

Trainers' Kit

**GENDER EQUALITY, FUNDAMENTAL RIGHTS AND SKILLS
IN LIFE AND AT WORK**

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Part 1: USER GUIDE

1. About the Trainers' Kit

1.1 What is it?

The Trainer's Kit on **Gender equality, Fundamental rights and Skills in Life and at Work** is a training tool for use in communities with adults, especially women in remote and poor areas.

The overall goal of the Kit is to raise awareness on gender equality, provide life skills, and enhance understanding of fundamental rights at work and in life for women in rural communities. This will enable women to understand more about gender equality, acknowledge their rights as a citizen and a worker, and consolidate their life skills wherever they work in rural areas or migrate to other areas. The increased understanding and skills will enable them to make informed decisions about their lives, protect their rights, and increase their voice and representation in their communities and workplaces.

The specific objectives of the Kit are:

- Reduce inequalities between women and men in the family and community by raising gender awareness for rural women and their families
- Improve women's skills in life and at work by providing the skills of decision-making, self-assessment, and dealing with risky situations
- Help women to protect their rights and benefits by raising awareness on fundamental rights at work and in life, and to increase their voice and representation in their community and family.

1.2 For whom is it?

The direct users of the manual are trainers who are involved in promotion of gender equality, life skills, and fundamental rights for rural women.

The intended beneficiaries of this Kit are adult women in communities:

- Working in agriculture or other types of work in rural areas and/or
- Seeking for a paid job and/or
- Want to find a job in another place.

1.3 How did it come about?

The ILO/Japan Asian Regional Programme for Expansion of Employment Opportunities for Women (EOW) Vietnam chapter developed the Kit in response to the needs of the women in rural areas to increase awareness on life skills and basic rights in life and at work, and to improve their socio-economic status.

The Kit is designed for a three-day training course on the inter-related modules: gender equality, life skills, and fundamental rights in life and at work. The contents and training methods were selected based on training needs of rural women assessed in the project sites, and integrate a number of successful lessons and experiences of the ILO tools developed by ILO Bangkok over the past years. These tools are:

ILO 2006. 3-R Trainers' Kit: Empowerment for Children, Youth and Families: Rights, Responsibilities and Representation. Bangkok

ILO 2004 and 2006. GET Ahead for Women in Enterprise Training Package and Resource Kit. Bangkok

ILO 2004. Trainers' Manual: Women Workers Rights and Gender Equality: Easy Step for Workers in Cambodia. Cambodia and Bangkok

ILO 2004. Gender Equality and Life Skills: Training Package for Young Women and Men in Vietnam. Hanoi and Geneva.

1.4 Acknowledgements

The ILO/Japan Asian Regional Programme for Expansion of Employment Opportunities for Women (EOW) Vietnam Chapter wishes to thank all those who have supported and contributed to the development of the Trainers' Kit on Gender equality, Fundamental rights and Skills in Life and at Work:

Tran Thi Van Anh, Dang Bich Thuy and Dao Hong Le, ILO National Consultants for drafting the Kit by integrating a number of successful lessons and experiences of the ILO tools and facilitating the validation workshops

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ILO, Bangkok & Hanoi, August 2007

1.5 Contents

The Kit has two books: a training manual and a picture book.

1.5.1 The training manual contains 2 parts: Part 1: Use Guide and Part 2: Training Modules.

Part 1 contains the following:

- About the Trainers' Kit
- Tips for trainers.

Part 2 contains three training modules:

- Gender equality
- Life skills
- Fundamental rights in life and at work.

The Gender equality module introduces gender concepts, access to and control over resources and the issue of gender equality in the family, at work, and in decision-making in the community.

The Life skills module focuses on decision-making in life, self-management and development, and avoiding debt as well as enhancing reproductive health rights.

The module of Fundamental rights in life and at work focuses on rights and responsibilities, children's rights, rights to land and assets as well as the right to be free from domestic violence and sexual harassment, and safe migration.

1.5.2 The picture book contains pictures of A4 size as training aids for trainers

1.6 Structure of the sessions

Each session is structured as follows:

- Objectives
- Duration
- Materials
- Related Sessions
- Session Plan
- Training Aids and Briefing Notes.

2. Tips for trainers¹

2.1 Training methodologies

Many of the intended beneficiaries are adults with low literacy but a wealth of life and work experience. They are usually good in reflecting practical experience and are not used to listen to theoretical concepts in long lectures. It is common knowledge today that adults learn most of what they know by their own experience. Thus, this manual makes use of the participatory methods and the experiential learning cycle.

¹ ILO 2006. 3-R Trainer's Kit: Empowerment for children, youth and families: rights, responsibilities and representation. Bangkok. & ILO 2004. GET Ahead for women in enterprise: Training package and resource kit. Bangkok.

With the participatory methodology, the participants are the heart of the training while the trainers are facilitators. Learning is an interactive process between the trainers and the trainees. The trainees actively involve in the process of acquiring new information and exchanging ideas, and are responsible for their learning. In this way, the new subject or learning becomes 'theirs' and there are better chances that it will be remembered and utilized. Involvement can take many forms, such as discussions, exercises and stories.

Some of the reasons given for using **participatory methods** in training are that these:

- Are more motivating and interesting to the learners
- Deepen understanding
- Set learning longer in memory
- Allow for change or reinforcement of attitudes and behaviors
- Motivate learners to take action.

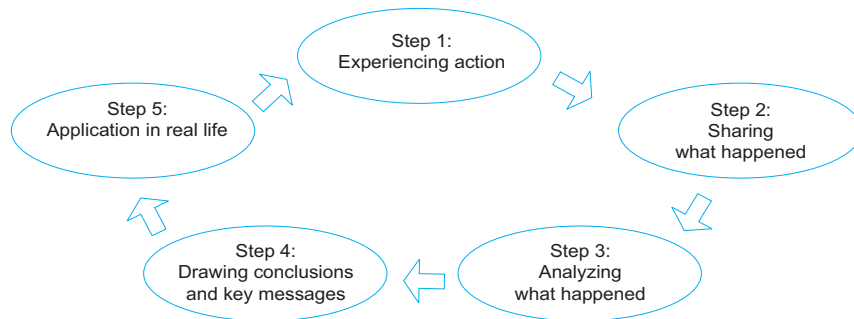
This does not mean that participatory methods are to be used exclusively. The trainer has to consider which methods fit the learning ability and pattern of the target audience (such as their age, attention span, motivation, educational and work background) and can best achieve the learning objective(s). Each method has its own advantages and disadvantages and is appropriate at different stages of the training. Typically a few or a combination of several methods are used in every training session in a systematic and logical flow.

Participatory training can also be described as '**learning by doing**' or '**experiential learning**', as explained in 2.2 experiential learning cycle.

2.2 Experiential learning cycle

The experiential learning cycle (ELC) is a training method developed following the steps that occur naturally when people learn. This method utilizes the real-life experience of participants as entry points to learning, and is used as much as possible in this Kit to facilitate and maximize learning of the participants.

As you can see from the drawing below, the starting point of participants' learning is action based on the real life experience of participants. Participants first take part in an activity. Second, they reflect their memories and observations on what happened in the action through discussions. Then they analyze the action to draw learning points and conclusions from the action for use later in real life. In this way, everybody can learn based on their experience from the activity. The theory provided by the trainer in the form of lectures is kept to a minimum and key messages drawn out during the session are summarized by the trainer at the end. And they will apply the key messages and lessons in real life.

The Experiential Learning Cycle²

A key advantage of participatory and experiential learning techniques is that participants use all their skills and learn at many levels. During the 'doing', when playing a game or solving a riddle or problem, participants use both their 'mind' and their 'heart', in other words, all their intellectual, emotional and social skills. After the game during the analysis, they learn both with their heart (sharing feelings and emotions) and their mind (using analytical thinking in drawing learning points and conclusions).

Some people who are unfamiliar with participatory learning may object to 'learning by doing' methods which utilize games and role plays, because they think these are entertainment only. In fact, these methods have proven to be not only fun, but also have powerful learning effects for people of all ages and all levels of education. It is true that this training is only effective when **trainers know how to do it**. Trainers have to learn skills on how to deliver participatory training methods effectively. If the trainers are not sufficiently skilled and disciplined, participants may end up having 'too much' fun with the 'doing' without drawing out the 'theory' and key messages.

2.3 Role of trainers

Your role as a trainer is to be a facilitator of the learning process and guide the discussion into the right direction by letting it flow and giving "the floor" to the participants. **This means that you do not lecture or dominate the training sessions**. Allow the participants to do most of the talking and activities.

Your role is to **encourage everybody in the group to actively participate** in all sessions and to create a positive environment for interaction and dialogue among the participants. It is important to make sure that everybody is able to participate in all the sessions and exercises. If there are elderly or disabled participants in the training course, choose activities that they can also participate in. If that is not possible, then make sure that you have an alternative exercise for them to do.

² Insert from ILO 2005. 3-R Trainer's Kit: Empowerment for children, youth and families: rights, responsibilities and representation. Bangkok. Adapted from: International CEFE Manual by GTZ (1998).

The materials in the training package will help you to provide information and to stimulate thinking and discussion among the participants.

One of the roles as a trainer is to ensure maximum learning by the participants. Therefore, if you feel that you do not know enough about a subject, invite an expert on the subject. It is also good for certain sessions to invite people with hands-on experience on the subject in their work and life. For example, in a session on a HIV/AIDS, the message of a HIV infected person is 100 times stronger than any long lecture by a health expert.

As a trainer, you should:

- Give a brief introduction at the start of each workshop and training session on the objectives and outputs. Give enough background information, but be clear and brief
- Let the participants speak and interact with each other as much as possible
- Provide a summary of main findings, conclusions and suggestions for future work at the end of each session or before the start of the next one
- Encourage the participants to ask questions when they have not understood something, or if something is unclear before moving on to the next topic
- Observe the participants carefully to see if they understood the tasks and if they are in track.

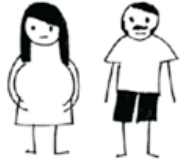
2.4 Effective training on gender

This section gives a brief overview of concepts, strategies and tips for designing and conducting training on gender equality. Key concepts, such as sex, gender and gender equality are defined, as these terms often mean different things to different people, and core messages are listed. Two main strategies for gender equality promotion: gender mainstreaming and gender-specific action are explained. Practical tips, ground rules and good practices for the promotion of gender equality are provided in terms of both training content and process when you design training and decide who to train on what, and actually provide training.

Gender equality basics: concepts and core messages

Key terms and definitions

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.

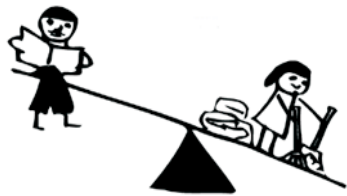
Box 1: What is sex and what is gender?

- **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.
- **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.
- People usually do not change their sex but they can change the gender differences and relations in their family and society if they consider that these are not just and fair.

It is useful to understand the difference between facts and opinions, in other words, the gender roles and the ideas in people's heads on what girls and boys, men and women can and cannot 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 are reinforced by the gender values, norms and stereotypes that exist in each society, but they can and do change over time and across cultures, often faster than the ideas people have on how girls and boys, men and women should or should not behave. For example, in times of crisis women often take on men's roles and vice versa

Gender values, attitudes, norms and stereotypes refer to the ideas that people have on masculinity and femininity: what men and women of all generations should be like and are capable of doing. 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. 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



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



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 as a girl or a boy. 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 following messages are addressed, otherwise the training will not be effective.

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 invest in both girls' and boys' education and training, and 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

Address practical and strategic gender needs. Practical needs refer to needs that men and women have to perform the gender roles assigned to them in society more easily. These needs concern inadequacies in living and working conditions, and are often related to basic livelihood survival, such as food, water and shelter. Strategic needs refer to the needs for empowerment among disadvantaged groups. These needs relate to changing imbalances and promoting equality between the sexes. For example, equal access to education, training and income and sharing of family responsibilities. Addressing practical gender needs may only perpetuate inequality and therefore practical and strategic needs need to be addressed simultaneously.

Guidance on conducting gender training

Identify participants' perspectives on gender equality promotion at the early start of the training, because participants come to training on gender equality, human and workers' rights with different attitudes. Talking about gender and equality is often an eye-opener for children, youth and women from disadvantaged population groups who will generally be interested or curious about the subject and have a positive or neutral, open-minded attitude.

The subject may be sensitive for adults because training on equality is related to personal values and norms in society about roles, and relations between men and women. People may feel threatened or have negative feelings about changing existing roles, patterns and power relations that are determined by traditional values and attitudes. Or, they may be reluctant to acknowledge that their deeply-held values may not be consistent with their countries' constitution and laws which guarantee equal opportunities and treatment to all. In such cases you may encounter resistance from those who never experienced discrimination themselves. In case your participants have to cope with different forms of discrimination, for example, on the grounds of sex, age and ethnicity or (rural) origin, address these concerns simultaneously, i.e. it is not convincing to promote equality between the sexes and forget about other forms of discrimination.

Avoid jargon, keep it simple and to-the-point. The concepts, definitions and strategies for gender equality promotion are straightforward and easy-to-understand: It is about providing the same human and workers' rights to everybody and ensuring equal value and fair distribution of opportunities and responsibilities, workload, decision-making and income in families, communities, workplaces and societies. Everybody in society, irrespective of their educational level has ideas on what is fair, just and smart. Appealing to these feelings of social justice and common sense in creating consensus on what is right and what is wrong is much more effective than getting into academic discussions and elaborate 'gender jargon'.

Design and use training materials that are relevant to the day-to-day life of female and male participants and highlight gender problems from the female and male perspective. Use language that addresses both sexes.

2.5 Training preparation

To ensure that the training course runs smoothly, make careful preparations before the start of the course. There are some points to be considered before the training course starts:

Be clear on the contents and programme of the training well before the course starts. You should have clarified **the aim, the target group, the educational and the literacy level of the trainees, and the time and place of the training**. Regarding the contents, consider **the learning objectives, session plans to fulfill the objectives, additional information needed, and materials needed** for the course.

The classroom set up is very important. **Organize the desks into a semicircle or circle**. This way everybody can see each other and it is easier to exchange ideas. The trainer should also place herself/himself among the trainees. This kind of setting promotes informal interaction between the participants and the trainer during the training course, because it does not resemble a traditional class room setting. The setting can be flexible depending on the conditions of each classroom. If chairs and tables are not available, the trainers and participants can sit on the floor. Make sure the classroom is set up properly **before** the training starts

Boards, flipcharts, flipchart papers, tapes, thick marker pens and any other materials that are needed for the sessions should be available in the training room. List all materials and check whether they are available

If you use visual aids, make sure that you place them so that everybody can see them clearly. Also, make sure that you can use them smoothly. If you have to use a new machine, practice with it and make sure you can handle it without any difficulty before the training to avoid any interruption during sessions.

2.6 Carrying out training

Start of the training

The way the trainers start the training is important as it sets the tone for learning the implementation of the exercises. For the participants, the first sessions help them to create an open and more equal learning atmosphere by bringing down social barriers and hierarchies. For the trainers, the first sessions enable them to understand more about the participants and their expectations towards the training. It helps the participants to discuss and come to an agreement on the class principles which enable them to work more effectively.

Introduction session



Objectives

- To create a friendly atmosphere by getting to know one another
- To learn the participants' expectations towards the training
- To identify the training objectives, schedule and methodologies.



Duration: 40 minutes, depending on the number of participants



Materials:

- Training Aid A. Objectives of the training (page 15)
- Training Aid B. Schedule of the training (page 15)
- Training Aid C. Why is a participatory approach needed? (page 15)

Session plan

Step 1: 30 minutes

Ask the participants to work in a pair and encourage them to find someone that they have not yet met. They will ask each other to find out basic information for no more than 2-3 minutes per person. They can ask the following information:

- Name
- Family structure
- Favorite dish
- Favorite activity.

After 5 minutes, ask everyone to find a seat with his/her partner. Invite the participants to introduce each other, one pair at a time until everyone has been introduced. If the participants are shy, the trainers may start introducing themselves with their partner first as an example. Be sure to give no more than 2 minutes to each pair. Thank the participants for the round of introduction before moving to next step.

Step 2 - 10 minutes

Tell the participants that everyone comes to the training with certain expectations. Since we will work with each other for three days, we should share our expectations and what we can give to others. Give the participants one or two minutes to think about what they expect from the training or what they were worried about before they came to the training. Ask some participants to share, or if it is possible, ask them to write on blank papers and paste them on the board. Ask them to write in large letters so that others can see.

Their expectations and contributions can relate to content, training process, meeting people or any other aspect of the training. Ask them to be specific. Participants do not need to write their names on the cards. The trainers may show examples while explaining.

Briefly discuss the expectations, worries and contributions by relating to the topics which will be covered in the training. In terms of contributions, emphasize that active participation and contributions from participants will be highly useful during the training. Participants may have different knowledge, talents, and skills that others can learn from. Therefore, contributions from everyone are encouraged.

Step 3 - 10 minutes

Introduce the objectives using Training Aid A. Objectives of the training. Ask the participants if they have any questions. Answer the questions, if any.

Introduce the schedule of the training written on a flipchart using Training Aid B. Schedule of the training.

Introduce the training methodology. Explain that in this training, a participatory approach will be applied. Show Training Aid D. Why is a participatory approach needed?

Step 4 - 5 minutes

Tell the participants that we need to set up some principles so that the training can take place as scheduled. If they agree, ask them to address some specific points, such as:

- Come to the class on time
- Participate in the discussions actively
- Do not have private talks in the class
- Start learning from ... a.m. to ... a.m.
- Start learning from ... p.m. to ... p.m.
- Group # to be on duty on Day 1/Day 2/Day 3 to give summaries or do an energizer.

The trainers write the rules on a flipchart and hang it on the wall so that everyone can see it during the three days. Ask the participants to suggest some punishments for those who violate the principles, for instance, sing a song for the whole class.

