outside the house and girls help their mothers with the household chores. Gender roles, although often reinforced by the gender values, norms and stereotypes that exist in each society, can and do change over time and across cultures.
- **Gender values, attitudes and norms** refer to the ideas that people have on what men and women of all generations should be like. For example, in many societies girls should be obedient and cute and are allowed to cry, and boys are expected to be brave and not cry.
- **Gender stereotypes** are the ideas and (firm) opinions that people have on what boys and men, girls and women are capable of doing. For example, it is often believed that women are better housekeepers and men better with machines, or that boys are better in mathematics and girls better in nursing. While stereotypes may sometimes be true, they are often proven false.



In most societies there are differences between the sexes in the rights they are given and the opportunities they have. Common disparities exist, for example between girls' and boys' access to education and training, between women's and men's workload, their access to and control over resources and benefits, and in the roles of men and women in decision making. For this reason the international community and the majority of governments and civil societies are committed to promoting gender equality.

- **Gender equality**, or equality between the two sexes, refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men, girls and boys in life and at work. Gender equality means that people of all ages and both sexes have equal chances to succeed in life. It means that all human beings have equal, in other words, fair and just access to and control over resources and benefits so that all can participate in, decide on and benefit from development.



<sup>3</sup> The ideas of what is feminine or masculine are largely based on the idea of heterosexuality, which means people are sexually attracted to the opposite sex. However, some people are not heterosexual, but have a different sexual orientation or gender identity (see more about sexual orientation and gender identity in Exercise 6.1.5 Born This Way in Module 6).



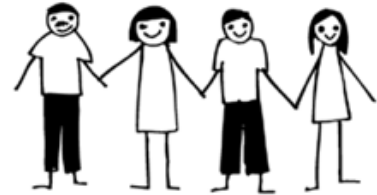
- **Gender equality promotion** is about ensuring equal outcomes and equal shares between men and women, boys and girls, so that all persons are treated with dignity and allowed to develop to their full potential, leading to a higher quality of life for all. It does not mean that women and men need to become exactly the same. Women and men can be and are different, but should have equal rights, responsibilities and opportunities in life. The way boys and girls, women and men, are treated and their work is valued should not depend on whether they are born male or female. Gender equality will be achieved when women and men enjoy the same human and workers' rights, and are valued and treated equally and when there is a fair distribution between them of:
  - responsibilities and opportunities
  - workload, decision making and income.

#### Core messages for gender equality promotion

During training on gender equality promotion, trainers always need to make sure that the

#### Achieving gender equality is the responsibility of all in society.

Consensus needs to be built in families and societies on the desired balance between roles and responsibilities of men and women and every generation needs to come to an agreement on how to achieve gender equality at home, in the workplace and in the community. Gender equality promotion requires contributions and inputs from both men and women.



#### Promoting gender equality will benefit all in society.

Sometimes a fear exists that advancing the position of women means that something is taken away from men. However, the promotion of gender equality does not imply giving more power to women and taking away power from men. The promotion of equality between women and men is empowering for both sexes and leads to a win-win situation for both.



- **Gender equality promotion** is not only the **right thing to do**. It is also the smart thing to do. It is not only just and fair to involve men and women equally in development. It also makes good economic and business sense to utilize all talents and resources in families and societies.

## SECTION 2: GENDER EQUALITY STRATEGIES

### What are gender equality, gender equity and gender justice?

In order to emphasize the need for designing specific measures to eliminate inequalities and discrimination, many organizations have introduced the concept **gender equity** (fairness, justice)<sup>4</sup>. Some organizations prefer one term to the other, while others use both interchangeably. The difference between the two terms can be summarized as follows:

- **Gender equality** is the goal defined as equal opportunity and treatment of both sexes, so that women and men, girls and boys can participate in, decide on and benefit from development on an equal footing.
- **Gender equity** is about equality of outcomes and results. It is about the fair and just

<sup>4</sup> The ILO defines gender equity as "fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities," *ABC of Women Workers' Rights and Gender Equality* by ILO (ILO: Geneva, 2000), p. 48.



treatment of both sexes that takes into account the different needs of the men, women, boys and girls, cultural barriers and (past) discrimination of the specific group. It is a means to ensure that girls and boys, women and men have equal chances not only at the starting point but also when reaching the finishing line.

- The difference between gender equality and gender equity can be illustrated by the following fable about a stork and a fox:<sup>5</sup>



Once upon a time there were a stork and a fox. The fox invited the stork to its house for dinner. Food was served in a dish, so the stork with its long beak could not eat it.

The following day, the stork invited the fox to its house for dinner. Food was served in a long vase, so the fox with its short tongue could not eat it.



The tongue of the fox and the beak of the stork, which are both used for eating but have different shapes and require different methods, represent different needs of people. This story illustrates that sometimes even when equal opportunity is made available (the food is served to both), the outcome may not necessarily be just and fair or equitable (each animal's method of eating is not suitable for the other).

- **Gender justice** is about the ending of, and the provision of redress for, inequalities between women and men that result in the subordination of women to men. The gender justice approach seeks to transform unequal power relations between men and women. Priorities include advancing women's rights and access to resources on an equal footing with men; building women's voice and 'agency' – ability to make choices; increasing women's access to policy and decision making institutions in the social, economic and political spheres and making these institutions responsive and accountable to women

### What are the key Gender Mainstreaming Strategies?

Gender Mainstreaming Strategies (GEMS) aim at giving equal rights, opportunities and treatment to men and women as beneficiaries, participants and decision makers by:

- Integrating gender equality into the mainstream and including women's and men's priorities and needs systematically and explicitly in all policies, programmes, projects, institutional mechanisms and budgets
- Designing and implementing gender-specific measures to protect the reproductive rights of women and men and to redress the effects of past or continuing discrimination. through the empowerment of one or the other sex – generally women, as they are more likely to experience social, political or economical constraints.
- Addressing both practical and strategic gender needs because the roles of men and

<sup>5</sup> Source: *Gender Awareness Handbook by Gender and Development for Cambodia (GAD/C: Phnom Penh, 2001)*. ILO: Geneva, 2000, p. 48.

**WHAT ARE PRACTICAL AND STRATEGIC NEEDS?**

☞ Practical needs are basic needs or survival needs, e.g. food, water, shelter, income, clothing and healthcare. Meeting practical needs is about improving living and working conditions of men and women.