Ask the participants to appoint members as a head and a deputy head of the group. These two persons will be responsible for assigning which groups to be on duty; urging other participants to come on time; supporting the trainers; keeping training stationary; organizing warm-up games; organizing the class to comment and assess the lessons learned in a day.

During the training

Make sure that everybody is participating. Encourage the more quiet trainees to take part in the discussion

Remember to include everybody in the exercises. Only exercises that are suitable for everyone should be chosen. Since the target groups of this training manual are people from rural areas with little education, pay special attention to the way you assign them to do the exercise. The participants need to know clearly why they do the exercise, in what way, and how long

Prepare some key guiding questions to facilitate the session and to come to conclusion. This will avoid lecturing and encourage more discussions. The participatory approach much depends on how effectively questions are used. Use open-ended questions to help the participants broaden their thinking. The answers to such questions can vary and reflect different views and experiences. Open-ended questions are questions that can solicit more than one answer. Open-ended questions often start with: Who/What, How, When, Why, Where... e.g. what do women often do to generate their income and maintain their life? What can we do to solve this problem? Why should we find ways to cope with stress?, and so on

Check if the participants understood what has been said by asking them to summarize the main points after discussion

Encourage the trainees to ask questions when they do not understand what has been said

Remember to express your friendliness so that the participants will feel confident and comfortable when they express their ideas

During the workshop, remember to observe how the participants react during the sessions so that you can change the contents as well as the methodologies to be more suitable with them. For example, you can do it faster or slower, adjust the exercise or activity, or clarify what the participants do not understand.

At the end of each session and the training

Feedback should be obtained from participants on the relevance and usefulness of each lesson or training. This is usually done through an evaluation during and at the end of the training with a view to:

- Identify whether the training is meeting the training objectives
- Consider the suitability of the training content and structure
- Judge the relevance and usefulness of materials used during the training
- Determine participants' satisfaction.

It is advisable to review progress and ask for comments at the end of each day or at the beginning of the next day. A final verbal evaluation should be carried out at the end of each workshop. In addition, the use of brief written evaluation questionnaires is recommended. See Training Aid D (page 15) for example of evaluation form. Collect all the comments and feedback so that improvements of content and training methods can be made, if necessary.

A proper evaluation of the training consists of different methods including:

- Individual and/or group questions
- Oral questions and/or written surveys
- Verbal wrap-up sessions at the end of a lesson or training
- Use ready-made forms or create your own forms based on your specific content and evaluation needs
- Interview small groups of participants in focus groups
- Observations by the training team.

Training Aid A. Objectives of the training

After the training, participants will:

- Be aware of gender equality in the family and community
- Understand fundamental rights in life and at work
- Consolidate and improve some basic skills in life and at work
- Understand one's rights in life and increase one's voice and representation in the family and community.

Training Aid B. Schedule of the training

Day 1. Basic knowledge about gender and gender equality

- What is gender?
- Accessibility and control of resources
- Gender equality in the family, community and workplace.

Day 2. Life skills

- Basic life skills such as decision-making, and self-management and development
- Looking after one's health with regard to abortion, STDs, and HIV/AIDS.

Day 3. Fundamental rights in life and at work

- General knowledge about rights and responsibilities
- Fundamental rights in life and at work
- Safe migration.

Training Aid C. Why is a participatory approach needed?

- The methodology allows you to share your thoughts, worries and experiences and acquire new information
- By speaking out what you think, you will realize what you already know and what you need to know more
- You learn and remember more when you learn from experience by participating in discussions and games, this is called learning-by-doing.

Training Aid D. Example Training Evaluation Form

Please answer the questions below:

1. Overall, how do you rate the training? (Check (v) in the box that applies.)

😊😊	😊	😊	😐	😐😐
Excellent	Good	So-so	Poor	Very poor

2. Which three (3) subjects were the most useful to you?

.....

.....

3. Which three (3) subjects were the least useful to you?

.....

.....

4. What additional topics would you like to include in this training?

.....

.....

5. Do you think the training was:

- Too long
- Too short
- Right length

6. Which training methods used in the programme would you like more of (e.g., trainers' presentations, handouts, energizers, games, role play, case studies, group work)?

.....

.....

.....

7. Which training methods used in the programme (as mentioned in No. 6 above) would you like less of?

.....

.....

.....

8. How would you rate the trainers' overall performance?

😊😊	😊	😊	😐	😐😐
Excellent	Good	So-so	Poor	Very poor

Remarks:

.....

.....

9. How would you rate the overall organization of this training (e.g., accommodation, breaks for refreshments, translation, administrative and logistical support, etc.)?

😊😊	😊	😊	😐	😐😐
Excellent	Good	So-so	Poor	Very poor

Remarks:

.....

.....

10. Do you feel adequately equipped to use the knowledge acquired through the training and take further action for the promotion of gender equality, life skills and fundamental rights at work and in life?

Yes No

11. How would you like to modify/adapt the training for your target groups?

.....

.....

12. Any other suggestions you may wish to make:.....

.....

.....

Part 2 TRAINING MODULES

Module 1: Gender equality

Session 1 Gender concepts and definitions³



Objectives

To understand the difference between biological (sex) and social (gender) characteristics of women and men

To understand that gender characteristics (or differences) can be changed in the family and society if people want to

To identify what gender equality is.



Duration: 90 minutes



Materials

Flipchart papers, markers and masking tape

Training Aid 1.1.1 Distinction between sex and gender

Training Aid 1.1.2 Picture cards about gender equality and inequality

Briefing Note 1.1.1 Concepts of sex and gender

Briefing Note 1.1.2 Table of sex and gender differences.



Related sessions

Module 1. Session 2 Values and stereotypes about gender roles

Module 1. Session 4 Work in the family

Module 1. Session 5 Gender equality in decision- making in the community.



Session plan

Step 1 - 15 minutes

Place two flipchart papers on the wall where everyone can easily see them. Divide the participants into two teams. Explain the exercise to the teams:

The sexy relay race is a drawing competition on the images of a man and a woman

One team will draw a man and the other team will draw a woman

Each team needs to come up with a full image from top to toe

It is a race: members line up in front of the flipchart and the first person of 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

The team which has made the clearest image will be the winner.

Both teams should line up in a row about two meters in front of the flipchart papers. After 7 minutes, announce that there are only a few minutes left, to keep a fast pace in high spirits. Stop the exercise when both drawings show several clear biological and social characteristics of a woman and a man respectively (for example, breasts for a woman, beard for a man, the sexual organs, a baby on the woman's arm or back, bulging muscles in the arms of the man, differences in clothes and hair style).

³ Adapted from Women Workers Rights and Gender Equality Manual, 3.2 1. Values and Attitudes Sexy Relay Race.

Tip for trainers:

The exercise has to be fun and should be done as a race. Body shapes and differences between men and women, such as breasts, muscles, pregnancy, and sex organs as well as some social characteristics or roles, such as long hair for a woman and short hair for a man, or a child on the woman's back or arm should come out clearly in the drawings. Sometime participants are too shy to draw the sex organs. This does not pose a problem, if other biological differences are clearly drawn.

Step 2 - 25 minutes

Thank the participants for the drawings and ask both teams to sit down. Discuss the drawings in plenary using the following questions:

Are the images clear?

What are the differences between the man and the woman on the drawings?

What are the characteristics of the man drawing?

What are the characteristics of the woman drawing?

Write down the characteristics on the side of each drawing or on a different flipchart paper. Go through the characteristics noted besides each drawing one by one. Once many characteristics have been marked, ask the participants:

Which characteristics or differences are applicable to both women and men?

Which characteristics or differences can not be switched between women and men?

Mark the characteristics that are applicable to women and men with one colour, while characteristics that cannot be applicable to both women and men with another colour. Continue by asking the following questions:

Why are some characteristics applicable to both women and men while some characteristics can not be applied to both women and men?

What are the characteristics that can not be changed?

What are the characteristics that can be changed?

Explain that the characteristics which are applicable to only women or only men are biological characteristics, and that the characteristics which are applicable to both women and men are social characteristics.

Explain that biological or sex characteristics or differences between women and men are given at birth and can not be changed. Social characteristics or differences between women and men which are learned and can change are known as gender characteristics or differences. Share Briefing Note 1.1.2 Differences between sex and gender.

Step 3 - 15 minutes

Explain that the participants will listen to some statements to deepen their understanding on the concepts of sex and gender. Participants should think and identify if the statement is about sex or gender.

Select 8-10 statements from Training Aid 1.1.1 Distinction between sex and gender. Ask everyone to stand up. Explain that one side of the room means gender and the other side of the room stands for sex. Read the statement aloud and ask the participants to move to the side of the room representing their answer. After moving, interview a few participants about their choice. Give the correct answer and explanation if needed and continue with the next statement.

After going through all the statements, facilitate a discussion based on the statements as follows:

- If the statement is about gender, can it be changed?
- Which statements would you want to change and which would you want to keep? And why?

Conclude by stating that gender differences in the family and society can change if people want to while biological differences, such as the reproductive organs can not change.

Step 4 - 25 minutes

Ask the participants to imagine what is meant by gender equality. Place the drawings from Training Aid 1.1.2 on the wall and ask the following questions:

- What do you think about these pictures?
- Are they similar to your real life?
- Who has more favourable conditions in these drawings? Women or men? Boys or girls? And why?
- What is the situation of women and men in terms of opportunities, responsibilities, workload, decision-making, and income? Who has more/less? Is it balanced or fair?
- What do you want to change about the situation of women? Why?
- What do you want to change about the situation of men? Why?

Summarize the discussion by explaining that in most societies differences and inequalities exist between women and men in the opportunities, responsibilities, rights and benefits they are given and the activities they do. In general, women and girls have fewer opportunities and more duties while men have less workload in total. Men usually have more decision-making power, both in the community and in the family. This inequality is an unfair situation. By changing this to a situation in which people have equal chances and equal control over resources and benefits you promote gender equality leading to a better quality of life for all.

Tip for trainers:

Make sure that there is a free discussion on whether the pictures show gender equality and/or inequality. Gather different opinions, also from the shy participants.

Step 5 - 10 minutes

Ask the participants what they have learned in this session. If not mentioned by the participants, you should cover the following points in the conclusion:

- In this session, we have learned about the concept of gender and the distinction between **Sex** and **Gender**. We also have started to think about **gender equality** and **inequality**
- Sex** refers to the biological differences between the two sexes. These are given at birth by nature and are unchangeable in terms of time and space. For example, the sexual organs are different between men and women
- 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. These social differences reflect equality and inequality situations as we have just discussed. Thus, it is our responsibility to find ways to change inequalities

Gender equality, or equality between the 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 and have equal control over resources and benefits so that all can participate in, decide on and benefit from development

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:

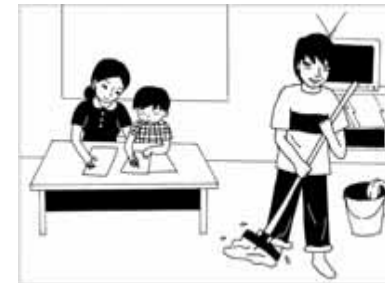
- responsibilities and opportunities
- workload, decision-making and income.

Training Aid 1.1.1 Distinction between sex and gender

Identify whether it is sex (S) or gender (G)

1. Women can get pregnant (S)
2. Women are responsible for the household and children (G)
3. Men have short hair; women have long hair (G)
4. In Vietnam a lot of women earn less than men (G)
5. Women do breast feeding (S)
6. In Thai Nguyen women are often traders, in Ha Noi these jobs are done mostly by men (G)
7. Men usually have a lower voice than women (S)
8. Parents prefer a son (G)
9. Many men participate in village meetings, while only a few women participate in a village meetings (G)
10. In villages more women are illiterate than men (G)
11. Men can wash clothes (G)
12. Women can speak out what they want to do in the community (G)
13. Teenage boys help parents with preparing the soil, while teenage girls help parents with planting the seeds (G)
14. Women can become leaders (G)
15. Nowadays more husbands share the housework with the wife (G)
16. Men can not do breast feeding (S)
17. Women can make decisions in the family business (G).

Training Aid 1.1.2 Picture cards about gender equality and inequality



Briefing Note 1.1.1 Concepts of sex and gender

Sex refers to universal biologically determined differences between men and women. These characteristics are given at birth by nature and are **unchangeable**.⁴ For example, only women can give birth and do breast-feeding; only men can produce sperms.

Gender refers to the social differences and relations between men and women. Gender roles are learned, change over time, and have a wide variation both within and between cultures. These differences and relationships are social constructs and are learned through the socialization process. For example, a woman can be a minister of defence and men can look after small children at home or at a day-care center.

Gender equality, or equality between 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 and have equal control over resources and benefits so that all can participate in, decide on and benefit from development.

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.

⁴ Biological differences between men and women can be changed to some extent through a sex operation or by taking sex hormones. This type of changes is not so common and this subject is not dealt with in the training

Briefing Note 1.1.2 Table of sex and gender differences

Sex Biological characteristics	Gender Social characteristics
Are given at birth by nature E.g. Only women can be pregnant and give birth	Are learned E.g. Women are taught to cook and care for their children; Men are taught to operate the machines
Are the same all over the world E.g. Only women can give birth and only men can produce sperms	Are different in different areas and countries E.g. In Scotland traditional dress of men is skirts, but in other countries if men wear skirts everybody will laugh
Are unchangeable in terms of time and space E.g. Men can never give birth all over the world	Are changeable over time and space depending on changes in thinking in societies E.g. In Vietnam, men in the feudal period hardly took care of children, but nowadays increasingly men are taking care of their children

Module 1

Session 2 Values and stereotypes about gender roles⁵



Objectives

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



Duration: 80 minutes



Materials

Flipchart papers, markers and masking tape
TrainingAid 1.2 Proverbs related to gender roles
Briefing Note 1.2 Some proverbs and sayings.



Related sessions

Module 1. Session 1 Gender concepts and definitions
Module 1. Session 4 Work in the family
Module 1. Session 5 Gender equality in decision-making in the community
Module 1. Session 6 Gender equality at work.



Session plan

Preparation for step 1

Prepare jigsaw puzzles made of gender-related proverbs and sayings, including both positive and negative attitudes toward both sexes. Sample proverbs and sayings are in TrainingAid 1.2 Proverbs related to gender roles.

Write at least 8 gender-related proverbs and sayings on papers in large letters, and cut up each proverb in small phrases or words and mix them up to make jigsaw pieces, for example:

- Having a daughter as the first child is more precious than having buffaloes and land.
- Women's work is to do housework, men's work is to build house.

Make 4 sets, each including 2-3 proverbs with a good mixture of positive and negative proverbs. Some of the proverbs given to different groups can be the same.

Step 1 - 25 minutes

Explain that this exercise will start with a jigsaw puzzles about ideas and attitudes towards men and women and finding out whether changes are needed in these ideas to make sure that fair chances are given to everybody. Divide the participants into 4 groups of 4-6 persons. Give each group one set of jigsaw pieces. Ask each group to:

- Complete the 2-3 proverbs by putting the jigsaw puzzle pieces into the right order
- Write these proverbs on a flipchart

Add at least 2 more sayings or proverbs in their culture that reflect attitudes, perceptions, and values about men and women
Discuss what each proverb means.

Step 2 - 30 minutes

Ask a volunteer from each group to share the results of the group work in front of the class for 2 minutes by reading out the proverbs and explain their meaning. Each volunteer should read and explain only the proverbs not yet mentioned by the previous presenters. After the presentations by volunteers, discuss the following questions in plenary:

Was what the proverb suggests true in the past? Is it true now?

How does society view men's and women's roles through the proverbs: what men and women should be like, should or should not do, can or cannot do?

Are there similarities and differences in values and attitudes towards men and women in your community? Can you give examples?

What are the values about men and women that still hold true today and which have changed?

Summarize the discussion and explain that each society has different ideas on what men and women, boys and girls are capable of doing, what they should be like, and should or should not do. These ideas influence our attitudes towards men and women. They are known as '**gender values and stereotypes**'. These gender values and stereotypes influence the way men and women think, behave and live their lives. In other words, these values and stereotypes influence the gender roles. However, we are not obliged to follow these ideas and they can be changed if we want to.

Tip for trainers:

There may be some proverbs that participants can not explain because they are from different cultures or at different education levels. The trainers help explain the meaning of the proverbs and ask if the participants have similar proverbs or sayings (See Briefing Note 1.2 Some proverbs/sayings).

Step 3 - 20 minutes

Ask the participants to work in pairs and answer the following questions (Write the questions on the board or give each participant a photocopy of the questions):

What kinds of gender values and stereotypes exist in your society?

How do those gender values and stereotypes affect what you do?

What kind of gender values, stereotypes and roles do you want to change or keep? Why and why not?

Ask some pairs to present and some other pairs to supplement.

Step 4 - 5 minutes

Conclude by summarizing the following points:

Gender values and stereotypes influence what we actually do, or the gender roles in the family and the society. These gender values and stereotypes place different expectations on boys and girls, women and men. These expectations sometimes directly and indirectly pressure boys, girls, women and men to behave in a certain way and make choices in their lives that they might otherwise not have made, if they would have been allowed to make their own choices

⁵ Adapted from 3-R Trainer's Kit, Exercise 3.2.2.

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. However, many gender values and stereotypes still exist. These place women and girls at a disadvantage and sometimes boys and men too
Everyone needs to be given equal opportunities to follow their own aspirations to their fullest potential, regardless of whether they are boys or girls, men or women.

Training Aid 1.2 Proverbs related to gender roles

Each jigsaw puzzle consists of 2-3 proverbs. Some of the proverbs given to different groups can be the same.