☞ Strategic needs are the needs for equality and empowerment of both women and men, e.g. sharing of family care and decision making, equal access to education and training. Meeting strategic needs is about redressing inequalities



**What is gender-specific action?**

The needs of girls and women, boys and men may be different because of their biological functions, and/or the unequal status between them due to gender norms, values, stereotypes and practices in society. Therefore, something extra needs to be done to achieve gender equality:

- **Protection of biological functions** is vital for both women and men. Due to women's reproductive functions, they need special care, such as medical care before, during and after pregnancies to ensure healthy deliveries, mothers and babies.
- **Addressing inequalities resulting from gender values, norms and practices.** If inequalities are large, equal treatment of women and men is not sufficient because existing inequalities could remain or even become larger. In such cases, **gender-specific measures** are needed to redress existing imbalances, effectively meet the needs of everybody and ensure they have equal chances in life. The advancement of girls and women is a necessary strategy whenever they are in a disadvantaged position as compared to men and boys. This will lead to the empowerment, and increased welfare and well-being of everybody in the family.



**Gender-specific action** can include one or a combination of the following:

- **Positive or affirmative action** is a temporary measure to eliminate the results of past or current discrimination. Generally they consist of setting quota's or targets for the participation of discriminated groups in programmes for a given time period. The international community has agreed that this type of positive discrimination is justified and necessary to achieve genuine equality.

- **Women-specific activities** may be needed when cultural norms and values restrict women's equal participation in activities for both sexes. They are used to enable women to develop and strengthen their self-esteem, to identify their constraints and to jointly develop means to overcome them.
- **Men-specific activities** are needed because inputs from both sexes are necessary to achieve gender equality. Raising the awareness of men is especially important as men are often in positions of authority as husbands, fathers and decision makers. They need to be convinced and committed to take responsibility for gender equality in partnership with women.



### Examples of gender-specific action

• The equal right to education provided by law in most countries does not always translate to boys and girls being enrolled in school in equal numbers because parents do not think education is important for girls or do not like to send girls to school far from home. In this case extra measures are needed to ensure equal enrolment of girls alongside boys in schools such as:

- Setting time-bound targets to increase the participation of girls in schools
- Changing attitudes about education of girls among fathers, mothers and children
- Making it safe for girls to go to far away schools
- Bringing schools to the community.

• Almost all countries stipulate in their Constitution that women and men have equal rights to make decisions that concern their lives and to participate in development in their communities and societies. However, the practice in many countries is that there are very few women represented in village, district, provincial and national committees that make decisions for the community and society. The usual reason given for this is that women are too busy with the family affairs and that public affairs are men's business. This means that many decisions are made in the community with little direct input from the women and that the views and perspectives of the women (which may be different from those of the men) are not taken into account in an adequate way. In such cases, this inequality can be addressed by:

- Public advocacy, encouraging people to vote for women
- Setting specific targets for representation of women in village committees, for example, at least 1/3 of the committee members must be women, and setting a timetable for reaching this target
- Training women to enable them to take up leadership positions.



## ■ EXERCISE 3.1.2 FACT OR OPINION

### OBJECTIVES

To understand the difference between facts and opinions about sex and gender roles

### TARGET GROUP

Children, youth and adults (children separately from youth and adults)

### DURATION

60-70 Minutes

### SEATING ARRANGEMENTS

Semi-circle seating with a lot of room to move around for children; group seating for youth and adults

### MATERIALS

Flipchart paper, markers and masking tape

### TRAINING AIDS

3.1.2 A: Fact or Opinion

3.1.2 B: Fact or Opinion Sheet

Briefing Note: Gender Equality Concepts and Definitions (in Exercise 3.1.1)

### SESSION PLAN STEPS<sup>6</sup>

1. Difference between facts and opinions – 10 minutes
2. What's fact, what's opinion? – 10 minutes
3. Fact or opinion game – 20-30 minutes
4. Analysis and summary – 20 minutes

<sup>6</sup> Adapted from: World Wise School by Peace Corps, Part 2: Developing Global Perspectives, Is That a Fact?, <http://files.peacecorps.gov/uploads/www/lesson-plans/files/looking.fact.a.pdf>.

**STEP 1** ▶ **DIFFERENCE BETWEEN FACTS AND OPINIONS – 10 MINUTES**

Introduce the difference between facts and opinions to participants. Show the participants six statements, three of which are examples of facts (F) and the other three of opinions (O). Without telling them whether the statements are facts or opinions, write the examples on the board. Choose examples that are close to participants, for example:

- 1) Asian people have black hair. (F)
- 2) Asian people have very beautiful hair. (O)
- 3) My school does not have enough teachers. (O)
- 4) There are four teachers in my school. (F)
- 5) The math class is very boring. (O)
- 6) I got only 65% in the last math exam. (F)

Ask the participants to identify which statements are facts and which are opinions. Once identified, put the statements of facts and opinions side by side, as follows:

FACT		OPINION	
1.	Asian people have black hair.	1.	Asian people have very beautiful hair.
2.	There are four teachers in my school.	2.	My school does not have enough teachers.
3.	I got only 65% in the last math exam	3.	The math class is very boring.

**STEP 2** ▶ **WHAT'S FACT, WHAT'S OPINION? – 10 MINUTES**

Brainstorm with participants on the definitions of a fact and an opinion by asking the following questions (see Training Aid 3.1.2 A for detailed explanations):

1. How can you tell if a statement is a fact?
2. How can you tell if a statement is an opinion?
3. What is different between a fact and an opinion?
4. If you are not sure if a statement is a fact or an opinion, what do you do?
5. Why is it important to know whether a statement is a fact or an opinion?

**STEP 3** ▶ **FACT OR OPINION GAME – 20-30 MINUTES**

For children: Prepared in advance the twenty statements in Training Aid 3.1.2 B. Cut up each statement with the number attached (1 – 20). Roll each of them up and put them in a box.

- Clear the room to make enough space for children to run around.
- Ask for three volunteers. Pin a sheet with the words 'Fact' on one child, 'Opinion' on another and 'Don't know' on the other. Have each child stand at a different corner in the room.
- Ask the rest of the children (save the three volunteers) to draw one

statement each. (It is okay if there are not enough statements for all children.)

- Ask who has statement No. 1 and ask the child to read the statement loudly for all other children to hear. When the statement is heard, the children will decide whether the statement is a fact, an opinion or if they do not know and run to stand by the person with the corresponding sign.
- Ask for statement No. 2 and repeat the process, for statements No. 3, No. 4, and so on.
- For each statement, ask the children for the reason why they think the statement is a fact or an opinion. In the cases where children disagree, ask the opposing sides to convince the other side.



#### Tip for Trainers

*For children who may not be able to read well, designate one or two children who can read well, or the trainers, to read the statements to them. Depending on the amount of time available and the ability of children to absorb, you may choose only a set of 10-15 selected statements from the list, or write new statements that are more appropriate for the target group. Similarly for youth and adults, the statements should concern real-life issues. The key is to help participants develop a more analytical perspective towards the prevailing ideas and practices that concern gender roles in their society.*

**For youth and adults:** If the participants are not highly literate, use the same exercise for children above. Otherwise, use the following steps:

- Divide the participants into mixed groups of 4-6 people.
- Distribute to each group Training Aid 3.1.2 B, flipchart paper and markers.
- In each group, members will work together to analyze and decide whether the statements are facts or opinions or whether they need more information before they can decide. Give them about 20 minutes to discuss the statements and 5-10 minutes to prepare their presentation on a flipchart.
- Once all groups finish their task, ask them to show their results in plenary. The trainer then discusses the answer to each statement, using the flipcharts of all groups. Point out the similarities and differences across the groups: Do most groups agree on statements as being facts or opinions? Do they think they need more information for certain statements?

## STEP 4 ANALYSIS AND SUMMARY – 20 MINUTES

Analyze the statements by first identifying the facts among the statements. (Answer keys: Statement numbers. 2, 4, 12, 14, 16, and 18 are facts.) Then together discuss the remaining statements.

It is important to emphasize the distinction between facts and opinions and **clarify and demystify** the statements that are prejudiced, positive or negative opinions about gender roles, values, norms and stereotypes (see Briefing Note: Gender Equality Concepts and Definitions in Exercise 3.1.1). Use the prejudiced and gender-stereotyped statements as examples to point out how these are perpetuated by ideas and beliefs that are not based on facts. If many people take these ideas and beliefs to be true, society and individuals in the society can suffer. For example:

- Many girls do not get enough education because their parents and society believe that it is not important for them to get education as

- they will get married and not need it.
- Many men become addicted to alcohol because boys get alcohol at a very young age and people in society think it is normal or 'manly' for men to drink and get drunk. Drunken men are often unemployed and many hurt their families with domestic violence.

Conclude the exercise with the following points:

- **Facts** can be proven to be true by evidence and something that everyone can agree on.
- **Opinions** are views, feelings or beliefs that people have about something that are not based on facts and are not proven by evidence.
- Opinions and prejudices about gender roles often exist in society and help create or perpetuate gender inequality.
- In everyday life we constantly need to analyze the information we receive. The ability to judge if certain information is a fact or not helps us to make better decisions. Otherwise, we risk making mistakes, offending and hurting other people and ourselves by misunderstanding and making wrong assumptions and decisions.
- Therefore, it is important to **distinguish** between facts and opinions and **seek more information** to verify information before believing it.





## TRAINING AID 3.1.2 A: FACT OR OPINION

1. **How can you tell if a statement is a fact?**  
The statement can be verified and proven to be true by support of evidence and cannot be falsified. For example:  $2 + 2 = 4$ ; only women can give birth. In other words,  $2 + 2$  can only equal 4; it is a fact of nature that only women can give birth.
2. **How can you tell if a statement is an opinion?**  
A statement is a feeling or a belief of an individual or a group of people that is not based on a fact or substantiated by evidence or proof. For example, rich people are happy. This statement may or may not be true and it can be proved and disproved by evidence. However, there are opinions that are not easy to prove, for example, beliefs in heaven, life after death or reincarnation.
3. **What is the difference between a fact and an opinion?**  
Opinions are subjective and not based on factual evidence. Different persons can have different opinions about the same thing. For example, different people have different opinions about riding a motorcycle: it is fun, it is fast, it is convenient, it is exciting, it is dangerous, etc. whereas some people may not have any opinion about it at all. If the opinions are about feelings, they are not necessarily right or wrong, just different. On the contrary, everyone has to agree if something is a fact because it is proven to be true. For example,  $2+2 = 4$  and only women can give birth. Everyone can agree that motorcycles have two wheels, because all motorcycles everywhere do indeed have two wheels—not one or three or four. However, facts can also change with time and circumstances. For example, before the invention of airplanes trains were the fastest mode of transportation; or in the past babies could only be conceived inside the mother's womb but now babies can be conceived in a laboratory.
4. **If you are not sure if a statement is a fact or an opinion, what do you do?**  
Get more information and try to verify the statement by asking or looking for proof or evidence.
5. **Why is it important to know whether a statement is a fact or an opinion?**  
Because in everyday life, knowledge and respect is very important, especially in dealing with other people. We may risk making mistakes, offending and even hurting other people and ourselves by misunderstanding or assuming the wrong things. For example, if a person mistakenly believes that it is not dangerous to stand in an open field during a thunder, he or she can risk being hit by lightning; or if a person believes that all people from a certain village, country or culture are bad (a reasonable person knows that this cannot be true) this belief can cause the person to act in ways that can cause problems for him or herself and other people.





### TRAINING AID 3.1.2 B: FACT OR OPINION SHEET

Check (✓) in the appropriate column for each statement.

	THINGS ABOUT ME	FACT	OPINION	NEED MORE INFO
1	Women and girls are sweet, gentle and kind.			
2	Most men are bigger and taller than women.			
3	Real men do not cry.			
4	Only women can get pregnant and give birth to babies.			
5	Women make better parents than men.			
6	Boys do not need to do housework because it is a women's and girls' job.			
7	A son is more important than a daughter because he will take care of his parents when he grows up.			
8	Girls do not need high education because they will get married anyway.			
9	Men make better village heads than women			
10	Men are more decisive than women.			
11	Women are more honest than men.			
12	Pregnant women should not do heavy physical work, drink alcohol or take drugs because it will harm the baby.			
13	It is the woman's fault if she cannot give a son to the family.			
14	Whether the baby will be a son or daughter depends on the Y chromosome in the man.			
15	The most important thing for a man is to be a leader and a provider and the most important thing for a woman is to be a wife and a mother			
16	Around the world, there are more girls out of school than boys.			
17	Women are better cooks than men.			
18	In many countries, men get paid more than women for doing the same job.			
19	It is okay for men to get paid more than women because they are the providers of the family.			
20	It is normal for men to get drunk, but drunken women are ugly.			