Jigsaw puzzles 1:

Having a daughter as the first child is more precious than having buffaloes and land
Women's work is to do housework, men's work is to build house
Men without alcohol is like a flat without wind

Jigsaw puzzles 2:

If a child is uneducated, his/her mother and grand mother are to blame
See her kitchen if you want to know her characteristics
Having a daughter as the first child is more precious than having buffaloes and land

Jigsaw puzzles 3:

Boats are to be directed by helmsman, girls are to follow their husband
Women's work is to do housework, men's work is to build house
Having a daughter as the first child is more precious than having buffaloes and land

Jigsaw puzzles 4:

A men having a big mouth is a opulent person while a woman having a big mouth is a person who devastates her house
Men are as superficial as a well, women are as profound as a betel tray
If a child is uneducated, his/her mother and grand mother are to blame

Briefing Note 1.2 Some proverbs and sayings

Having a son is more precious than having ten daughters
Having three sons means you will never be rich; Having four daughters means you will never be poor
It is better to have both son and daughter
Men at the age of 30 years are still young, women at the age of 30 years start to become old
Boys race to strength, girls race to softness
No men, no house, and no women, no kitchen
Men are close to the house, women are close to the kitchen

Module 1

Session 3 Accessibility and control of resources⁶



Objectives

To understand the concepts of resource and benefit
To identify who has access to and control over which resources and benefits
To consider how to promote a fair distribution of resources and benefits in the family.



Duration: 90 minutes



Materials

Flipchart papers, markers and masking tape
Training Aid 1.3.1 Cards about resources and benefits
Training Aid 1.3.2 Picture cards of man, couple, and woman
Briefing Note 1.3 Concepts of resource and benefit.



Related sessions

Module 1. Session 2 Values and stereotypes about gender roles
Module 1. Session 4 Work in the family
Module 1. Session 5 Gender equality in decision-making in the community
Module 1. Session 6 Gender equality at work.



Session plan

Step 1 - 20 minutes

Explain that this exercise is about finding out who owns what and who can use what in a family. To see whether there are differences between men and women and to decide whether changes are needed. Start with introducing the concepts resource and benefit by asking the following questions in plenary. Write the answers on a flipchart (one column for each question):

- What do you do to generate income and maintain your life? (Activities)
- What do you need to carry out these activities? (Things needed or resources)
- What can you get as a result of these activities? (Things received or benefits)

Using the answers of participants as listed on the chart, explain what resources and benefits are (See Briefing Note 1.3 Concepts of resource and benefit):

- To carry out production and live our daily life, we need to have resources
- A **resource** is a stock or supply of materials or assets that a person, a family, an organization or a country can use to carry out activities and gain benefits
- A **benefit** is something that helps people or gives them an advantage, like an income, food, more or better tools, good health, knowledge, power, status or social recognition
- Tell the participants that a resource is sometimes a benefit, for example: money.

To check whether they understand these concepts, ask them to come up with examples of resources and benefits in their own situation.

⁶ Adapted from Gender Equality and Life skills, Promoting More and Better Jobs for Young Women in Vietnam, ILO, 2004; and Trainer's Manual: Women Workers' Right and Gender Equality: Easy Steps for Workers in Cambodia, ILO Bangkok, 2004.

Step 2 - 30 minutes

Explain that the group will now identify who uses resources and benefits in their households. Divide the participants into four groups. Give each group a set of the resource/benefit cards which have been cut into individual cards, including some blank cards so participants can make additional resource/benefit cards (Training Aid 1.3.1) and a set of the man, woman, and couple cards (Training Aid 1.3.2). Ask each group to gather in a corner of the class and spread a flipchart on the floor.

Place the cards of the man, the woman and the couple on top of three separate columns on the flipchart.

The participants have to look at the resource/benefit cards one by one and should answer the following question per card: *Who usually uses this resource/benefit?* If the answer is the man, the card will be placed under the man, if it is the woman who uses the resource/benefit, the card comes under the woman and if both use it, the card comes under the couple.

Tell the participants that they can draw and write additional resources/benefits on the blank cards and place them under the man, woman or couple cards.

After the groups have placed most of the resource/benefit cards, ask them to stop and have a look at the results of other groups. After a few minutes, ask them to go back to their seats and discuss the results in plenary using the following questions:

- What results did you see in each group? Are there differences and similarities?
- Which resources are only used by the man and why?
- Which resources are only used by the woman and why?
- Which resources are used by both the man and the woman and why?
- Are there large differences between the groups, if so why, if not why not?
- Have you been in a situation where you felt that the use of a particular resource or benefit would be good or convenient for you, but you did not use it because it is generally used by men only, or by women only?

Summarize the discussion and emphasize that in general, there are differences between men and women in the use of resources and benefits due to the requirements of the work they undertake in the family and community. However both women and men should be able to use the family resources fully, so that they can maximize their benefits. If some resources can be used only by women or only by men this may lead to inequalities and disadvantages of one or both sexes in the family.

Step 3 - 30 minutes

Divide the participants into 3 groups. Explain that the groups will identify who has a say in deciding what to do with resources and benefits. The trainer selects one of the results of group work and asks participants in the group 1 to take the resource cards under the man, the participants in the group 2 to take the resource cards under the woman, and the participants in the group 3 to take the cards under the couple. Ask each group to review the cards and identify who decides what to do with the resource/benefit, and how to use it.

They should place the resource/benefits cards as follows:

- If the man decides, place it under the man
- If the woman decides, place it under the woman
- If both the man and the woman decide, place it under the couple.

When all the cards are placed, discuss the result in plenary using the following questions:





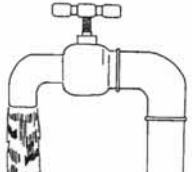
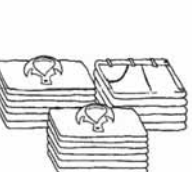


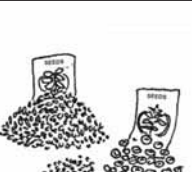

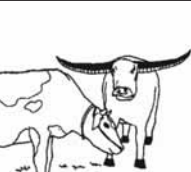


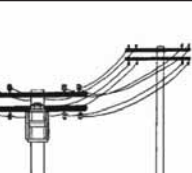



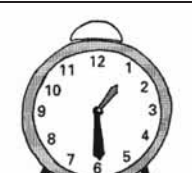
- What are similarities and differences between the use of and the control over resources and benefits: are the resource/benefit cards used by the man also controlled by the man, and are the cards used by the woman also controlled by the woman? Are there any differences between men and women?
- Who controls most of the resources?
- Is there a difference in which kind of resources and benefits are controlled by women and which by men?
- How do these differences in deciding what to do with resources between women and men affect us?
- Would you like to change the existing situation? If yes, why? If no, why not?
- Do you think that women and men can have an equal and fair share of resources when there are inadequate resources for all the family members? Why and why not?
- What would be good ways to use and make decisions on resources for improving the quality of life of the whole family?

Step 4 - 10 minutes

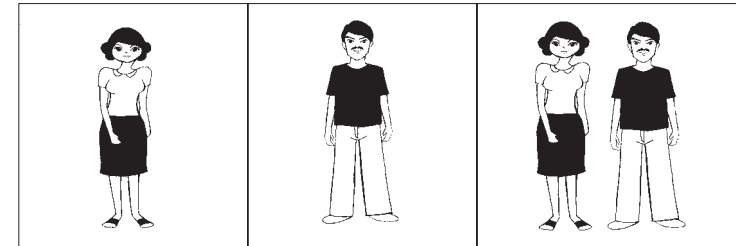
Summarize the discussion by emphasizing the following points:

- Accessibility of the resource and benefit is **the use** of the resource and benefit;
- Control over a resource and benefit is about the **decision-making capacity** to use or **request others** to provide resource and benefit
- In fact, it can happen that men and women both have access to a resource but they do not have equal control over the resource so they can not equally benefit from it. For instance, a woman is looking after the livestock, so she is doing the work but often it is the man who decides to sell a cow and sometimes he is the one who gets the money
- This shows that using the resource or providing the labour for the resource does not automatically mean that that person is also controlling or deciding what to do with the resource
- All members in the family need fair and equal access to resources and benefits
- All members in the family, also women and children are entitled to participate in deciding how the family resources and benefits are used and distributed
- Even with limited resources, family welfare and happiness can be sustained if family members distribute resources and benefits fairly and share workload, responsibilities and decision-making.

Training Aid 1.3.1 Cards about resources and benefits

 Labour	 Money	 Credit	 Food
 Water	 Clothes	 Fodder	 Furniture
 Seeds	 Mandrel	 Cows/Bufaloes	 Rice
 Gas	 Electricity	 Education	 Health care
 Friends	 Time		

Training Aid 1.3.2 Picture cards of man, couple, and woman



Briefing Note 1.3.1 Concepts of resource and benefit

A **resource** is a stock or supply of materials or assets that a person, a family, a community can use to produce further material wealth or to carry out an activity for future benefit. Resources can be **tangible** and **intangible**, ranging from material assets such as a house, a car, a truck, work tools, income, electricity, raw materials such as food, grains, firewood, crops, water, and gas, to human resources that have other intangible resources like knowledge, education, professional skills, social status and power. For example, the farmers' resources are farming tools, rice grains, money to hire farm workers (tangible) and the knowledge and skills of the farm workers (intangible) to work on the land.

A benefit is a gain or profit from putting resources to use. Like a resource, a benefit can be either **tangible** or **intangible**, including material gains like income, food, clothing, and more or better tools, and tangible benefits such as a good health, knowledge, status, power, social recognition and happiness. For example, the farmers use their farming resources to produce food for the family and/or sell the harvest for *money* to buy *food* and *better farming tools*, and to hire *more workers* (tangible), and to pay for their children's *education* (intangible).

Benefits can be turned into resources for further benefits. For example:

Food makes children *full, strong and healthy* and helps them *study better*

Better farming tools can be used to produce even *more harvest*

Children's *education* leads to their greater chance to have good jobs and *hence good income and financial security in life*.

Access and control of resources and benefits

In most families, adults have access and control of the resources, i.e., adults can use the resources when they want and decide when and how to use them. Children often need permission to use the resources and to enjoy the benefits. For example, they need to ask their parents to pay for the school fees and buy new clothes and toys.

Among adults, the access and control of the resources vary according to the customs and values in each culture. In some cultures, especially among the well-to-do classes, women and girls have more or less equal access to the resources as the men and boys. In other cultures where gender inequality is more pronounced (for example, women are not allowed to inherit or own property or women and girls are considered as property of the fathers and husbands) women and girls tend to have less access to and a little or no control over the resources.

The real test of gender equality in access and control of resources and benefits comes when there are limited resources in the family, even in societies where there is relative gender equality. When there are adequate resources for all, both sexes may enjoy their equal and fair share. But when there are not enough resources to go around, women and girls tend to lose out.

In providing for the welfare and improving the quality of the family, it is important for women and children to participate in decision-making alongside men on the distribution of resources and benefits in the family welfare. Quality of life and happiness depends on the equitable distribution of resources and benefits. A happy family is one in which every member enjoys an equal and fair share of resources and benefits and has a say in matters that affect their own livelihood and their future.

Module 1 Session 4 Work in the family⁷



Objectives

To identify daily activities of family members

To assess the distribution of workload between women and men, girls and boys in daily life

To consider how to promote equal and fair division of work within the family.



Duration: 75 minutes



Materials

Flipchart papers, markers, masking tape, 2 pairs of scissors and bottles of glue

Training Aid 1.4.1 Picture cards for adults group

Training Aid 1.4.2 Picture cards for children group.



Related sessions

Module 1. Session 2 Values and stereotypes about gender roles

Module 1. Session 3 Accessibility and control of resources

Module 1. Session 5 Gender equality in decision-making in the community

Module 1. Session 6 Gender equality at work.



Session plan

Step 1 - 20 minutes

Explain that work within families is often done according to the traditional gender roles in society. In this exercise, participants will find out how it is in their family. Divide the participants into two groups by asking them to say in plenary either one of the two words: "adults" and "children". The participants who said "adults" will be in one group named "Group of Adults" and those who said "children" will be in the group named "Group of Children".

Give each group a set of picture cards, a flipchart, a pair of scissors, and a bottle of glue or a roll of masking tape. Give the Group of Adults the picture cards for adults group (Training Aid 1.4.1) and the picture cards for children group (Training Aid 1.4.2).

Ask each group to find a free space to sit around and spread a flipchart on the floor. The Group of Adults pastes the pictures of husband, wife and couple on the flipchart while Group of Children pastes the pictures of girl, boy and both on their flipchart. Each group will complete the following tasks in 15 minutes:

Look at the pictures of different activities. Each activity has 2 pictures: one picture with the man/boy doing the activity and another picture with the woman/girl doing the activity

For each picture, answer the question: *Who does this activity the most*. If the answer is the man/boy, place the activity under the picture card of the man/boy. If the answer is the woman/girl, place the activity under the picture card of both women and men.

The trainers should give an example with one pair of pictures. After that, ask the groups to start.

⁷ Adapted from 3-R Training Kit, unit 4.1 Who's Doing What Work in the Family; and Trainer's manual: Women workers' right and Gender Equality: Easy steps for Workers in Cambodia, ILO Bangkok, 2004, unit 3.3 Division at Work.

After the groups finish their tasks, ask them to show their results in front of the class.

Tip for trainers:

Ask the participants to use the same order for the pictures so that the two pictures for each activity (one done by the woman/girl and one done by the man/boy) are close to each other. This way, the participants can identify who does which activity by looking at two pictures per activity.

Step 2 - 25 minutes

Ask the participants to look at the results of the two groups. Ask them to discuss in plenary about the division of tasks in the families in their locality, using the following questions:

- Are the activities placed in line with the reality in their family and community?
- What are the differences and similarities in how men and women (boys and girls) spend their time in a day?
- For adults: Who works more? Who sleeps more? Who does more household chores? Who has more time for leisure, social activities and studying?
- For children: Who spends more time in school and doing homework? Who sleeps more? Who helps more with housework around the house? Who spends more time playing and watching television?
- How are the tasks done by women and men generally perceived in society? (e.g. important, small, respected, etc)? Is there a difference in status and rewards?
- What is the distribution of workload between men and women, and girls and boys? Is it equal or unequal? How does this affect girls/women and boys/men?
- What would you like to change? Why?

Summarize the discussion and emphasize the following points:

- Women (and girls) tend to be engaged in multiple tasks, often in work-for-income at home or outside the home, while they are also responsible for all or most of the family care and household chores. Meanwhile, men tend to have a more established, formal and focused work routine, for example, doing production tasks, and rarely sharing the housework with their wife
- Men's work is often more appreciated than women's. Most of the tasks that the women do seem to be "unimportant" and "small" but take up a lot of time. These multiple tasks usually prevent them from relaxing, learning and entertaining
- This attitude, although widely accepted, causes many women and girls to be overburdened, especially if they also work for income or go to school
- Most production and household tasks can be done by both sexes, for example, men can wash dishes and women can speak at hamlet meetings. However, there is often a social division of labour between men and women. This creates pressure and burden for both women and men but women are usually the ones who suffer most losses
- Besides the gender gaps in the division of labour in families, women (and girls) may have a low voice in decision-making as discussed in the previous exercise on Accessibility and control of resources. Changes are needed although we may meet various difficulties. However, we should think of measures to urge all members in the family to share the family workload as well as the family benefits.

Step 3 - 20 minutes

Explain that the group will now identify if it is possible to balance the workload better in the family. Ask participants to look at the results of the Group of Adults and ask for each activity under the picture of the man if it **can** be done by both sexes. If the participants agree, move the card under the couple. Do the same for the activities that are placed under the woman.

At the end only the biologically determined ones, like shaving and being pregnant, remain under the picture of the man or the woman only. All the other activities, e.g. taking care of the children and household activities can be done by both sexes.

Do the same for the Group of Children.

Discuss how the existing division of work can be changed using the following questions:

- Which activities that are placed under the couple would they really like to share? Why?
- How could this be made possible?
- Do they know any couple that does share these activities?
- Why do they not want to share the other activities?
- Which activities of boys and girls do they really want to change? Why? How can this be done?

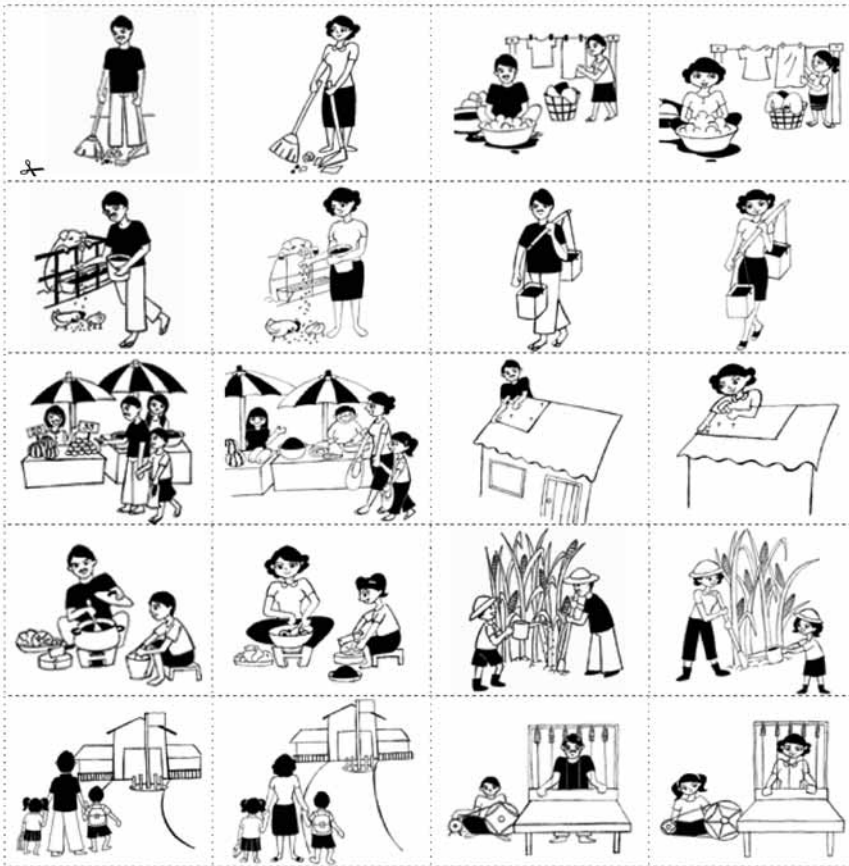
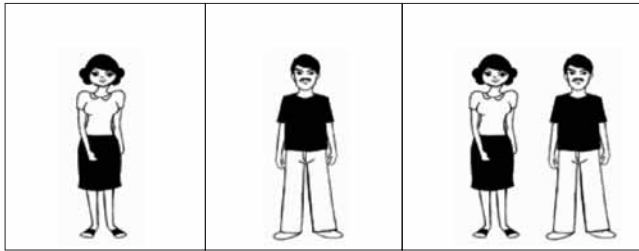
Step 4 - 10 minutes

Summarize the discussion and emphasize that the division of work can be changed. Discussions at home between the wife and the husband, the mother and the father, the son and the daughter will be a good start to make people aware that changes are possible and useful.