## ■ UNIT 3.2 VALUES AND ATTITUDES ABOUT GENDER ROLES



### CONTENTS

This unit deals with values and attitudes on gender roles in the family and in society. Participants will explore the prevailing values and attitudes towards boys and girls, men and women. They will analyze and assess which of these values and attitudes should be preserved or revised, taking into account that it is important to be fair and just, to provide both boys and girls with equal opportunities and to enable them to make their own choices in life.



### KEY MESSAGES

- Society has different values, attitudes and ideas on what men and women, boys and girls should be like, can or cannot do, and should or should not do. These values and attitudes influence the way people think, behave and live their lives.
- Ideas on gender roles vary between cultures and within a society. They also change over time as the society changes from one generation to the next.
- Children's lives are influenced by their families' and society's expectations which are often different for boys and girls. These expectations sometimes directly or indirectly pressure boys and girls to behave differently and make choices in their lives that they might otherwise not have made, if they would had been allowed to make their own choices.
- All children need to be encouraged to think for themselves, make their own choices and have equal opportunities to follow their own aspirations to their fullest potential, regardless of whether they are boys or girls.



### EXERCISES

- 3.2.1 If I Were ...
- 3.2.2 Heroes and Heroines



### RELATED UNITS

- 1.2 My Family and My Community
- 3.1 What's the Difference between Being a Boy and a Girl?
- 3.3 Making a Happy Family
- 4.1 Who's Doing What Work and Who Has a Say in the Family?
- 6.2 Love and Marriage

## ■ EXERCISE 3.2.1 IF I WERE ...



### OBJECTIVES

- To become aware of and analyze the values and attitudes on gender roles within one's own family and community
- To identify what needs to be changed to give fair and just chances to boys and girls



### TARGET GROUP

Children and youth



### DURATION

45-75 Minutes



### SEATING ARRANGEMENTS

U-shape or semi-circle seating for plenary and group seating for group work



### MATERIALS

Flipchart paper and markers



### SESSION PLAN STEPS

1. Suppose I was born a ... : Group play – 5-10 minutes
2. A boy or girl lifeline – 10-15 minutes
3. Share boy/girl lifelines – 20-30 minutes
4. Opportunities and expectations, round up – 10-20 minutes

## STEP 1

### SUPPOSE I WAS BORN A ... : GROUP PLAY – 5-10 MINUTES

Divide the participants into small same-sex groups of 4-6 persons. Make sure to have at least 2 groups of girls and 2 groups of boys. Explain that each group will draw a lifeline from the birth of a girl or a boy to their adulthood marking important events in their life. Draw an example of a lifeline with a few important events to help participants understand the assignment such as a birth celebration, going to school, leaving home, getting a job, and getting married. Be careful not to give too many examples.

Give each group one of the four assignments, as follows:

- Assignment No. 1 (for girl group/s) – Imagine if you had been born a boy, how would your life have been different and how do you expect

- it to turn out to be? Give your boy a name and draw a lifeline that you think is in line with reality.
- Assignment No. 2 (for girl group/s)– You have been born a girl and you are blessed with a magic that can make your dreams come true. Give your girl a name and draw a lifeline of your dream girl.
  - Assignment No. 3 (for boy group/s) – Imagine if you had been born a girl, how would your life have been different and how do you expect it to turn out to be? Give your girl a new name and draw a lifeline that you think is in line with reality.
  - Assignment No. 4 (for boy group/s) – You have been born a boy and you are blessed with a magic that can make your dreams come true. Give your boy a name and draw a lifeline of your dream boy.

## STEP 2 A BOY OR GIRL LIFELINE – 10-15 MINUTES

Give the groups their respective assignments and materials (one piece of flipchart paper and 2 or more colour markers). Ask each group to:

- Discuss what the important events are in the lifelines of the girl or the boy in their assignment
- Draw the lifeline of that boy or girl on the flipchart paper (one lifeline only) and mark important events on the lifeline. The line does not have to be straight. The group may make the line in any shape, e.g., circle, curve, or spiral, that they think best represents the lifeline of the group's boy or girl.
- Choose one person to present the group's lifeline.

## STEP 3 SHARE BOY/GIRL LIFELINES – 20-30 MINUTES

Ask the groups with the odd-number assignments (No. 1 and No. 3) to present the lifelines of the boy and the girl first, and then ask all participants the following questions:

- What are the similarities and differences in the lifelines of the boy and the girl?
- Do you think the lifelines of this boy {name} and this girl {name} correspond to the real lives of boys, girls, women and men in your community? If yes, why do you think so? If no, why not and what would be some more realistic events in the life of {the girl's name} and {the boy's name}?
- Do you know many people like {boy's name} and {girl's name}? Who are they?
- Who think they have a life like {boy's name}?
- Who think they have a life like {girl's name}?

Tell participants that now that they have seen the lifelines of a boy and a girl in their community, the next groups will show the lives of a dream girl and boy. Ask the groups with the even-number assignments (No. 2 and No. 4) to present the lifelines of their dream child, and ask all participants the following questions:

- What are the similarities and differences between the lives of the dream girl and dream boy and those of the 'real' girl and boy.

- What do you think about these similarities and/or differences? Do you like them, or dislike them? Why? Why not?
- What will your family think about the dream boy and dream girl?
- Do you know anyone who lives the life of the dream boy/girl? Who are they?
- Do they live in your community? What does your community think of them?
- Who wants to have the kind of life of this dream boy?
- Who wants to have the kind of life of this dream girl?

#### **STEP 4** OPPORTUNITIES AND EXPECTATIONS, ROUND UP – 10-20 MINUTES

Ask what conclusions they can draw from this exercise, using the following questions:

- Do families and society expect the same things from boys and girls?
- What expectations of boys and of girls do you agree/disagree with? Why? Why not?
- What do you think would be fair and just for boys and girls in the family and society?
- How much do you think you can make your own life the way you want it to be?
- What needs to be changed? How can this be made possible?
- Who have the most influence in your life?
- How much do you think that others' opinions influence your life?
- Whose opinions do you most care about? Why?
- Have you ever done things that you did not like to do because you did not want to disappoint someone? What are these things? Why?

Summarize the participants' findings and conclude with the following points:

- Children's lives are influenced by their families' and society's expectations which are often different for boys and girls.
- These expectations sometimes directly or indirectly pressure boys and girls to behave differently and make choices in their lives that they might otherwise not have made, if they would have been allowed to make their own choices.
- All boys and girls need to be given equal opportunities to follow their own aspirations to their fullest potential, regardless of whether they are boys or girls
- All children need to be encouraged to think for themselves and make their own choices.

## ■ EXERCISE 3.2.2 HEROES AND HEROINES

### OBJECTIVES

- To explore and analyze the values and attitudes on gender roles in one's own culture
- To identify what needs to be changed to give fair and just chances to boys and girls, and women and men in society

### TARGET GROUP

Youth and adults

### DURATION

60-90 Minutes

### SEATING ARRANGEMENTS

U-shape or semi-circle seating for plenary and group seating for group work

### MATERIALS

- Flipchart paper and markers
- 10-20 proverbs about men and women from participants' culture(s) and other cultures
- 5-6 rolls of masking tape, one for each group

### TRAINING AIDS

Briefing Note: Gender Equality Concepts and Definitions (in Exercise 3.1.1)  
Briefing Note: Gender-Related Proverbs from Myanmar and East Asia

### SESSION PLAN STEPS

1. Play proverb jigsaws – 15-20 minutes
2. Discuss proverb meanings – 15-20 minutes
3. Gender cultural performance – (optional) 10-25 minutes
4. Round up – 20-25 minutes

**PREPARATION****For Step 1:**

Prepare jigsaw puzzles made of gender-related proverbs and sayings, including both positive and negative attitudes toward both sexes and at least two proverbs from their own and other cultures (see Briefing Note: Gender-Related Proverbs from Myanmar and East Asia).

- Write at least 8 gender-related proverbs or sayings on papers in large letters (2" tall) and cut up each proverb in small phrases or words and mix them up to make jigsaw pieces, for example:
  - Husband is / god / son is / master.
  - A daughter / is like / an umbrella / for the parents.

**For Step 3 (optional):**

Prepare in advance information on men's and women's roles in participants' culture(s), audio or video clips of classical and popular songs, traditional dances, and sample pictures of heroes and heroines in classical or popular stories, dramas and films.

Prepare with co-trainers and, if possible, some participants one or two of the following performances. Each performance must reflect the gender roles in participants' society and be no longer than 5-10 minutes. The total time for performances in Step 3 is 10 minutes:

- Sing a popular contemporary or traditional song about men and/or women.
- Act out a short episode of a popular or classical drama (or other types of art performance) showing the heroes and heroines.
- Perform a traditional dance that shows characteristics of men and women.
- Show a music video, drama or film on relations between men and women.

**STEP 1 ▶ PLAY PROVERB JIGSAWS – 15-20 MINUTES**

Divide the participants into mixed groups of 6-7 persons. Give each group a set of jigsaw pieces, a piece of flipchart paper and a few markers. Each group will:

- Put together the proverbs in their jigsaw puzzle.
- Add at least 2 more sayings or proverbs in their culture that reflect attitudes, perceptions, and values about men and women.
- Answer the following questions:
  1. What does each proverb mean?
  2. What does each proverb say about men and women, girls and boys?
  3. Who do you think created these proverbs? Why?
  4. Was what the proverb suggests true in the past? Is it true now?

**STEP 2 ▶ DISCUSS PROVERB MEANINGS – 15-20 MINUTES**

Ask a volunteer to read out the first proverb and explain its meaning. Ask for more volunteers to show and explain the meaning of the different proverbs until at least 8-10 proverbs are discussed. Tape each proverb jigsaw explained on the board where everyone can see it. Use questions Nos. 2-4 from Step 1 to facilitate the discussion on the proverbs.

There may be some proverbs that participants cannot explain because they



are from another culture or country. Ask the participants to identify which of the proverbs they think are from other cultures. The trainers help identify which proverbs are foreign and explain the meaning, and ask if they have similar proverbs or sayings. (The likelihood is that there will be some proverbs in the jigsaw puzzles that are actually foreign but participants think that they are from their own culture because there are similar proverbs in their culture.)

### STEP 3 GENDER CULTURAL PERFORMANCE – (OPTIONAL) – 10-25 MINUTES

Ask the participants to play one or two performances as prepared for this step (5 minutes maximum per performance). Discuss the performance(s). Keep the focus on the values and attitudes on men's and women's roles. From the performances, ask participants to describe the ideal types of the heroes and heroines in their culture(s), and whether these are fair and just for men and women in their society.

### STEP 4 GENDER CULTURAL PERFORMANCE – (OPTIONAL) – 10-25 MINUTES

Ask the participants to draw conclusions from the exercise, using the following questions:

#### For youth and adults:

- How does society view men's and women's roles: what men and women should be like, can or cannot do, and should or should not do?
- Are there similarities and differences in values and attitudes towards men and women in your culture(s)? Can you give examples?
- Have these values and attitudes changed much over time? What were they like in your parents' and grandparents' generations compared your generation?
- What are the values about men and women that still hold true today and which have changed?
- Do you sometimes think of these proverbs and the hero and heroine characters when considering how to live your life?

#### For adults:

- If you have children, do you think your values, attitudes and expectations influence your children in the way they behave and make choices in their lives?
- Do you think it is possible that sometimes your children do things just because they know you want them to, not because they really like to? What are these things?
- What do you think would be fair expectations for boys and girls and for men and women in your family and society?
- How much freedom do you think children should have in making their own choices in life?

Conclude the exercise by summarizing the following points:

- Each society has different values, attitudes and ideas on what men and women, boys and girls should be like, can or cannot do, and should or should not do. These values and attitudes influence the way people think, behave and live their lives.