Conclude with the following points:

- Nowadays, women are also working for income but their traditional family roles continue, resulting in the double burden of women doing both paid work inside or outside of the home and the household chores
- If there is unequal divisions of workload within the family, changes are needed. Everybody in the family should do their fair share of workload and household responsibilities, and not be restricted by the idea that certain jobs are women's or men's (girl's or boys') only
- Changing the division of work in the family is not easy, but can be done if we want. Families can not be truly happy if some members are always tired and overworked. Helping each other in the family by doing your fair share is therefore very important to make your family a happy family.

Training Aid 1.4.1 Picture cards for adults group



Training Aid 1.4.2 Picture cards for children group



Module 1

Session 5 Gender equality in decision-making in the community



Objectives

To assess the level of men's and women's participation in decision-making in the community
To consider how to promote a fair distribution of opportunities to participate and make decisions in the community.



Duration: 80 minutes



Materials

Flipchart papers, markers, and masking tape
Training Aid 1.5 Notes for role-play "A hamlet meeting"
Briefing Note 1.5 Regulations on grass-roots democracy.



Related sessions

Module 1. Session 2 Values and stereotypes about gender roles
Module 1. Session 3 Accessibility and control of resources
Module 1. Session 4 Work in the family.



Session plan

Preparation for role-play - 30 minutes (to be done before the session starts)

Prepare a 5 minute role play with co-trainers and selected participants before the session. The role play needs at least 8 people: 3 women and 5 men. If all the participants are female, the trainer should ask 5 women to perform roles as the men, and decide on an appropriate way to distinguish the female and male participants in the hamlet meeting. E.g. the persons who play the role of a man could wear a hat. The hats should be prepared before the session begins (the hats can be made from paper).

Instruction for players: Give the players a copy of the Training Aid 1.5 Note for the role-play "A hamlet meeting". Explain and support to the players if it is needed. After everyone finishes reading their role, ask them to practice. Tell the players that they have 5 minutes for performance.

Step 1 - 40 minutes

Tell the participants that they are going to observe a role-play on a "hamlet meeting". They should carefully observe the performance in silence, and in particular look at the behaviour of women and the men and note down who takes the decisions.

After the role-play, thank the players and start a discussion on the role-play in plenary by using the following questions:

- What was the role-play about?
- What were the differences between men and women in the meeting?
- Was the voice of women heard in the meeting?
- Were the needs of men and women the same?
- Were the needs of both women and men addressed?

Do you think the best decision was made in the meeting? Why? Why not?
What is the situation in meetings in your hamlet?
Are women and men represented fairly in the meetings in your hamlet?
Who plays important roles in decision-making in your hamlet meetings?
What you do like, and do not like in the hamlet meetings in your community?

Summarize the discussion and emphasize the following points:

Although women are usually very active and key people for ensuring the well-being of their family and community, they do not have an appropriate voice in making decisions on issues which directly concern their work and life. The role-play illustrates this: Women are the ones who are aware of needs to improve the living condition of the communities but they are not given the opportunity to speak

The role-play also shows that the lack of women's representation and voice can negatively affect the final decision not the best decision for the development of the hamlet

Women's representation in community decision-making is often limited. Both women and men should have equal chances to participate in and contribute to decision-making for the development of a better community.

Step 2 - 20 minutes

Explain that the group will now identify what influences women's representation and voice in decision-making and find solutions to strengthen women's representation and voice alongside the representation and voice of men.

What restricts women to participate in discussions and making decisions for the communities?

What could women do so that they can equally participate in the decision-making process?

What could men do to improve the equal distribution of decision-making between women and men?

Give participants some time to think. Ask some volunteers to speak and others to add. Give comments on these ideas and summarize the discussion. Issues which usually come up are: Women's heavy workload may mean that they have no time to attend meetings on the development of their community. Traditional ideas on the roles of men and women, or gender stereotypes may also restrict women from participating in decision-making processes because men are considered more knowledgeable and capable of making good decisions. Ask the participants if they have any questions before moving to the next step.

Step 3 - 15 minutes

In plenary, ask if they know the Regulations on grass-roots democracy and introduce its basic contents and guiding principles. See Briefing Note 1.5 for information.

Continue with the following questions:

Do women and men have the same rights in decision-making on the general work in the community?

Which rights do you often see are violated in your community in decision-making?

Are there rights which are not exercised by women, or men? Why?

What needs to be changed so that both women and men can actively exercise their rights in decision-making?

Step 4 - 5 minutes

Ask the participants to share what they have learned in this session. Round up by summarizing the following points:

Women and men have different voice and representation in decision-making in communities. Men often have been socialized to have a stronger voice and they face favourable conditions to participate

Women can also contribute to good decision-making. Both women and men should have equal representation and voice in decision-making processes in the community

Women have the same rights as men in decision-making and should be allowed to participate and discuss democratically. Together with men, they should make decisions on the general work in their community. Their representation should be improved both in quantity and quality in the process of decision-making

Men should enable women to participate actively by giving them time and information and encouraging them to speak

Women themselves should overcome their shyness, be brave and speak out their opinions, expectations and needs to exercise their rights in decision-making process in the community.

Training Aid 1.5 Notes for role-play “A hamlet meeting”

Play the scenario given below with 8 persons. Prepare in advance.

In a poor commune many households in one hamlet have to face many difficulties in their daily life. They do not have enough safe water supplies for cooking and cleaning, so they often use polluted water for such things. This causes digestive diseases, dermatitis, and trachoma to many people in the hamlet, especially children and elders.

One day, the hamlet head informs that the commune plans to apply for a loan to carry out projects to improve the living condition of the community. The villagers are invited to a hamlet meeting to discuss and consult what kind of project should be focused on.

At the hamlet meeting the following persons are present: the male hamlet head, 4 male heads of households and three female heads of households.

During the meeting, the men raise many ideas on animals feeding to generate the income for households, while the women are shy, and sitting at the corner of the room. One of them is brave and says in the meeting that the lack of safe water is a big problem for the hamlet. The water is often too dirty to drink, and often there is not enough for both the cooking and cleaning for the family, and giving the animals sufficient water to drink. Some women want to discuss this further but if they try to speak they are discouraged by the men who speak a lot about the advantages of buying more animals and which ones to buy. At the end of the meeting the men decide that the hamlet will borrow money from the commune project to buy and feed more pigs of super lean meat.

Briefing Note 1.5 Regulations on grass-roots democracy

1. What is grass-roots democracy?

Grass-roots democracy is the right to ownership of the people/It defines the rights of women and men and what they can do at the community level/the responsibilities of the grass-roots authorities.

2. Why are the regulations on grass-roots democracy needed?

The Regulations on grass-roots democracy aim to address the following problems:

- In some areas bureaucracy, authoritarian rules and behaviour, corruption and importunity have not been eliminated, so people do not trust the government
- People are not fully aware of their rights and responsibilities in a democracy.

3. By whom and when were the regulations on grass-roots democracy released?

The first Regulations on grass-roots democracy were adopted by the Vietnamese government in 1988, pursuant to the Decree # 29/1988/ND-CP dated May 11th 1988. These deal with the implementation of the Regulations on grass-roots democracy at the communal level (ward/town).

After five years of implementation and following a review and development of lessons learned, the Vietnamese government issued new regulations on grass-roots democracy at the communal level, pursuant to the Decree # 79/2003/ND-CP dated July 7th 2003.

Each commune or village can develop its own regulations based on the principles of the Regulations on grass-roots democracy.

4. What are the objectives of the regulations on grass-roots democracy?

- To develop the right to ownership and the creativeness of the whole society
- To promote the great material and spiritual strengths of the whole society
- To stabilize politics, strengthen unity, and build a clean and strong political system
- To prevent and solve the situation of bureaucracy and corruption among some cadres and communist party members.

5. What are the guiding principles of the regulations on grass-roots democracy?

- People know
- People discuss
- People decide
- People implement
- People supervise.

Module 1

Session 6 Gender equality at work



Objectives

To understand the concept of equality at work
To discuss inequality and discrimination at work
To discuss measures to promote equality at work.



Duration: 90 minutes



Material

Flipchart papers, markers, and masking tape
Training Aid 1.6 Case studies and questions: Discrimination at work.



Related sessions

Module 1. Session 2 Values and stereotypes about gender roles
Module 1. Session 3 Accessibility and control of resources
Module 3. Session 3 Fundamental rights at work.



Session plan

Step 1 - 20 minutes

Introduce the topic by saying that during this session equality at work will be discussed. Explain that this will be done with some case studies about the treatment of men and women at the workplace. Divide the participants into four groups and give each group one of the case studies from Training Aid 1.6 Case studies and questions for the case study. Each group gets 15 minutes to discuss and answer the questions. Ask each group to nominate a representative to share their story and address the questions in plenary.

Step 2 - 50 minutes

Ask each group to present their case and give answers to the questions within 5 minutes. After each case study, ask other participants to comment. Start a brief discussion and summarize the main points after each story.

Case 1: What happens to the female and male brick-makers is not fair. They should get the same daily wage because they perform the same work with the same skill and experience, and have been working for the same number of hours per day. In this case, the employer does not obey the regulations of the Labour Code: **Equal pay to men and women for equal work.**

Case 2: In this case the preference goes to a male employee because the employer thinks that women are not able to perform their work well because of family responsibilities, and that women are not born for management or leading positions. The woman faces discrimination. She is a better candidate for the promotion but she is not judged on her qualities. **Everyone should have the equal opportunities to career advancement.**

Case 3: Another example of **discrimination based on sex** but this time it is the man who is discriminated against.

Case 4: The boss does not allow women to attend the training because he thinks they will not be good workers anymore once they have a family. This way of thinking is not fair but very widespread. Many women in their reproductive age face considerable discrimination at work, even if they are excellent workers. Men often have more opportunities for training so they have more chances to have higher paid jobs as they become more skilled while women are often stuck in low-skilled jobs with lower income. **Both women and men have the right to training opportunities.**

Explain that these are some examples of inequality and discrimination on the basis of sex and gender roles. Make clear that women and men have equal rights and they should have equal treatment and opportunities at work. This is clearly stated in the laws of Vietnam.

Ask whether the participants can think of more examples of different treatment between men and women workers or discrimination on other grounds and discuss these.

Step 3 - 15 minutes

Ask the participants to find solutions to such inequalities at work and think about action that they can undertake to protest against them by answering the following questions:

As a worker, what can we do to reduce/end discrimination in the case studies?

Give participants some time to think and invite them to share their ideas in plenary. Summarize the discussion and explain once more: Male and female workers should undertake action when there is discrimination at the workplace. When treated unfairly they should try to protect their rights. This can be very difficult sometimes. Of course people are afraid to lose their job when they complain about unfair treatment. A good advice is to fight against inequality together. Discuss and organize with your colleagues or ask for help because you are always stronger in a group. Think about organizations that can help you, a trade union for instance or your local mass organization.

Step 4 - 5 minutes

Summarize the discussion and emphasize the following points:

Both women and men in many localities are involved in agricultural and non-agricultural work as labourers in enterprises. However, men and women do not always receive equal treatment and opportunities at work, and men's position is usually more preferential than women's

Women and men have the right to equal treatment and opportunities at work. This is stated in the Constitution and Labour Code. The employers have to implement this right. Men and women should have equal opportunity and treatment in: *salary and other benefits; equal pay for work of equal value; equal access to employment and training; and equal opportunities for career advancement*

Workers themselves need to learn about their rights at work and request employers, other staff and co-workers to provide equal treatment and opportunities to both men and women.

Training Aid 1.6 Case studies and questions: Discrimination at work

Photocopy this page and cut it into separate case studies. Give each group one case study and a list of questions.

Case 1: Commune Thanh Binh has a brick-making workshop. On days when there is nothing to do in agriculture, many women and men come there to work as hired brick-makers. This type of work is quite popular, both female and male brick-makers have the same skills and experience and produce the same number of bricks. Both women and men work 8 hours a day. Men are paid 20,000 VND per working day and women are paid 17,000 VND per day.

Case 2: Lan, a woman with 12 years of experience is a co-worker of Hung, a man with 6 years of experience in a Rattan and Bamboo Weaving Basket Enterprise. Both have higher secondary education. Lan is known as a good worker and is well respected by co-workers. Hung is an average worker and not so well respected as Lan. The workers were informed that next month their supervisor will move to another Enterprise. Lan wants to be a supervisor but she heard that the boss will choose Hung.

Case 3: Nam (young man) and Hoa (young woman) have applied for a job as receptionist in a new hotel that just opened in the town. Both came out as the best of their class in the receptionist training of the vocational training centre. Nam is very good with computers, a skill required in the advertisement, while Hoa only knows computer basics. Nam is very disappointed when he hears Hoa has been given the job. He asks his friend who is the administration officer in the hotel why he did not get the job. His friend tells him the hotel management prefers a young woman as receptionist because they attract more customers.

Case 4: There is an Embroidery Enterprise in village Thang Loi. More than 15 of the workers in this enterprise are young women, and 5 of them are young men. The Vocational Center of the District provides this enterprise with 5 scholarships for an advanced training course on embroidery skills. When the names are announced the workers are shocked: 4 men and only 1 woman have been selected for the training. The manager says that it will be a waste of money to train more women because women can become pregnant and are no good workers anymore when they have children and family responsibilities.

Questions for the case:

1. What do you think about the situation?
2. Do you think it is fair? Why? Why not?

Module 2 Life skills Session 1 Self-development



Objectives

- To become aware of one's own appearance, characteristics and strengths
- To learn others' opinion about one's own appearance, characteristics and strengths
- To improve one's self-confidence and development.



Duration: 50 minutes



Materials

For each participant: 2 pieces of blank A-4 paper, 1 pencil and 1 small mirror (optional)
2-3 rolls of masking tape.



Related sessions

Module 2. Session 2 Decision-making skills: Thinking ahead
Module 2. Session 3 Coping with stress and anger



Session plan

Step 1 - 5 minutes

Explain that participants will learn about themselves in this session so that they can further develop themselves.

Give a mirror to each participant and two pieces of blank paper (If there are not enough mirrors available, 2-4 participants can share one mirror). Give participants 2 minutes to look at themselves in the mirror.

Ask everyone to look at the person in the mirror, look for the qualities they like and choose three qualities that they like best. For example: physical characteristics such as large eyes, long hair, small nose, tall or strong statue, and delicate hands, as well as mental characteristics such as honesty, kindness, patience, determination, loyalty, and intelligence. When no mirrors are available ask them to imagine that they look into a mirror.

After having found the qualities s/he likes, each person will write down the three best qualities of themselves on one sheet of paper and keep it for later. There is no need to show it to anyone.

Step 2 - 25 minutes

Ask the participants whether each of them found something in themselves that they liked. Ask a few participants to share the thing they like about themselves with other participants.

Use these as examples to explain that each of us has good qualities and strengths. Some of the qualities we recognize ourselves. Other qualities we overlook but are recognized by other people.

Next, participants will find out what good qualities others see in them. Ask the participants to write their names on the top of the second sheet of blank paper and tape the paper on their backs.

Everyone will walk around the room and ask 3 to 4 people to write good things about him/her on the paper attached onto his/her back. It can be physical characteristics or characteristics related to attitudes, behaviours, skills and knowledge that the person has shown to have during the previous training sessions. Tell the participants to focus on good qualities.

When everyone is finished, ask all to come back to their seats, take the sheet from their back and read it. Ask the participants to share:

What nice things other people said about you?

Whether some of the things said by other people matched your own opinion about yourself as written on your sheet of paper in Step 1?

What you think are the 3 strongest qualities of yourself and why?

One new quality that you still do not have, but you would like to have in the future and why?

Step 3 - 15 minutes

Discuss about identifying qualities of oneself and those of others using the following questions:

How do you feel when identifying qualities of others?

Did anybody find a person who had exactly the same characteristics as you?

Which one is easier: identifying qualities of oneself and those of others?

Did other participants see qualities in you that you did not think you had? Why do you think you do not know all of your own qualities?

Do you have weaknesses? What could you do if you know you have weaknesses?

Is it useful to know your strengths and weaknesses? Is it useful? Is it not useful?

Step 4 - 5 minutes

Round up the exercise by emphasizing the following points:

Each person has his or her own unique character and qualities

Every person has strengths and weaknesses

The way we see ourselves may be different from the way other people see us because different people have different perspectives on things

It is good for one's self-development to build on one's strengths and try to overcome one's weaknesses

Because everyone has both good and bad points, it is better to look for good things in ourselves and in others: Accept yourself as you are, value yourself and respect others. Knowing your strengths and weaknesses can help to better utilize your qualities when making decisions and working with other people.

Module 2

Session 2 Decision-making skills: Thinking ahead



Objectives

To analyze what influences a decision

To understand what will be the results of a decision

To understand the importance of making informed decisions.



Duration: 90 minutes



Materials:

Flipchart papers, coloured paper, markers and masking tape
Training Aid 2.1 Decisions to make.