- Ideas on gender roles vary between cultures and within a society. They also change over time as the society changes from one generation to the next.
- It is better not to use traditional sayings, slogans and proverbs, which have denigrating meanings about one or both sexes. In the past, the low status of girls and women was confirmed by sayings, which protected the benefits of men and allocated more power to them. In modern times this does not work if families and societies are to prosper. Women need to have equal chances and want to share family as well as work responsibilities. Old statements need to be transformed to reflect new realities.
- Like adults, children's lives are influenced by their families' and society's expectations which are often different for boys and girls.
- These expectations sometimes directly or indirectly pressure boys and girls to behave differently and make choices in their lives that they might otherwise not have made, if they would have been allowed to make their own choices.
- All boys and girls need to be given equal opportunities to follow their own aspirations to their fullest potential, regardless of whether they are boys or girls
- All children need to be encouraged to think for themselves and make their own choices.



**BRIEFING NOTE: GENDER-RELATED PROVERBS FROM MYANMAR AND EAST ASIA**

PROVERB	MEANINGS
<p><b>Myanmar:</b> <sup>7</sup></p> <ol style="list-style-type: none"> <li>1. "Husband is god, son is master."</li> <li>2. "A daughter is like a fire/ umbrella for the parents."</li> <li>3. "A son is like a tiger/power for the parents."</li> <li>4. "A daughter in the family is the best slave."</li> <li>5. "Even the son of low parentage can be the king's counselor."</li> <li>6. "A woman without a husband is like a chariot without a flag lacking splendour."</li> <li>7. "An unmarried woman is not honored even if she has ten brothers."</li> <li>8. "A good lady wears only one flower."</li> <li>9. "An able man deserves a thousand maids."</li> <li>10. "Have no mercy on a wife and a cow; the more they are hit, they more they become fond of you."</li> </ol>	<p><b>Myanmar:</b></p> <ol style="list-style-type: none"> <li>1. Husband and son are the ones with power in the family.</li> <li>2. Daughters play the role of assistant or supporter of the parents.</li> <li>3. Sons play the role of protector of the parents.</li> <li>4. Daughters are valued as free labour in the family.</li> <li>5. A man from any type of family can advance in life and make something of himself.</li> <li>6. A woman is not complete by herself. She must be part of a family. Once a girl becomes a woman she must have her own family by getting married.</li> <li>7. A girl's duty is to settle down and have a family. Her value and honor is attached to her status as a wife.</li> <li>8. A woman of "good character" would marry only once in life (because sexual purity is seen as important in women).</li> <li>9. An able man can have many wives (because sexual promiscuity is not considered negative in men).</li> <li>10. Beating a wife is a way to "teach" or "discipline" her her (meaning not seen as domestic violence).</li> </ol>
<p><b>Chinese:</b></p> <ol style="list-style-type: none"> <li>1. "Women hold half of the sky."</li> <li>2. "Having a daughter as the first child is more precious than having buffaloes and land."</li> <li>3. "If a son is uneducated, his father is to blame."</li> </ol>	<p><b>Chinese:</b></p> <ol style="list-style-type: none"> <li>1. A Chinese saying, popular during the 1960's and 1970's. The saying extols the contribution of women: women can do what men do and work alongside men.</li> <li>2. It is better to have a daughter as the first child than having other assets because she can help with the family work.</li> <li>3. Parents are responsible for their children's education</li> </ol>

PROVERB	MEANINGS
<p><b>Myanmar:</b><sup>7</sup></p> <ol style="list-style-type: none"> <li>1. "Husband is god, son is master."</li> <li>2. "A daughter is like a fire/ umbrella for the parents."</li> <li>3. "A son is like a tiger/power for the parents."</li> <li>4. "A daughter in the family is the best slave."</li> <li>5. "Even the son of low parentage can be the king's counselor."</li> <li>6. "A woman without a husband is like a chariot without a flag lacking splendour."</li> <li>7. "An unmarried woman is not honored even if she has ten brothers."</li> <li>8. "A good lady wears only one flower."</li> <li>9. "An able man deserves a thousand maids."</li> <li>10. "Have no mercy on a wife and a cow; the more they are hit, they more they become fond of you."</li> </ol>	<p><b>Myanmar:</b></p> <ol style="list-style-type: none"> <li>1. Husband and son are the ones with power in the family.</li> <li>2. Daughters play the role of assistant or supporter of the parents.</li> <li>3. Sons play the role of protector of the parents.</li> <li>4. Daughters are valued as free labour in the family.</li> <li>5. A man from any type of family can advance in life and make something of himself.</li> <li>6. A woman is not complete by herself. She must be part of a family. Once a girl becomes a woman she must have her own family by getting married.</li> <li>7. A girl's duty is to settle down and have a family. Her value and honor is attached to her status as a wife.</li> <li>8. A woman of "good character" would marry only once in life (because sexual purity is seen as important in women).</li> <li>9. An able man can have many wives (because sexual promiscuity is not considered negative in men).</li> <li>10. Beating a wife is a way to "teach" or "discipline" her her (meaning not seen as domestic violence).</li> </ol>
<p><b>Chinese:</b></p> <ol style="list-style-type: none"> <li>1. "Women hold half of the sky."</li> <li>2. "Having a daughter as the first child is more precious than having buffaloes and land."</li> <li>3. "If a son is uneducated, his father is to blame."</li> </ol>	<p><b>Chinese:</b></p> <ol style="list-style-type: none"> <li>1. A Chinese saying, popular during the 1960's and 1970's. The saying extols the contribution of women: women can do what men do and work alongside men.</li> <li>2. It is better to have a daughter as the first child than having other assets because she can help with the family work.</li> <li>3. Parents are responsible for their children's education</li> </ol>

<sup>7</sup> *Raising the Curtain, Cultural Norms, Social Practices and Gender Equality in Myanmar* by Gender Equality Network (GEN) (Yangon, 2015).

<p><b>Lao:</b></p> <p>4. "Raising a son is like raising a pig for a merchant."                      5. "Wife eats after husband is full."                      6. "Women should not discuss politics and monks should not discuss housework."</p>	<p><b>Lao:</b></p> <p>4. A son is like a (wasted) investment that you lose to another party.                      5. Husbands must eat first.                      6. Women and men should not interfere in issues that do not concern them.</p>
<p><b>Khmer:</b></p> <p>7. "Men are bees, women are flowers."                      8. "Men are diamonds (or gold), women are white cloth."                      9. "Women are mothers of the world."                      10. "We rather let the father die than the mother."</p>	<p><b>Khmer:</b></p> <p>7. Men are attracted to women's beauty.                      8. Men are more valuable than women and cannot be stained. Women's virginity before marriage needs to be protected. Pre-marital sex soils a woman's image and reputation.                      9. Women are mothers and nurturers.                      10. Mothers are more important for family survival.</p>
<p><b>Thai:</b></p> <p>11. "Men are the front legs and women are the hind legs of the elephant."                      12. "[Mother] hanging on a son's yellow robes [to nirvana]."                      13. "Having a daughter is like having a toilet installed in front of the house."                      ."</p>	<p><b>Thai:</b></p> <p>11. Men are leaders and women are followers.                      12. Mothers can gain merit from their sons' spiritual attainment by going into monk hood. (Buddhist belief)                      13. Having a daughter is a liability in that he daughter's bad behaviour can plainly and easily soil the image and reputation of the family.</p>
<p><b>Vietnamese:</b></p> <p>14. "Men are close to the house, women are close to the kitchen."                      15. "If you have ten daughters, you don't have children. If you have a son, you have a child."</p>	<p><b>Vietnamese:</b></p> <p>14. Men work outside and around the house, while women work inside the house.                      15. It is more important to have sons than daughters.</p>
<p><b>Ethnic minorities:</b></p> <p>11. "Obey the father as a maiden, obey the husband when married." (Mien)                      12. "Only fools fear wife." (Mien)                      13. "Good women do not go out at night." (Pagagerñor or Karen)                      14. "Nine sons are not worth one husband." (Hmong)                      15. "Having a daughter is like having a jar of fermented fish in front of the house, having a son is like having a raging buffalo." (Tai Lue and Shan)</p>	<p><b>Ethnic minorities:</b></p> <p>16. Women must obey the men in their lives.                      17. It is foolish for a husband to worry about what his wife thinks.                      18. Women should stay home and not engage in inappropriate behaviors.                      19. Even sons are not so important as husbands.                      20. Bad behaviors of daughters can soil the reputation of the family and sons are hard to control.</p>



## ■ UNIT 3.3 MAKING A HAPPY FAMILY



### CONTENTS

This unit deals with participants' awareness and understanding about family relations. Participants will identify what is important in keeping the family happy and discuss how the behaviors of family members affect others, and the overall balance and happiness in the family.



### KEY MESSAGES

- A happy family needs health and security, emotional balance, equality, sharing of responsibilities, workload, decision making and income, as well as hope and opportunity for individual development for all family members, especially for children.
- It is possible to change unhappy situations in family life. Some unhappy situations can be more easily changed than others, but if all family members are healthy, responsible, caring, loving and respectful towards one another, the family will be a happy one.



### EXERCISES

- 3.3.1 Vote for Family Happiness



### RELATED UNITS

- 1.2 My Family and My Community  
 3.1 What's the Difference in Being a Boy and a Girl?  
 3.2 Values and Attitudes about Gender Roles  
 4.1 Who's Doing What Work and Who Has a Say in the Family?  
 6.2 Love and Marriage  
 8.1 How to Say 'No' to Violence  
 11.1 Responsibilities

## ■ EXERCISE 3.3.1 VOTE FOR FAMILY HAPPINESS



### OBJECTIVES

- To become aware of one's own attitudes on family relations
- To understand what makes a happy family



### TARGET GROUP

Children, youth and adults



### DURATION

45-60 Minutes



### SEATING ARRANGEMENTS

U-shape or semi-circle seating for discussion, with wall space for hanging picture cards and room to walk around in front of the pictures



### MATERIALS

- 1 or 2 sets of 12 family situation cards (Training Aid 3.3.1 A)
- 1" x 3" black and red slips (12 in each colour for each participant)
- 12 ballot boxes (or any containers to hold the voting slips)
- 1 roll of masking tape



### TRAINING AIDS

3.3.1 A: Family Situation Cards

Briefing Note: Gender Equality Concepts and Definitions (in Exercise 3.1.1)

Briefing Note: Resources and Benefits in the Family (in Exercise 4.2.1)



### SESSION PLAN STEPS<sup>8</sup>

1. Introduce family situation cards – 15 minutes
2. Explain how to vote for family situations – 5 minutes
3. Vote for family situations – 5-10 minutes
4. Count the votes – 5-10 minutes
5. Discuss and round up – 15-20 minutes

<sup>8</sup> Adapted from: WWRGE Manual-Cambodia by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Module 3.1 Self Awareness – Vote for Change.



**PREPARATION**

Hang or tape the 12 family situation cards (Training Aid 3.3.1 A) on the wall or on a space where everyone can see them clearly. Place a chair underneath each picture card and place a ballot box on the chair. Mark the ballot box to correspond with number of the picture card, e.g., picture card No. 1 with ballot box No. 1, and so on.

**STEP 1** ▶ **INTRODUCE FAMILY SITUATION CARDS – 15 MINUTES**

Show the family situation cards to the participants and introduce the family members: In this family, there are 6 people: father, mother, grandmother, two daughters and one son. The oldest daughter is 16, the son is 12 and the youngest daughter is only 2 years old. The cards represent some situations in this family. To make the story more interesting and fun, the trainer can give names to the family members.

Ask the participants to describe briefly one card at a time and make sure that everyone has the same understanding of each picture. Avoid spending too much time on this.

**STEP 2** ▶ **EXPLAIN HOW TO VOTE FOR FAMILY SITUATIONS – 5 MINUTES**

Ask the participants to consider whether the situation in each card will lead to happiness in the family. They can cast their opinions by voting for each of the 12 pictures, by putting a voting slip in the ballot box underneath each picture, one by one.

- If the situation in the picture will lead to **happiness**, vote with a **red slip**.
- If the situation in the picture will lead to **unhappiness**, vote with a **black slip**.

Many of these situations are common and happen in many families. If the participants indicate that they have difficulties deciding on the vote, ask them to imagine whether they would like the situation to happen in their own family.