Related sessions

Module 2. Session 1 Self-development

Module 2. Session 4 Caught by debt.



Session plan

Step 1 - 10 minutes

Explain that this session deals with decision-making. The session starts with a question and answer game. Place a sign (for instance a green piece of paper or a flipchart with a smiling face) representing 'yes' in one side of the training area and another sign representing 'no' (red paper or angry face) in the other side of the training area. Explain the meaning of the signs to the participants.

Ask all participants to stand up and explain that they have to give an answer to questions by walking to the sign of their choice after each question. If they have no opinion or are not sure they can stand in the middle. State clearly that there is no right or wrong answer so there is no need for everybody to give the same answer. See if this is clear to all and if needed give an example (did you have a nice breakfast today?).

Start asking the questions and after each question, interview 2 or 3 persons who are standing at different positions to explain their choice briefly.

Questions:

1. A new store in the village opened its doors and is cheaper than the existing one where you used to go. Will you do your shopping in the new store?
2. The daughter of your neighbour is working in town and sends home a lot of money. Do you send your daughter to work in town as well?
3. You found out that the daughter of your neighbour is working in a restaurant in a nearby town for 10 hours a day. Do you send your daughter to work in the same restaurant?
4. Some women in your village started a small scale business and are very successful. Do you start the same business?

Step 2 - 15 minutes

Ask everybody to sit down and start a brief discussion with the following questions:

- For which question was it easy to decide what to answer and why?
- For which question was it difficult to decide what to answer and why?
- Did you want to change one of your decisions after listening to the reasons of others during the interviews? If so, why?
- What do you need for making a good decision?
- Are decisions easier to make if you have information? Why or why not?
- How much influence do your friends or family have on your decision?

Conclude this step by pointing out to the group that gathering information is a very important step in the decision-making process.

Step 3 - 5 minutes

Explain that an important part of decision-making involves looking ahead to see what might happen if you decide this or that. You will take a better decision when you think ahead about the possible consequences of your decision. To practice this 'thinking ahead' group work will be done.

Divide the group into small groups of maximum 6 persons. Handout a flipchart, markers, and masking tape to each group.

Ask each group to identify a situation where they have to make a decision. For instance, need to go to the city urgently for family reasons. More examples of decisions to make are given in Training Aid 2.1 Decisions to make. However, stimulate the participants to come up with a situation from their own life that needs a decision. They have to write the situation they want to analyze on the coloured paper and put it on the flipchart.

Step 4 - 20 minutes

Ask the groups to think about all possible decisions they can take in the situation written on the coloured paper. Like for the example given: they can take the bus to the city, a taxi or a motorbike, walk, or go by train, etc. Ask them to write all these possibilities on the flipchart.

When they have several options, ask the groups to think and write down for all options:

- What are the positive effects for each option?
- What are the negative effects for each option?
- What kind of resources (skills, money, and time) you may need?

Explain this assignment by using the example. Positive aspects can be cheap and safe for bus, fast for taxi, and very cheap for walking, etc. Negative aspects can be that the bus does not drop you off at the right place, the taxi is very expensive, walking takes too much time, etc. Resources needed for the different options include, for example, money and time.

Ask them to compare the positive and negative effects of the different options and come to a final decision.

Step 5 - 15 minutes

Ask all groups to present their discussion results and why they have this decision.

Step 6 - 20 minutes

Start a discussion in plenary using the following questions:

- Was it easy or difficult to identify the possible effects of their decision? Why?
- Which effects were the most important, i.e. should have a higher weight in the final decision?
- Do you always think about possible effects before deciding to do something in real life?
- Do you feel it is wise to think it all over before deciding?
- Are there obstacles you have to overcome? If so, is that possible?
- Is a good decision for one person automatically a good decision for another person?
- Can you change your decisions in a later stage, why or why not?

Try to discuss the information that participants share in the following order and give them the following steps that everybody needs to go through to make the most informed decisions:

- Identify your options
- Gather information and think about the effects of all options
- Identify the advantages or disadvantages of each option
- Decide about the best way, using reason, sensitivity to others and moral values
- Take action
- Evaluate and adjust your decision if necessary.

Step 7 - 5 minutes

Summarize the discussion and conclude the session with the following points:

- Try to collect as much information as possible before making a decision
- Thinking about possible effects of a decision may help to make the final decision: what does it mean for you and for others on the short and the longer term? What is the most important?
- Comparing the disadvantages and advantages of a decision also helps
- Sometimes it is possible to overcome the disadvantages
- A good decision for one person is not automatically a good decision for someone else
- Sometimes you need to make decisions without any information, this can be risky
- When you find out that your decision was not the right one, change your mind and act accordingly.

Training Aid 2.1 Decisions to make

Situation: need to increase family income.

Examples of decisions to make to share with the group in step 3:

- Going to work in the city
- Discontinue your support to your daughter's education to save money
- Starting your own business
- Sending your son abroad as migrant worker
- Borrow money to open a shop
- Sharing money with family neighbours to buy a piece of land for increased cultivation
- Raising pigs or chickens to earn money (pigs or chickens).

Module 2 Session 3 Coping with stress and anger



Objectives

- To identify the characteristics and impacts of stress and anger
- To identify ways to cope with stress and anger.



Duration: 90 minutes



Materials

- Flipcharts, markers and masking tape
- Small cards (A-4 size paper into 3 or 4 pieces), 3 for every participant
- Training Aid 2.3 Role-play scripts for stress and anger
- Briefing Note 2.3 Anger and stress.



Related sessions

- Module 2. Session 1 Self-development
- Module 2. Session 2 Decision-making skills: Thinking ahead
- Module 2. Session 4 Caught by debt.



Session plan

Step 1 - 5 minutes

Introduce this session by explaining that participants will learn how to deal with stress and anger. Ask the participants if they can come up with some feelings or moods like happy or sad. After they mention some different types of feelings, explain that all these are normal feelings. However, some feelings can lead to behaviour that can be disadvantageous or dangerous and therefore this session will help participants to cope with such feelings in effective ways.

Step 2 - 10 minutes

Ask 8 volunteers to do role-plays. Divide them into two pairs and one group of four persons. Give each group one story from Training Aid 2.3. Story 1 and 2 for the pairs and story 3 for the group of four persons. They have maximum 5 minutes to prepare.

In the meantime, give 3 cards to the participants that will form the audience. Explain that they are going to watch three short plays. In each play an emotion is shown. At the end of each play they have to write down on a piece of paper one characteristic of the emotion shown by the players. For example: crying or shouting.

Step 3 - 25 minutes

Ask the volunteers to show their play one by one (5 minutes maximum per play). After each play, thank the volunteers with applause.

Ask the participants what the main emotion was in the three plays. Once agreement has been reached on the main emotion of the play, take two flipcharts and write the heading STRESS on one chart and the heading ANGER on the other chart. Ask the participants who observed the plays to select whether the characteristics belong to stress or anger and place them accordingly. They may also like to add other characteristics to the lists.

Step 4 - 10 minutes

Discuss the lists, using the following questions:

- Are there similarities between the lists?
- What are the main differences?
- Is it true that anger is always a result of stress? Could it be the other way around?
- What are the characteristics of anger? What are the characteristics of stress?
- Is anger dangerous? Is stress dangerous?

Summarize the discussion and give the characteristics of anger and stress:

- Anger is a human emotion and can be caused by many reasons, from a disobedient or naughty child to something that does not work out the way you want it
- Stress is a response of the body to a situation that a person feels s/he can not deal with
- Anger is not dangerous as long as you can handle it and you do not hurt yourself nor others
- Too much stress can lead to health problems.

Step 5 - 10 minutes

Divide the group in 6 small groups and give each group a flipchart, markers and one of the role-plays from Training Aid 2.3. Ask the groups to think about the negative effects the situation had on the players in the role-play. They should think about the symptoms (feeling depressed or dizzy). These can be either emotional or physical... Write down the answers on the flipchart. Ask all groups to present their results.

Step 6 - 15 minutes

Review the symptoms and explain that being aware of the symptoms of anger or stress is one of the steps to prevent these feelings from happening or otherwise deal with them. Ask the 6 groups to think about possibilities how to cope with anger or stress in their role-play. They get 5 minutes to change or to finish their story in a positive way.

Ask all groups to present their solutions in plenary. Do this in the following order: first the two groups that have the anger story, followed by the two groups with the stress situation in the family and finally the two groups that have the stressed mother-daughter relationship.

Step 7 - 10 minutes

Discuss the different solutions by asking the following questions:

- Which solutions focused on solving the existing situation (i.e. making good after the fight or going to see a doctor or friend to talk about the situation)?
- Which solutions focused on preventing the situation to happen (i.e. trying to work together in such a way that there was no fight or saying 'no' to avoid getting too much work)?
- What is better?
- Is that easy?

Make two lists of tips how to prevent anger and stress during the discussion with the inputs from the participants. Refer to Briefing Note 2.3 for adding important points.

Step 8 - 5 minutes

Conclude the session by summarizing the discussion and mention the following points:

- Anger becomes a problem when you cannot control it
- Too much stress can lead to health problems and affect relationships with friends and family
- Preventing is always better than solving the problems afterwards
- In order to prevent yourself from an anger or stress situation you should be aware of the symptoms.

Training Aid 2.3 Role-play scripts for stress and anger

Make 6 photocopies of the following page and cut them into three separate scripts. Distribute them as follows:

One role-play each to the three groups of volunteers in step 2

One role-play each to 2 of the small working groups in step 7.

Role Play 1: Anger
Two persons

You are repairing something together but everything is going wrong. It does not work out the way you planned. One person is blaming the other for what is going wrong and the other person is doing the same. You both get so angry that you start yelling to each other and ruin the thing you are working on. It nearly becomes a fight but then one person walks away shouting that she will never talk to the other person anymore. The other person starts crying.

Role Play 2: Stress
Two persons: 1 mother and 1 daughter

Your mother is very ill and you are very worried about her. You try to take care of her as good as you can. Despite the fact she is very ill she is putting you under a lot of pressure by blaming you that you are still not married. She likes to see you getting married with a son from a well-off family living close by. She does not know that you are already seeing someone but you don't dare to tell your mother because you already know that she will not agree with your choice.

You have sleeping problems, want to be alone as much as possible, you cry a lot and are having terrible headaches because you are worried about your mother and don't know what to tell her.

Role Play 3: Stress
Four persons: 1 woman, 3 demanding family members: husband and 2 children.

You have two small children. Your husband works as a woodworker and you work as a farmer. This year, due to a failed harvest, the family is not in good shape. After a long working day on the field, you are cooking dinner for the family and chopping pig's fodder. Your youngest child is crying because her sister does not let her play. Your eldest child tells you that tomorrow is the deadline for her school fee. Tomorrow is also the day you have to pay for the loan you got to buy rice seeds and fertilizers six months ago. Your husband comes home angry. He shouts at you why dinner is not ready, why cups are dirty, and why the house is untidy. He kicks the chair so the youngest child falls and starts crying. You feel so tired and sad, because you can not sleep well at night. You just want to burst into tears. You have a gnawing pain in head and back. You do not know what to do.

Briefing Note 2.3 Anger and stress

What is anger?⁸

Anger is a human emotion that ranges from mild irritation to an uncontrollable fury. It can change your blood pressure and heart rate. Anything can cause anger, from waiting in a long line to a traffic jam to a bad argument. Anger becomes a problem when you can't control it.

What are some of the symptoms?

- Attacking people verbally
- Yelling
- Fighting
- Destroying things.

How to prevent it and treat it?

- Take deep breaths
- Meditate
- Try to find humour in the situation
- Imagine a relaxing place
- Talk to the person you're angry with instead of yelling
- Stay away from situations you know will make you angry
- Get counseling.

What is stress?

Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize. It is the "wear and tear" our body experiences as we get used to changing environments. There's "good" stress and "bad" stress. "Good" stress is being very excited after getting a well-deserved promotion at work; "bad" stress is when you get in an argument with someone about nothing and start to sweat and become uncomfortable.

Family, money, work and school are the most common causes of stress. Too much stress can lead to health problems and affect relationships with friends and family. When people constantly react to stressful situations, they could develop anger management problems.

What are some of the symptoms?

- Headaches and backaches
- Not being able to sleep
- Feeling angry or frustrated
- Problems to stay focused and concentrated
- Crying
- Avoiding others
- Upset stomachs and ulcers
- Rashes
- High blood pressure, heart disease, and stroke.

⁸ From: <http://www.thebeehive.org>, health and fitness page, stress and mental health

How to prevent and treat it?

Get regular exercise. 20-30 minutes of physical activity (swimming, walking, jogging, or sit-ups) can clear your head and give you time to think. Some people get tense and their muscles get sore. Basic stretching can help

Meditate. Put on relaxing music and close your eyes for 10-20 minutes. Take deep breathes and clear your mind

Keep a journal or talk to someone. Writing your feelings down or talking to someone can help you put your finger on what is making you stressed

Eat healthy. Eating healthy meals makes a difference in how you feel

Learn to say no. Do not take on more than you can handle.

Module 2

Session 4 Caught by debt



Objectives

To understand how people can get into a "circle of debt"
To identify ways to avoid getting into debts.



Duration: 90 minutes



Material

Flipchart papers, markers and masking tape
Training Aid 2.4 Picture cards for the circle of debt.



Related sessions

Module 2. Session 2 Decision-making skills: Thinking ahead



Session plan

Step 1 - 10 minutes

Start this session with a brief introduction about debt by asking the question: What does having a debt mean? After about 3 answers or examples from participants, give a brief summary of what it means to have debts: having an obligation to a person, a shop or an agency to pay back something that has been borrowed. People can get into trouble of having too many debts. Therefore, this session will deal with having debts and how to avoid getting into debts.

Step 2 - 10 minutes

Explain that you are going to tell a story about a woman, Thanh who lives in a small village. Tell the story using the 7 picture cards given in Training Aid 2.4 to explain the "circle of debt" as follows:

Start with showing Picture 1 at a place where everybody can see it clearly and introduce Mrs Thanh and her family. She lives with her husband and four children. They have a farm where they grow rice for sale and for their own use. Thanh also makes money with her small business selling baskets. Some months they have more money than other months. When they have more, the husband likes to use the extra money to go out with his friends

One day the oldest daughter has an accident with a motorbike and needs to be treated immediately at the hospital. There is no money to pay for the treatment in the hospital so the mother goes to the moneylender in her village to borrow money. The interest rate is high, but she has no choice to save her daughter. Show Picture 2 and place it under Picture 1 and draw an arrow pointing from Picture 1 to Picture 2 (see the example in Training Aid 2.4)

Thanh and her husband do not earn enough money to pay back the loan to the moneylender. The moneylender wants her to pay back the loan by working for him. Thanh has no other option to work on the rice fields of the moneylender during the planting season to pay back the loan through her labour. Show Picture 3 and place it under Picture 2 a little to the right and draw an arrow pointing from Picture 2 to Picture 3. Because Thanh works for the moneylender she can not do her small business, and only her husband works on the family farm. This results in a loss of income. So after a month, they do not have money to buy enough food. Place Picture 4 of the woman having no money underneath Picture 3 and draw an arrow pointing from Picture 3 to Picture 4

A few weeks later, another disaster strikes. Thanh's husband falls ill because of the hard work and the food shortage. Thanh does not have money to buy medicines or healthy food for him so she goes to the moneylender again for an extra loan. Place Picture 5 of the woman having no money underneath Picture 4 and draw an arrow pointing from Picture 4 to Picture 5

Without income and her increased debt, Thanh has to take her eldest daughter out of school to work with her for the moneylender to help paying off the loan. Place Picture 6 of the woman working together with her daughter above the moneylender to the left. Draw an arrow pointing from Picture 5 to Picture 6

Once again, the family is left with no money. Place Picture 7 above Picture 6. Thanh and her daughter are still working for the moneylender to pay off the loan. They have no cash but the costs for the medical treatment for the husband are getting higher and higher. The woman has no choice but to return to the moneylender to ask for yet another loan. Draw an arrow to close the circle, from Picture 7 to Picture 2

This will be a never-ending story because Thanh has no earnings so she can not pay back her loan to the moneylender by any other means than by working more.

Step 3 - 25 minutes

Discuss the story in plenary using the following questions:

- What do you think of this situation?
- Do you think Thanh can get out of this circle?
- When they had extra money, how was it used?
- How could this situation have been avoided?
- Can you think of other cases in which people end up in a "circle of debt"?
- Does this happen in your neighbourhood?

Explain that the woman in the story is in a very dangerous situation. Her debt is becoming bigger and bigger. She does not only have to provide her own labour, but also the labour of her daughter to pay off the debt. If her husband does not get better and can not go out to work, it will be very difficult for this family to get out of debt.

Tip for trainers:

Try to make another vicious circle situation with one of the examples mentioned by the group. The concept of being caught in a "circle of debt" will become clearer to participants if you create one with them using an example that they are familiar with.

Step 4 - 25 minutes

Discuss with the participants what risks they face if they borrow money:

- Can you think of situations in which you or others may need a loan?
- Can you think of problems in paying back such a loan?
- Are these problems different for women and men in a family?
- What can you do to avoid getting a loan?
- Do you know what to do if it is really necessary to get a loan?

Summarize the main points. Use the following information as background:

People in poverty often do not have money for the most urgent things. For emergencies, when somebody in the family gets sick or has an accident, or when there is a draught or flooding. For social events such as a marriage or funeral or during festival periods. Farmers who are poor often do not have sufficient income to buy seeds in the planting season

People in poverty often have problems paying back a loan as all their income is spent on food and other basic survival needs. For example, for farmers, it will be hard to pay

back the loan if they have a bad harvest, and have no products to sell. Or, when the harvest is very good there may be an oversupply of the same products so the price of the products goes down

Sometimes women in families do not want to take a loan, for example, to start a small business, because they have no control over the income that comes into the household, but are held responsible for the repayment of the loan

All persons and families need to plan ahead and save money for emergencies and social events

Borrowing money for emergencies and social events when you do not know how to pay it back is sometimes unavoidable but it can be very dangerous

Borrowing money for investments in the future, such as buying a house or a motor cycle or paying school fees can be fine, if you know how you will pay back the loan

When you want to start or grow a business it can be a good idea to take a loan for the business (in other words, productive purposes). You will earn income from the business and be able to pay back the loan if you plan it carefully.