Ask the participants if they understand how to vote. For children, an example voting may be helpful. After making sure that they understand the process, give each of the participants 12 red slips and 12 black slips.



**Tip on choices of voting materials**

*If it is difficult to prepare black and red paper voting slips and ballot boxes, trainers may use a set of two different colored markers and a piece of blank paper for marking the votes under each situation card.*

**STEP 3** ▶ **VOTE FOR FAMILY SITUATIONS – 5-10 MINUTES**

Begin voting. To have an orderly and quick voting process, ask the participants to form two lines, one starting on the left side of the first picture card, and the other starting on the right side of the last picture card. Have the first person on each line start voting, by putting the selected colour slip in the

ballot box and go on to the next picture, the next person in line follows, and the next, until everyone has an opportunity to put a slip in all 12 ballot boxes.

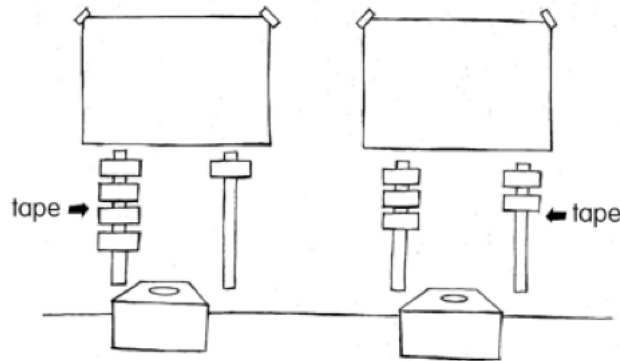
## STEP 4 COUNT THE VOTES – 5-10 MINUTES

Start counting the votes by asking for volunteers to help counting and displaying the voting results. Display the vote counts for all to see while counting.



### Tip for vote counting

Make two 2-foot long vertical strips with masking tape underneath each picture, about 3 inches apart from each other. (Roll up the tape along its length, leaving part of the sticky side facing outward.) Paste the red slips on one side of the vertical tape and the black slips on the other underneath each picture.



## STEP 5 DISCUSS AND ROUND UP – 15-20 MINUTES

Once the voting results for all pictures are displayed, discuss the results in a large group. Guide questions are:

- Did people give the same votes to each picture? (Some differences in votes can be expected.)
- What pictures have the clearest results (with mostly red or mostly black votes): almost everyone agrees that the situation will bring happiness or unhappiness to the family?
- What pictures have mixed voting results? Why do you think the situation will bring happiness or unhappiness?
- For the pictures with mostly black votes: Do you think the situations can be changed to make the family happier? How?

Conclude the exercise by asking the last question: If a family is like a tree, what are the basic nutrients that keep the family healthy, happy and prosperous? Spend some time discussing the answers to the question, using the tree metaphor and finally:













- Summarize the basic ingredients of a happy family. These include:
  - Health and security: Food and other basic necessities
  - Happiness and emotional balance: Spending time together as a family, and caring, love, respect, patience, and forgiveness for one another

- Equality and sharing: Helping one another by sharing responsibilities and opportunities, workload, decision making and income
- Room to grow: Hope and opportunity for individual development for everybody in the family, especially for children.
- All family members, irrespective of their age and sex, have the right to be treated with dignity, and need to be allowed to develop to their full potential.
- Emphasize that it is possible to change unhappy situations in family life. Some unhappy situations can be more easily changed than others, but if all family members are healthy, responsible, caring, loving and respectful towards one another and are willing to share opportunities, responsibilities, workload, decision making and income in a fair and just manner, the family can become a happy one.



### TRAINING AID 3.3.1 A: FAMILY SITUATION CARDS (12 CARDS)

**Guidelines:** Make one photocopy of the following 12 picture cards in A-4 or A-3 size for use in the exercise.

 <p>1. Family meal</p>	 <p>2. Early morning</p>
 <p>3. Evening after school</p>	 <p>4. After dinner</p>
 <p>5. Quarrel</p>	 <p>6. Family finance</p>
 <p>7. Saying goodbye</p>	 <p>8. Family outing in the park</p>
 <p>9. Gambling and drinking</p>	 <p>10. Parents-teachers meeting at school</p>
 <p>11. Grandma very ill</p>	 <p>12. Too many family members in a small room</p>

## Sources for Further Reading

Department for International Development (DFID), *Gender Manual: A Practical Guide for Development Policy Makers and Practitioners*, DFID: UK, 1992.

Gender Equality Network (GEN), *Raising the Curtain, Cultural Norms, Social Practices and Gender Equality in Myanmar*, Yangon, 2015.

Haspels, Neliën & Suriyasarn, Busakorn, *Promotion of Gender Equality in Action against Child Labour and Trafficking*, ILO: Bangkok, 2003.

ILO, *ABC of Women Workers' Rights and Gender Equality*, ILO: Geneva, 2000.

ILO, *Gender Mainstreaming Strategies in Decent Work Promotion: Programming Tools – GEMS Toolkit*, Bangkok, 2010.

Terhorst, Rosalinda, Haspels, Neliën, Gender and Development for Cambodia (GAD/C) & Expansion of Employment Opportunities for Women (EEO), *Women Workers' Rights and Gender Equality: Easy Steps for Workers in Cambodia (WWRGE Manual-Cambodia)*, ILO: Bangkok, 2004.

### Useful Website

Peace Corps: *World Wise Schools, Educators Resources*,  
<https://www.peacecorps.gov/educators/>.

Fundamental Principles and Rights at  
Work Branch (FUNDAMENTALS)

International Labour Organization  
4 route des Morillons  
CH-1211 Geneva 22 – Switzerland  
Tel.: +41 (0) 22 799 61 11  
Fax: +41 (0) 22 798 86 95

[fundamentals@ilo.org](mailto:fundamentals@ilo.org) - [www.ilo.org/childlabour](http://www.ilo.org/childlabour)



@ILO\_Childlabour

ILO Yangon Office

No. 1 Kanbae (Thitsar) Road  
Yankin Township  
Yangon – Myanmar  
Tel: +(951) 233 65 39  
Fax: +(951) 233 65 82

[yangon@ilo.org](mailto:yangon@ilo.org) - [www.ilo.org/yangon](http://www.ilo.org/yangon)