Step 5 - 15 minutes

Ask the participants if they know what they should do if they need a loan. Make a list and include:

- Plan ahead and get information: Do research on available sources (persons or organizations) that give out loans (which need to be paid back) or grants (which do not have to be paid back). Consider from whom you could ask for a loan or a grant
- Calculate the full costs of the loan repayment (the loan capital including the interest, in other words the money charged for borrowing money, or any other fees)
- Determine how much time it will take to pay back the loan and whether you will be able to pay it back
- Make sure that both you and the person/organization that provides the loan have a full understanding of the terms and conditions of the loan. Be careful especially when borrowing from friends and family members. Many friendships and family relationships sour or end because of misunderstandings and conflicts about money like loan repayments (or non-repayments).

Explain the importance of written contracts. Whenever someone takes a loan from a person or organization they should make sure that a contract with all terms and conditions is made and signed by both parties on every page, and preferably with an (government) official as a witness. This helps to avoid situations like the story of the circle of debt in this exercise.

Step 6 - 10 minutes

Summarize the discussion and conclude with the following points:

- Saving money reduces vulnerability to various risks
- Plan in advance how to spend money. Always keep in mind that you should not spend more than you can earn and debts are difficult to get rid of
- Taking a loan is sometimes necessary to enable big investments such as buying a house or starting and expanding your business
- If women take a loan for their business, the loan should be used for her business and the repayment should come from her business profit
- Always make a note when you borrow money from someone or when someone borrows money from you, so that both of you will not forget and have a problem in the future. Sign a contract for bigger loans making sure that all the conditions are clear.

Training Aid 2.4 Picture card for circle of debt

Guidelines: Two pairs of cards (Pictures 2 and 5, and Pictures 4 and 7) are identical. Photocopy the cards in A4 size for use in the exercise.



Picture 1: A woman living with her family in a rural village.



Picture 2: She borrows money from the moneylender.



Picture 7: The woman is again left with no money.



Picture 6: Her daughter now has to work for the moneylender also to help her mother pay back the loan.



Picture 5: The woman asks the moneylender for a new loan



Picture 3: Having no money to pay back the loan, the woman has to work for the moneylender's as a way of paying her debt.



Picture 4: The woman is left with no money.



Module 2 Session 5 Abortion



Objectives

To understand that there are different reasons why women choose abortion
To become aware of the possible consequences of abortion.



Duration: 90 minutes



Materials

Flipchart papers, markers and masking tape
Training Aid 2.5.1 Case studies abortion
Training Aid 2.5.2 Possible consequences and myths about abortion
Training Aid 2.5.3 Answer sheet abortion
Briefing Note 2.5 Abortion.



Session plan

Step 1 - 10 minutes

Explain that this session will be about abortion, a subject that is sometimes controversial. Tell the participants that everybody should feel free to express their own opinion and nobody will be judged because of their opinion. Ask everybody to listen to each other and respect all opinions.

Ask the participants if they can explain what they think when they hear 'abortion'. After a couple of answers, give a brief definition of abortion: termination of pregnancy.

Step 2 - 30 minutes

Ask the participants to break into 3 groups. Give each group one of the three case studies and the questions in Training Aid 2.5.1. Give them 15 minutes to answer the questions. In the meantime prepare 4 flipchart papers with the following titles:

1. Reasons
2. Methods
3. Consequences
4. Prevention.

After 15 minutes ask a representative of all groups to present the outcome of their group work, and write their answers to the appropriate flipcharts titled Reasons, Methods, Consequences, and Prevention prepared in advance. After the presentations, start a discussion with the following questions:

- Can you think of other reasons why people decide to have an abortion?
- Do you know more methods?
- Can you mark the methods that are unsafe?
- What can be the consequences of an abortion?

Summarize this step and emphasize that there are different situations in which women and/or men may want an abortion. Of course, people have their responsibilities and having safe sex always is one of them. However, a woman should have a chance to decide on her own.

Step 3 - 30 minutes

Divide the participants into groups of four to six persons and distribute Training Aid 2.5.2: Possible consequences and myths about abortion. Explain that the participants have to decide for each statement whether it is true or false. Give them 10 minutes to complete the list.

Ask them to share their answers in plenary. The best way of doing this is discussing the statements one by one, asking one group to give their answer and then asking the other groups whether they agree or not. For each statement discuss their answers, give the correct answer and explain it further if needed using Training Aid 2.5.3 Answer sheet abortion.

Step 4 - 15 minutes

Ask the participants if they know what to do if they need a safe abortion. After a few inputs you can add information as given in Briefing Note 2.5 Abortion.

Step 5 - 5 minutes

Summarize the outcome of the discussions and emphasize the following:

Prevention is best and if abortion is necessary, do it safe

Abortion is not a contraceptive measure. Safe sex is. Prevention is better than cure and less risky for women

Unsafe abortion methods (e.g., use of certain drugs, herbs, or insertion of non-surgical objects into the uterus) are dangerous. You risk permanent injury, such as infertility or even death

If you need a safe abortion go to a reliable maternity hospital, where the doctors and nurses are well-trained and the equipment used is sterile.

Training Aid 2.5.1 Case studies abortion

Photocopy the following stories and give each group one story.

Story 1

Hoa is 19 years old and unmarried. She is seven weeks pregnant. When her boyfriend found out he left her. She is afraid of the reaction of her parents and her relatives so she buys some medicines to put into her cervix to abort the foetus on her own. Soon after that, she gets a severe bleeding. At the hospital, the doctor says that she has a serious infection and the abortion was not complete; some parts were left in her womb. She took a wise decision by going to the hospital otherwise she might have died.

Answer the following questions:

What is the story about?

What was the main reason for abortion?

How did Hoa have an abortion?

What were the consequences of abortion for her?

How could this abortion have been avoided?

Story 2

Tham is 21 years old and married. She and her husband have a 17-month old child. About half a year ago she had a miscarriage. At the moment she is pregnant for six weeks. Since the families' income is just enough for living, she is afraid that if she gives birth this time, she can not bring up the baby as good as it should be. They decide she will go to the hospital for an abortion. The doctor informs her about the process and asks her to think it over. She decides to have an abortion and now Tham is living healthy and happily with her husband and her first child.

Answer the following questions:

What is the story about?

What was the main reason for abortion?

How did Tham have an abortion?

What were the consequences of abortion for her?

How could this abortion have been avoided?

Story 3

Khanh got married two years ago. Since her husband works far from home, she usually lives alone. She has a nice neighbour who often helps her. Last month he helped with covering the roof and he repaired small things like the broken leg of her table. Sometimes, he stays late at night to share happiness and sorrow with her. Actually Khanh likes him and at one night it just happens: they make love. Some weeks later she finds out that she is pregnant. This should stay a secret for everyone. She has heard stories about a private clinic where you can get an abortion. She goes there but unfortunately the abortion was not done properly because the person was not trained and the equipment was not clean. Her womb got perforated and she is not sure if she can still have children in the future.

Answer the following questions:

What is the story about?

What was the main reason for abortion?

How did Khanh have an abortion?

What were the consequences of abortion for her?

How could this abortion have been avoided?

Training Aid 2.5.2 Possible consequences and myths about abortion

Possible consequences and myths about abortion	True	False
1. Abortion is completely safe if it is done by an experienced doctor		
2. Abortion does not leave any mental impacts		
3. Abortion might lead to bleedings		
4. Abortion makes women easily get a twin-pregnancy after that		
5. Abortion might lead to an infection with harmful bacteria		
6. Abortion can not cause death of pregnant women		
7. Abortion might lead to a perforated womb		
8. Risk for miscarriage is higher after more abortions		
9. After abortion, it is more likely that women will give birth to a girl		
10. It is possible that a woman becomes infertile after having an abortion		
11. After an abortion it is not possible to become pregnant immediately		
12. You are not allowed to have sex after an abortion		

Training Aid 2.5.3 Answer sheet abortion

Answers:

- False, but the risks are minimal if the abortion is done by an experienced doctor, smaller than the risk of a delivery.
- False, it does but the impact is different for each person.
- True, this can be dangerous, you should contact a doctor immediately if you start bleeding more than a normal menstruation.
- False, in general an abortion does not have any effects on later pregnancies.
- True, this risk is higher for abortions done with unsafe methods and can lead to infertility.
- False, unsafe abortion can result in death due to complications when the abortion is done by untrained person or using dirty or wrong equipment.
- True, but this risk is minimal for abortions done by trained and well equipped staff.
- True, when a woman had several abortions the risk of a miscarriage during a wanted pregnancy is higher than normal.
- False, abortion has no influence on the sex of the child in later pregnancies.
- True, several complications like perforation of the womb, blockage of fallopian tubes, infection can cause infertility. This risk is high for unsafe abortion methods and minimal when going to a medical centre with trained staff.
- False, you can become pregnant immediately so take your responsibilities: safe sex.
- True, the first three weeks after the abortion took place you are not allowed to have sex. The same is true for using tampons and washing the vagina with soap. This can lead to infection.

Briefing Note 2.5 Abortion

Definition of abortion

Termination of a pregnancy within 28 weeks by taking special medicines or having the foetus removed by cleaning the womb.

Reasons for abortion

- To save the life of the woman
- To preserve a woman's physical health
- To preserve a woman's mental health
- Rape or incest
- Foetal impairment
- Economic or social reasons.

Different methods for abortion

- The use of drugs (can be done under doctors supervision = abortion pill, otherwise unsafe)
- The use of herbs (unsafe)
- Insertion of non-surgical objects into the uterus (unsafe)
- Curettage (cleaning of the womb): done in hospital.

For a safe abortion, women should go to a reliable hospital:

The safest places for abortion are maternity hospitals, where the staff is well-trained and the right and clean equipment is used. To ensure confidentiality and safety for the patients, hospitals do not ask for identity papers

You should bring money to pay for the hospital fee and some sanitary napkins. Before the abortion, a doctor will examine the patient's health and identify the duration of the pregnancy. The doctor may give the patient analgesic medicines so that they do not feel pain. Some people say that abortion hurts like an ant bites. In fact, most abortions hurt. However, whether it hurts a lot or not, partly depends on the patient's mentality. According to a study, anyone who is nervous or afraid of being hurt will feel more pain than others. So, it is important to relax and try not to be afraid

After an abortion, the woman needs to take a rest for several hours to recover and receive after-care by a nurse/doctor. She might have some more bleeding for a few days but this should not be more than her normal menstruation

After an abortion a woman should take a good rest and eat healthy food. She should not use tampons during the first three weeks and no soap inside her vagina. Having sex is also not allowed within these three weeks because of the risk of infections

If the patient is still bleeding a lot or for many days, if her vagina has a bad smell, or if she still has a pain or a fever she should go to see the doctor to re-examine. Also when there is nothing wrong and she is feeling fine she should see the doctor five weeks after the abortion for a check up.

Possible consequences

Unsafe abortion is the cause of 5% of deaths of pregnant women in Vietnam.⁹ Many more problems can also occur such as:

Emotional problems: depression, feeling guilty

⁹ <http://www.vnexpress.net/Vietnam/Suc-khoe/2004/10/3B9D7DCA/> 26/10/2004

- A perforated womb or damage to the vagina or cervix
- Severe bleeding
- Infection with harmful bacteria (septic shock)
- Incomplete emptying of the womb, this leads to infection or bleedings
- Blockage in fallopian tube(s)
- Sterility.

Abortions done by a trained medical person with the right and clean equipment are relatively safe and are not more risky than other simple medical surgery.

Prevention

Abortion is not a contraceptive measure. The more abortions a woman has, the more risks she faces. Many women still consider abortion as an optimal option to solve their unwanted pregnancy. However, abortion is never 100 per cent safe and using a contraceptive to prevent an unwanted pregnancy is always the best. It is the responsibility of both men and women to get information about family planning and to buy contraceptive to prevent an unwanted pregnancy if they are not planning to start a family.

Facts

In Vietnam, the proportion of abortion is high compared to other countries in the region and the world,¹⁰ amounting to 83 of every 1000 women in maternity age and 2.5 times for each woman. Annually, between 30%-50% of the abortions take place at private medical institutes that are not under the control of the public authorities. According to the Union of Obstetrics and Gynaecology of Vietnam, one woman dies every five days because of unsafe abortion.¹¹ At present, there is no measure to effectively control unsafe abortion clinics and it is the major obstacle in decreasing the rate of death caused by abortion. Currently, there is no law on abortion in Vietnam.

¹⁰ According to the statistics of the Union of Family Planning, Vietnam is one of the three countries which have the highest rate of abortion, 20% of which among teenagers.

<http://www.vnn.vn/xahoi/doisong/2004/12/358902/> 23/12/2004

¹¹ <http://www.tienphongonline.com.vn/Tianyon/Index.aspx?ArticleID=42749&ChannelID=9> 3/4/2006

Module 2

Session 6 STDs: Causes, troubles and treatments



Objective

To learn about different types of sexually transmitted diseases (STDs) and how to prevent or how to take care of them.



Duration: 90 minutes



Materials

5-6 roles of masking tape, one piece of blank A-4 paper for each group
Training Aid 2.6.1 List of statements and answers
Training Aid 2.6.2 Causes, troubles and treatments of STDs for each group.



Related sessions

Module 2. Session 7 HIV/AIDS.



Session plan

Step 1 - 30 minutes

Explain that this session will be about sexual transmitted diseases (STDs); learning facts about these diseases and how to prevent or take care of them. Use Training Aid 2.6.1 List of statements and answers. Place the sign for "True": at one side of the room and the sign for "False": at the other side of the room. Explain the meaning of the signs. Ask all participants to stand up. Tell them that you are going to read a statement and they have to decide whether it is true or false. They have to go as fast as they can to the sign of their choice: true or false. Urge the participants to make their decision fast without looking at what others are doing.

Give the correct answer when everyone has chosen a position (True or False) and ask if the explanation is clear. You read the next statement and they make up their mind again. This continues until all statements are discussed.

Step 2 - 15 minutes

Explain to participants that they will now learn more about the different types of sexually transmitted diseases and how to treat them.

Divide the group into small groups, maximum 5 persons per group. Give each group a set of 28 cards from Training Aid 2.6.2, a piece of A-4 paper and masking tape. Ask them to divide the A-4 paper in 4 columns and name each column as follows:

1. Name of the disease
2. Cause
3. Symptoms
4. Cure.

They need to arrange the cards and tape them in the right column.

Tip for trainers:

The main sexually transmitted diseases (STDs) are mentioned on the cards. By making sets of the cards, the participants become familiar with the names, possible ways of passing on an STD to others, the symptoms and the possible treatments. It is no problem when they do not have any information on the STDs beforehand. Let them puzzle and even if they make all wrong combinations it does not matter, as this will be sorted out during the next step.

Step 3 - 35 minutes

Ask all groups to tape their paper on the wall and give all participants 5 minutes to study the results of the other groups. Check the results in plenary. Ask the first group to present their first combination. Correct it when necessary. Continue with the second group presenting their combination of another STD. Continue with this until all STDs are discussed and correctly displayed.

Start a discussion using the following questions:

- Did you already know one or more of the STDs that are on the cards? If yes, which ones?
- Do you know how to prevent STD infections?
- Will these measures protect you against all STDs?
- Would you go to a doctor if you think you might have an STD? Why or why not?
- Would you inform the persons you had sex with in the recent past? Why or why not?
- Do you know what the effects of STDs can be?

Tip for trainers:

During the discussion in plenary, pay attention to the right combinations. Explain that most STDs are passed on by unprotected sex with an infected person. It is important to consult a doctor when they think they are infected. They should not wait until they get the symptoms. Some of the diseases can be cured, others not. Always complete the treatment if there is any, even when the symptoms have gone. Unfinished treatments cause the disease to return. Do not have sex during the period of treatment. When they don't get treatment they will have the risk of getting seriously sick, becoming infertile and can even die. They also put their partner in a dangerous situation.

Step 4 - 10 minutes

Conclude the session with a summary of the main findings:

- Most sexually transmitted diseases are passed on by unprotected sex
- There is always a risk of getting infected when having sex, but the risks can be reduced by using a condom. This is the only way of reducing the risks. All other anti-conception methods prevent only against pregnancy and not against STDs
- Some of the diseases can be cured, others not
- It is important to consult a doctor when you think you are infected. Do not wait until you get the symptoms
- Complete the treatment, even when the symptoms have gone. Unfinished treatments can cause the disease to return
- It is very important to inform all persons you had unprotected sex with. They should also see a doctor. By not telling them that you are infected, you put them in a dangerous situation.

Training Aid 2.6.1 List of statements and answers

Guidelines: Use the following statements during the exercise. Add new statements and answers as suitable for your target group.

Statements	Answers
1. You will recognize a person who is infected with an STD	False - You can not see from a person if s/he is infected with one of the STDs.
2. You can already get infected with an STD from having sex only once without using a condom	True - When the person you have sex with is infected you can get it, even if you had sex only once.
3. Condoms are the best way to prevent infection with an STD	True - However, keep in mind that a condom is not always 100% safe. There is a chance that it will break or slip off during intercourse.
4. You will find out after 2 to 5 days after you had sex if you are infected with an STD	False - Often people do not show any symptoms or only after a period from months or years after they got infected. For instance, a person infected with HIV may live for many years before showing any symptoms.
5. The germs that cause STDs can only enter the body through the vagina or penis	False - Bacteria and viruses that cause STDs may enter the body through the vagina, penis, anus, mouth and in some cases through the eyes. HIV/AIDS and Hepatitis-B may enter the body through sharing needles or razor blades.
6. Oral sex is one way of having safer sex if you do not want to be infected with STDs	False - Oral sex is about touching the sexual organs with your mouth. A person may get infected with HIV, gonorrhoea, syphilis and herpes through oral sex.
7. You do not get infected with STDs by holding hands, dancing or masturbation	True - Transmission of STDs occurs through having unprotected sex with someone who is already infected. A person may be infected by having oral, anal or vaginal sex. A person may also be infected with HIV/AIDS or Hepatitis by sharing needles.
8. When you are infected with an STD and you take medicines you can have sex	False - You can infect others during treatment as well. Therefore, it is important not to have sex before you are completely cured.
9. Women who take the birth-control pill can not get infected with STDs	False - The birth control pills protect only against pregnancy and not against STDs.

10. Men who are infected with an STD can be cured by having sex with a virgin	False - This is absolute nonsense. The only thing that can happen is that they will infect the virgin.
11. Washing genital organs after having sex will help prevent certain kinds of STDs	False - Practicing good body hygiene is a good idea but it will not prevent STDs and not help against HIV/AIDS or pregnancy.
12. Using multiple condoms is better than one	False - Condoms will help to prevent the spread of STDs but they must be used correctly. Using several at the same time is not a correct way of using them. The risk will actually be higher because they can break.

Training Aid 2.6.2 List of causes, troubles and treatments

Guidelines: Photocopy this page for each group, cut it into 28 separate cards and mix the cards in each set. Provide each group with one complete set.

Syphilis	Bacteria Passed on by sex with infected person without using a condom.	1 st phase: ulcers in vagina, penis or anus. 2 nd phase: (after 1-6 months) eruption of the skin. 3 rd phase: (after years) whole body infected.	Medicines
Hepatitis B	Virus (in blood, spermatozoa, urine) Passed by used needles, kissing or sex without using a condom	Between 1-6 months after infection symptoms like: tired, yellow eyes, pain at right upper side of belly (liver) dark urine, fever.	No treatment Preventive vaccine
Aids	Virus (in blood, spermatozoa) Passed on by used needles or sex without using a condom.	No symptoms (HIV-positive) Destruction of body's defense system. Opportunistic infections.	Medicines No effective cure Deadly
Gonorrhoea	Bacteria Passed on by sex with infected person without using a condom.	Boys: secretion from penis, hurts while peeing. Girls: secretion from vagina, hurts when peeing, itchy.	Medicines
Herpes	Virus Passed on by sex with infected person without using a condom.	Burning ulcers around penis, vagina and mouth. Disappears after couple of days/weeks.	Medicines No effective cure Comes back regularly
Genital Warts	Virus Passed on by sex with infected person without using a condom.	Warts around vagina, penis and anus. Sometimes itchy. Sometimes no symptoms.	Surgery Often not effective
Crab lice And Scabies	Parasites Passed on by sex with person who has them or dirty sheets, clothes.	Itchy, especially in folds of the skin. Red bloodstains in your underwear.	Wash everything: yourself, clothes, sheets, etc.

Module 2 Session 7 HIV/AIDS



Objectives

- To identify how men and women can get infected with HIV
- To identify ways of preventing HIV/AIDS
- To identify problems people with HIV/AIDS face at work and in the community
- To become aware of the rights of workers with HIV/AIDS.



Duration: 90 minutes



Materials

- Flipchart papers and colour pens (green, red and orange)
- Training Aid 2.7 Situation card: HIV/AIDS awareness
- Briefing Note 2.7.1. Facts about HIV/AIDS
- Briefing Note 2.7.2. HIV/AIDS at work
- Cards showing the following situations:
 - Using a public toilet
 - Having sex with a condom
 - Having sex without a condom
 - Kissing
 - Sharing needles
 - Shaking hands with a person infected with HIV/AIDS
 - Drinking alcohol
 - Sharing razor blades.



Related sessions

Module 2. Session 6 STDs: Causes, troubles and treatments.

Preparation

Enlarge Training Aid 2.7 Situation card: HIV/AIDS awareness on a flipchart paper and give each of the circles a colour: red-orange-green like a traffic light.

Tip for trainers:

It depends on your target group which part of the exercise needs more attention. When you are working with farmers who are not engaged in formal work situations the main focus will be on non-discrimination and privacy issues in the community. When the target group consists of higher educated or people working in more formal employment situations Step 5 should be focused more. In that case the trainer may wish to do two sessions of about 1 hour. In the first hour Steps 1 to 3 and after a break steps 4 to 6.



Session plan¹²

Step 1 - 5 minutes

Explain that this session is about HIV/AIDS and the ways to prevent it. Start the session by

¹² Based on Exercise "Stop, Think and Go on" in "Friends talking in the street" of Greg Carl and Nonthathom, Aids Research Center, Red Cross Thailand, Bangkok, 2000.

asking the participants if they know what HIV/AIDS is. After a few answers, explain briefly what HIV/AIDS is, and who can get infected. Explain that this is a serious disease but many people are not aware what it is or have only heard rumours.

Step 2 - 30 minutes

Put the flipchart paper with the traffic lights at a place where everybody can see it. Explain that you will show cards with situations. Participants will have to decide for each situation whether there is a risk to become infected with HIV by selecting a traffic light colour. Red means: very dangerous, never do it; orange: can be dangerous, think twice before you do it, and green: safe behaviour, no risk of getting HIV/AIDS.

After each card, ask participants why they have selected a certain colour and discuss the right answer:

- Using a public toilet (green)
- Having sex with a condom (green)
- Having sex without a condom (red)
- Kissing (green)
- Sharing needles (red)
- Shaking hands with a person infected with HIV/AIDS (green)
- Drinking alcohol (green)
- Sharing razor blades (orange).

Step 3 - 10 minutes

Summarize the discussion by going through the following questions:

- How can you get infected with HIV?
- Which behaviour leads to risks of HIV infection?
- Why are women at special risk?
- How do you recognize someone who is infected?
- What can you do to make the risk as small as possible?

Explain that most HIV infections are transmitted through unprotected sexual intercourse with someone who is already infected with HIV. HIV can also be transmitted by infected blood or blood products (as in blood transfusions), by the sharing of contaminated needles, and from an infected woman to her baby before birth, during delivery, or through breast-feeding. HIV is not transmitted through normal, day-to-day contact.

There is a period of time when a person has been infected with HIV but has not yet produced antibodies. This period is usually no longer than 6 to 12 weeks and called the window period. During the window period a person may test negative for HIV even though they have been infected.

Women are more at risk because their status is often lower than men's in practice which makes it more difficult for them to negotiate safe sex. Their vagina can also be easily hurt by rough sex. Many husbands who have unprotected sex outside marriage infect their wives.

The only certain way to avoid AIDS is to prevent getting infected with HIV in the first place. One can not recognize people who are infected by their appearance. Using a condom - but, using a condom correctly, and using a new one every time you have sex will make you safer. See the Briefing Note 2.7.1 Facts about HIV/AIDS.

Step 4 - 25 minutes

Tell the participants the following story:

Chien and Sau are a couple without children. Chien worked for a construction company until two months ago. He has been fired because he was often very ill. He went to see a doctor who examined him. The doctor sent him for a blood test. The result from the blood test is very clear: he is infected with HIV. His wife tries to take care of him as well as she can. This is difficult because she has to go to work to earn the money they need so badly, especially at the moment, because the medicines of Chien are very expensive.

The situation becomes even worse. At Sau's work, they find out that her husband has been infected with HIV/AIDS. Her employer told Sau that she has to get tested to prove that she is not infected; if she is, he will fire her even though she is a good employee.

Discuss the story using the following questions:

- Is the situation fair? Why, why not?
- Does the employer have the right to ask Sau for a HIV test? Why or why not?
- What if Sau is HIV positive, can the employer fire her? Why, why not?
- What would you do in this situation?
- Do you know of any situation similar to Sau's?
- What can you do to help workers and families living with HIV/AIDS?

Step 5 - 15 minutes

Briefly explain the rights and responsibilities of a person infected with HIV/AIDS as stated in the law on HIV/AIDS Prevention and Control No. 64/2006/QH11 (see Briefing Note 2.7.2 HIV/AIDS at work).

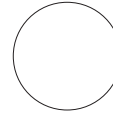
Mention that many workers living with HIV/AIDS and their families are discriminated in their community and at work. For this reason a Code of Practice on HIV/AIDS at Work has been developed within the ILO. Make the link to the story of Sau and Chien and the Vietnamese law on HIV/AIDS Prevention and Control No. 64/2006/QH11. The employer does not have the right to ask for the test, he can not fire her if she happens to be infected according to the Code of Practice and the law of Vietnam.

Mention the 10 key principles of the Code of Practice one by one and discuss them briefly. The discussion has to make clear that a worker infected with HIV has the same rights as a worker who is not infected. Try to link the 10 key principles to the situation of the participants at their work places and in their community.

Step 6 - 5 minutes

Summarize the discussion and emphasize the following points:

- People infected with HIV/AIDS and their families have the right to be treated equally
- HIV-positive people have the right to work like everyone else, as long as they are able to perform the job
- Infected people have the right to confidentiality related to HIV/AIDS.

Briefing Note 2.7.1 Facts about HIV/AIDS¹³

What is HIV/AIDS?

AIDS - the Acquired Immune Deficiency Syndrome - is the late stage of infection caused by a virus, the Human Immunodeficiency Virus (HIV).

A person who is infected with HIV can look and feel healthy for up to ten years or more before signs of AIDS appear. But HIV steadily weakens the body's defense (immune) system until it can no longer fight off infections such as pneumonia, diarrhoea, tumors and other illnesses, at which stage people have AIDS. Unable to fight back, most people die within three years of the first signs of AIDS appearing, if they do not receive medical treatment.

How do you get infected?

AIDS is mainly a sexually transmitted disease. Most of all HIV infections have been transmitted through unprotected sexual intercourse with someone who is already infected with HIV. HIV can also be transmitted by infected blood or blood products (as in blood transfusions), by the sharing of contaminated needles, and from an infected woman to her baby before birth, during delivery, or through breast-feeding. HIV is not transmitted through normal, day-to-day contact.

This means that it is fine to play sports and work together, shake hands, hug friends or kiss them on the cheek, hold hands, sleep in the same room or bed, breath the same air, share drinking and eating utensils and towels, use the same showers or toilets, use the same washing water and swim in the same swimming pool. You can not get infected through spitting, sneezing, coughing or through tears or sweat, or through bites from mosquitoes or other insects.

Prevention

There is no vaccine to protect people against getting infected with HIV. There is no cure for AIDS either. This means that the only certain way to avoid AIDS is to prevent getting infected with HIV in the first place. You are safest of all if you do not have sexual intercourse. You are also safe if you are in a stable relationship where both you and your partner are free of HIV and neither of you has other sex partners. Sex without penetration is another way to have safer sex that greatly decreases your risk of getting infected with HIV. You can have a great deal of stimulation and pleasure through caressing, hugging, kissing, and massaging different parts of the body. Safe sex also includes using a condom - but, using a condom correctly, and using a new one every time you have sex. Learn how to negotiate the use of condoms with your partner.

Who is infected?

There is no way of knowing whether someone is infected just by looking at them. A man or woman you meet at work, at school, or in a sports stadium; in a bar or on the street might be carrying HIV - but look completely healthy. But during this time of apparent health, he or she can infect someone else. The only way to find out is doing a blood test.

The HIV antibody test does not detect HIV directly but looks for antibodies to HIV. Antibodies take time to form. The test will not be positive until enough antibodies are present in the blood for the test to find them. Different people take different amounts of time to develop antibodies after being infected. This time period between when a person is actually infected with HIV and when antibodies to HIV can be detected in the test is called **window period**.

¹³ Promoting More and Better Jobs for Young Women in Vietnam, ILO Hanoi. 2004

A person may need to wait at least 6 weeks from the time when they thought they could have gotten the virus before taking the test. Waiting longer, up to three months, will give better information about whether they are actually infected with HIV.

Some people are, statistically, more likely to be infected with HIV than others:

Both men and women who work as prostitutes are more likely to be infected with HIV because they have many sexual partners. Any one of these partners could have been infected with HIV and transmitted HIV during sex

People who inject drugs are also more likely to be HIV- positive, because the virus spreads easily through injections using needles and syringes contaminated with HIV- infected blood

Men who have sex with men have a greater chance of becoming infected with HIV than men who have sex only with women. This is because HIV is more likely to pass from an infected person to another person during anal sex than during vaginal sex. This is because anal sex can injure or tear the delicate lining of the anus and rectum, and bleeding from these injuries allows the virus to pass more easily into the body

Women are at high risk of infection, because of biological, social and economic reasons:

- the lining of the vagina can be torn easily through rough or violent penetration
- women often have a low social and economic status, especially if they are young and poor. Thus, it is difficult for them to negotiate safe sex with their partner.

Possible ways of caring for a person living with HIV/AIDS

Accept the person who has HIV/AIDS. Do not avoid or discriminate them. Remember that you can not get HIV/AIDS by having casual contacts in normal day-to-day life and work. Of course the person should see a doctor. Take care so that the person eats healthy food. Hold his/her hand when needed, and visit often.

Briefing Note 2.7.2 HIV/AIDS at work

HIV/AIDS is a workplace issue because:

- More and more workers who are between 15 to 49 years in the world are infected
- This has a great impact on the workforce and enterprises
- It has an impact on fundamental rights at work
- The workplace can help to limit the spread and mitigate the impact of the epidemic.

Law on HIV/AIDS in Vietnam

The latest law (December 2001) on HIV/AIDS Prevention and Control (No. 64/2006/QH11), Article 4 states the following rights and responsibilities for HIV-infected persons.

1. An HIV-infected person shall have the following rights:
 - To live in integration with community and society
 - To enjoy medical treatment and healthcare
 - To have general education, learn jobs and work
 - To have confidentiality related to their status of HIV/AIDS
 - To refuse medical examination and treatment when having treatment of full-blown AIDS
 - Other rights as for provided for by this law and other related laws.
2. HIV-infected people shall have the following responsibilities:
 - To apply measures to prevent the transmission of HIV to other people
 - To inform their HIV positive test result to their spouse or fiancé
 - To observe instructions on treatment with anti-retroviral medicines (ARVs)
 - Other obligations as for provided for by this law and other related laws.

Furthermore it is stated in this law that agencies, organizations (national and international) and families have the obligation to undertake measures to prevent and control HIV/AIDS.

The ILO has developed a Code of Practice on HIV/AIDS at Work in 2001. All member States of the ILO, including Vietnam endorsed this Code of Practice.¹⁴ The objective of the Code of Practice is to provide guidelines for governments, employers and workers to help them develop concrete responses to HIV/AIDS at the enterprise, community and national levels.

There are 10 key principles mentioned in this Code:

1. HIV/AIDS is a workplace issue: it affects the workforce and the workplace has a role to play in the struggle against AIDS
2. Non-discrimination. There should be no discrimination against workers who are infected
3. Gender equality. Women are more likely to be infected due to biological, socio-cultural and economic reasons. Therefore, more equal gender relations and empowerment of women are vital to successfully prevent the spread of HIV infection
4. Healthy work environment is necessary to prevent transmission of HIV
5. Social dialogue. There should be co-operation and trust between employers, workers and government to address this problem

¹⁴ For the full Code of Practice, see: www.ilo.org/aids

6. No screening. HIV/AIDS screening should not be required of job applicants or persons in employment
7. Confidentiality. Personal data related to HIV status should be bound to the rules of confidentiality
8. Continuation of employment relationship. Persons with HIV-related illnesses should be enabled to work as long as they are medically fit in available, appropriate work
9. Prevention. All possible measures should be taken at the workplace to prevent HIV infections: behaviour, knowledge, treatment and creation of a non-discriminatory environment
10. Care and support. All workers, including workers with HIV, are entitled to affordable health services.

Module 3 Fundamental rights in life and at work Session 1 What are rights?



Objectives

- To understand what basic human rights are and how these are reflected in the Vietnamese Constitution and other national laws
- To identify the basic human rights you have as a citizen and community member in Vietnam.



Duration: 60 minutes



Materials

- Flipchart papers, markers, and masking tape
- Training Aid 3.1.1 Picture cards about violation of rights
- Training Aid 3.1.2 Answer sheet: Violation of rights
- Briefing Note 3.1 Rights, laws and rules.



Related sessions

- Module 3. Session 2 Right and responsibilities
- Module 3. Session 3 Fundamental rights at work
- Module 3. Session 5 Rights on land and assets.



Session plan

Step 1 - 5 minutes

Explain that this session is about basic human rights and how these are secured in the laws in Vietnam. Ask the participants to listen to the following story:

Hong is 28 years old and married to Think. They live in a village and own a small house. They have 3 children. The eldest son goes to school. The 14 years old daughter left school since they have a baby son. She stays home to help with the work in the house and on the fields, and often looks after the baby son. They would have enough money to send her to school too but Think uses a large share of the money for gambling and drinking. He often comes home very drunk and is not able to work on the fields early in the morning. When Hong complains about this he beats her and one time he beat her so hard that she hurt her arm very seriously. She was not allowed to go to a doctor.

Think talked to an agent who promised to employ his daughter at a factory in the nearby town, and she starts to work there. When Hong complains about this Think becomes angry and beats her again. So Hong keeps quiet but she really wants her daughter to go to school and not work in the factory.

One of Hong's friends is a member of a women's saving group and she asks Hong to join as well. Hong discusses it with Think. He says that he does not allow her because she has enough work in the fields and in the house. Hong's friend tells her that she should go somewhere for help because Think is beating her and Hong does not look happy. But Hong does not know where to go.

Step 2 - 15 minutes

Ask the participants what kind of problems Hong faces. When they bring up a problem shown on a picture card, show this card and hang it on the wall or a flipchart. If the participants do not come up with more problems but you still have some issues left that are in the answer sheet (Training Aid 3.1.1), mention the problems one by one and ask whether they think Hong has it. Discuss all problems briefly.

Step 3 - 20 minutes

Ask the participants which problems on the cards are violations of the law. Move these cards to the right side of a board or wall. If there are still cards on the left side, explain that these are also violations of the law and put them at the right side. Only one card stays at the left side: the problem of the drunk husband. Explain that this is a problem you have to solve yourself or with the help of family or friends. There are no laws to protect you against a drunk husband.

Ask the participants if they know other rights covered in the Constitution or the national law. See Briefing Note 3.1.1 for your information.

Step 4 - 15 minutes

Continue with the following questions:

- Do women and men have the same rights?
- Which rights do you often see violated in your community? Whose rights are they?
- If a right is violated, what can be done against it?
- Are there rights which are not exercised by women, or men? Why?
- If some rights are not exercised by women or men, what needs to be changed so that both women and men can actively exercise their rights?

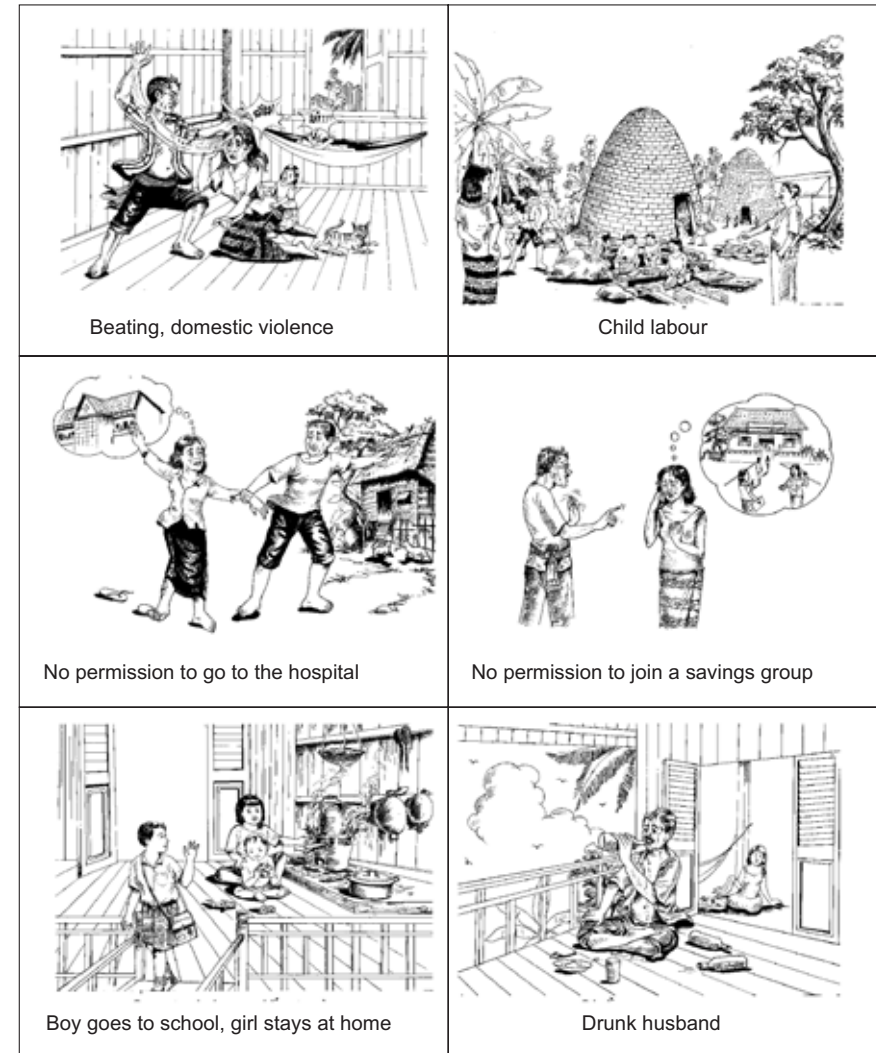
Step 5 - 5 minutes

Summarize and emphasize the following points:

- Every person has basic human rights because he or she is a human being. These rights are valid for all woman and men, irrespective of their age, sex, socio-economic status, migrant status, ethnicity or religion
- The basic or fundamental human rights are given in each country's Constitution or other Laws and Regulations
- The rights of both women and men should be respected. Violations of rights should be addressed by all citizens.

Training Aid 3.1.1 Picture cards about violation of rights

Guideline: Photocopy each of these pictures in A4-size and use them for step 2.



Training Aid 3.1.2 Answer sheet: Violation of rights

Hong faces the following problems in the story in Step 1:

1. Beating, domestic violence
2. Child labour
3. No permission to go to the hospital
4. No permission to join a savings group
5. Boy goes to school, girl stays at home
6. Drunk husband.

Problems 1 to 5 are addressed in Vietnamese laws. Rights covered in the **Constitution** and the **National Laws**:

Problem 1: Beating covered by the Law on Domestic Violence Prevention (2007)

Problem 2: Child labour is covered by the Labour Code 1994, Article 6 states: A labourer must be at least 15 full years old, have the ability to work, and have a labour contract.

Problem No 3: Right to travel, right to health care. Article 61 of the Constitution states: The citizen is entitled to a regime of health protection. Article 71 of the Constitution states: The citizens have the right to freedom to travel

Problem No 4: Right to join an organisation. Article 63 of the Constitution states: Male and female citizens have equal rights in all fields - political, economic, cultural, social, and the family. Article 69: Citizens have the right to freedom to meeting

Problem No 5: Right to education and right to equality. Article 59 in the Constitution states: Primary education is compulsory and free of charge. Education is also covered by Law on Education (2005).

Problem No. 6: This problem has to be solved on your own, possibly with the help of your family or community members. There is no law available to protect you from having a husband who drinks too much.

Briefing Note 3.1 Rights, laws and rules

1. Human rights

Human rights are the basic and absolute rights that every person has by being a human being. These rights recognize the vulnerability of the human being in civil, political, economic, social and cultural processes and provide protection. Every human being has these rights although the extent to which they are enforced in practice varies from country to country.

At the international level most but not all of these human rights have been described in the UN Universal Declaration of Human Rights (1948).

Other international instruments which set out basic human rights are:

- the UN Convention on the Elimination of All Forms of Racial Discrimination (1963)
- the UN Covenant on Civil and Political Rights (1966)
- the UN Covenant on Economic, Social and Cultural Rights (1966)
- the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) (1979)
- the Convention on the Rights of the Child (CRC) (1989)
- the UN Convention on the Rights of Migrant Workers and their Families (1990).

It is commonly accepted that basic human rights described in international declarations and conventions cannot be denied to any human being and governments cannot deny these rights to their citizens without justification. For example, everybody has the right to life. In case of war, soldiers from the enemy can be denied this right but not civilians. At the international level it has been agreed that no country can exclusively rely on the sovereignty principle to infringe on the basic human rights of its citizens (UN, Agenda for Peace, 1992). This is still a politically sensitive issue but consensus on this agreement is growing worldwide, in an increasing number of countries, irrespective of their level of development.

However application of basic human rights, laid down at the international level and in national laws and rules is often problematic as rights can only be enforced when there is a remedy i.e. a law, legal rule or procedure and a working judicial system (courts and application machinery). This is a problem in many countries. One of the more recent new mechanisms to provide vulnerable groups with a means to protect their basic human rights is the set up of National Human Rights Commissions in many countries.

2. Women's human rights

The United Nations Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is another significant instrument. This Convention was adopted by the General Assembly in 1979 to reinforce the provisions of existing international instruments designed to combat the continuing discrimination against women. It identifies many specific areas where there has been significant and substantial discrimination against women, for example in regard to political rights, marriage and the family, and employment. In these and other areas the Convention spells out specific goals and measures that need to be taken to facilitate the creation of a global society in which women enjoy full equality with men and thus full realization of their guaranteed human rights.¹⁵

¹⁵ <http://www.unhcr.ch>, page 100

cultural and social norms imply that they are second class citizens. Therefore there is sometimes a reluctance (i) to grant women and men equal rights in all spheres of life and/or (ii) to apply existing laws. Examples of the first category are countries where the national laws do not provide for protecting women from rape, or where women are not entitled by law to own property or land. This type of direct discrimination against women by law is becoming less common, but some forms of discrimination still exist, for example rape within marriage is not recognized within the national law in many countries, including Vietnam. The second problem is that existing laws are not applied. This is still very common in all countries worldwide. For example: laws in most countries indicate women have rights to property, but these laws are not enforced in practice.

It is, therefore, very useful to educate women on the laws and rules in their country, as well as on women's rights as defined in the international human rights standards, so that women:

- (i) understand that the problems they face are not individual problems but exist in many countries world wide, and
- (ii) are provided with the tools to advocate for change.

3. National legal rights

National legal rights are rights defined by national laws in each country, usually consisting of constitutional rights, rights laid down in national legislation such as the Penal Code, the Labour Code and the Civil Code and rules such as government regulations.

3.1 Constitution

Each country has a Constitution in which the fundamental rights of citizens are guaranteed. These rights are guaranteed to all citizens, usually regardless of their sex, race, ethnicity, caste, religion or status.

The following rights among others are mentioned in the Constitution of the Socialist Republic of Vietnam:

1. the right to equal treatment
2. the right to vote
3. the right to form/join an organization
4. the right to express yourself freely
5. the right to protection against violence and unfair treatment
6. the right to freedom to travel
7. the right to freedom of religion
8. the right to ownership
9. the right to have a job
10. the right to health protection
11. protection of the rights of children.

There are many more rights in the Constitution but this is a selection of the most important ones.

3.2 National laws

Civil rights are rights to personal liberty which protect persons against arbitrary interference from the government or society. Common civil rights are the rights to family life, choice of language, freedom of expression and freedom of association. Civil rights are commonly laid down in national constitutions, and some, but not all of them are set out in civil codes.

The Civil Code is a compilation of rights and duties which citizens have towards each other. Civil codes usually set out rules on marriage, inheritance law or descendency. For example, many civil codes stipulate that marriage creates a legal entitlement to affection and living together. This is not a human right per se but deals with the relations between citizens, in this case married couples.

Civil codes do not necessarily directly protect human rights. For example, the right to freedom of expression is a fundamental human right and a civil right, in other words applicable to all citizens. However, this right is usually not addressed in the civil codes of countries. Generally, the protection of freedom of expression is guaranteed in the Constitution and breaches are covered under the Penal Code.

3.3 Rules and regulations

In addition to the national laws such as the Penal Code, the Civil Code and the Labour Code there are government rules and regulations. These provide detailed descriptions of some rights in the national laws.

4. Cultural and social norms and values

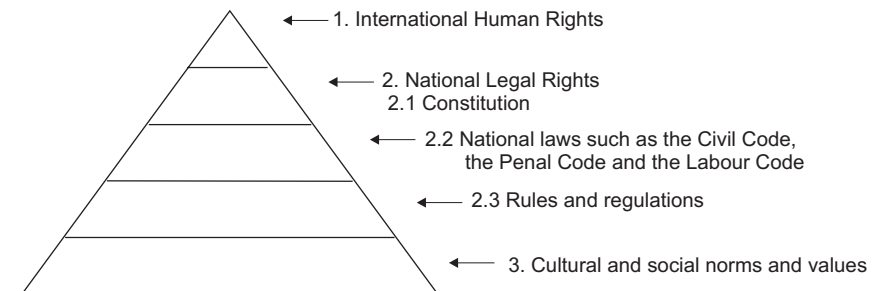
Cultural norms and values underlay the hierarchy of rights and often determine whether the rule of law is followed.

Sometimes there is a conflict of interest in respecting rights. For example, the 'right to development' for all citizens cannot be met by many governments due to the different political stakeholders within that government and their willingness to distribute the benefits of development.

In addition, different ethnic or other minority groups may have a different world view from the dominant groups in that society. For example, most persons rate the right to life of humans higher than that of animals, but this is not a universal idea.

5. Rights hierarchy

A 'rights' pyramid can be established as follows:



This rights hierarchy is based on European legal systems adopted by most but not all countries. For example, in some Islamic countries religious laws form the top of the pyramid. In other countries a 'common law' also exists based on traditional customs.

Module 3

Session 2 Rights and responsibilities



Objectives

To understand that rights come with responsibilities
To understand the responsibilities of people as good citizens and community members.



Duration: 90 minutes



Materials

Flipchart papers, markers and masking tape
Training Aid 3.2.1 Questions for group work: Rights and responsibilities
Training Aid 3.2.2 Stories of conflicting rights
Briefing Note 3.2 Rights and responsibilities.



Related sessions

Module 3. Session 1 What are rights?
Module 3. Session 3 Fundamental rights at work
Module 3. Session 5 Rights on land and assets.



Session plan

Step 1 - 20 minutes

Explain that this session will be about the rights and responsibilities of citizens. Divide the participants into 5 groups.

Give each group 1 or 2 situations from Training Aid 3.2.1 and ask them to read and answer the questions. They should write the answers on flipcharts for sharing in plenary.

Step 2 - 30 minutes

Ask each group to report their findings in plenary (five minutes per group). Summarize the discussion by saying that understanding our own rights and responsibilities is important and especially helpful when someone gets into a conflicting situation.

Tip for trainers:

The presentations in Step 2 are not about giving correct answers but are a way of encouraging them to discuss these rights. All answers will be more or less the same. Everyone has the responsibility to listen to others, to respect their beliefs and to act fairly. It is important to emphasize that if persons' rights, or the rights of others, are violated they have the responsibility to fight against the violation. See Briefing Note 3.2.1 on Rights and responsibilities for more information.

Step 3 - 35 minutes

Ask the participants to work in pairs. Give each pair one of the stories in Training Aid 3.2.2 Stories of conflicting rights. Give them 10 minutes to answer the questions. Ask one pair to present their findings for story 1 briefly in plenary and ask other pairs to add. Do the same for story 2.

Start a discussion in plenary with the following questions:

Do you have conflict situations like this sometimes? If yes, what do you do?
Is it difficult to find a solution for the conflict? Why? Why not?

Talk briefly about civil responsibilities (Briefing Note 3.2). Summarize the discussion by saying that having rights does not mean that people can do anything which might cause trouble to other people.

Step 4 - 5 minutes

Round up by explaining that:

Rights come with responsibilities
We have the responsibility to collect information and find out about our rights
One can not say nor do everything just because one has the right to do so if this damages others
We have the responsibility to protect not only our own rights, but also the rights of others
Respecting and understanding the rights of others can prevent and solve conflicts.

Training Aid 3.2.1 Questions for group work: Rights and responsibilities

Photocopy this page and cut it into pieces, distribute 1 or 2 rights (depending on time) to each group in step 1.

Right to free expression

Suppose you participate in a credit group meeting and you have some disagreements with ideas raised by some powerful group members. You feel it's important to ensure that group functions positively.

- What responsibilities do you have in the way you speak and in what you say?
- What responsibilities do other members have towards your right to speak?
- What responsibilities do you have towards the other members' right to speak?

Right to be free from slavery and forced labour

Suppose that you see that your neighbour is making some young students to work in her shop without their will.

- What are your responsibilities towards the girl? What do you do?

Right to vote

Suppose there is a People's Council election. There are some candidates that you do not know well and not sure how to make the right selection.

- What responsibilities do you have regarding the right to vote?

Suppose your family member thinks that it is not necessary for you to vote as it takes time.

- What responsibilities does this person have towards your right to vote?

Right to be free from discrimination

Suppose some people are organizing a hamlet meeting but you overheard that ethnic minority people in the hamlet will not be invited because some hamlet members feel that they do not want to share resources with the ethnic minority people.

- What responsibilities might they have to be fair to everybody no matter what their age, sex, race, etc. may be?

Suppose that you are in the organizing committee.

- What responsibilities do you have regarding other people in the hamlet?

Right to know about the land use plan of the community

Suppose that there is a plot of land in your commune that children gather to play after school. You heard a rumor that the hamlet is planning to do something with the land, and you are afraid that there won't be a safe place to play for children in the future.

- What responsibilities do you think people from this village have regarding this right?
- What responsibilities do the local officials have towards the right of the people in their community?

Right to make suggestions on the compensation for land acquisition

Mr. Lam's and Mrs. Ha's rice fields will be affected by the plan of building a commune road. They are informed by the head of the village that the grass-root democracy regulations give them the right to make suggestions on the compensation for land acquisition, infrastructures and resettlement.

- What responsibilities do you think they have regarding this right?
- What are the responsibilities of the local authorities towards these people?

Right to discuss and decide

Suppose that Thai hamlet has received 50 million VND from the international NGO to improve the livelihood of the Thai people and to develop specific plans of the hamlet.

- What responsibilities do you think the people from Thai hamlet have regarding this right?
- What are the responsibilities of the local authorities towards the people?

Right to monitor and supervise

There is a plan to build a kindergarten and a meeting hall in Ha village. The grass-root democracy regulations give the women and men of the village the right to monitor and supervise how the communal authorities collect and spend all types of funds, fees, and local contributions on these building.

- What responsibilities do you think people from Ha village have regarding this right?
- What are Ms. Nga's responsibilities if she is selected as a member of the monitoring committee?
- What are the responsibilities of the local authorities towards the people?

Right to freedom of religion

Mr. and Mrs. Lanh are not religious but their son tells them that he wants to be a Buddhist monk and that he has the right to do so.

- What responsibility do you think Mr. and Mrs. Lanh have regarding his decision?
- What responsibility does their son have in relation to his decision?

Right to choose own spouse at minimum age (18 for girls and 20 for boys)

Mrs. Binh's 19 year old daughter informed her that she will get married to a person from a remote area, very far away from home. Mrs. Binh is unhappy with this.

- What responsibility do you think Mrs. Binh has regarding her daughter's decision?
- What responsibility does the daughter in relation to her decision?

Right to education

Mr. and Mrs. Thang's daughter wants to go to secondary school but they are reluctant to do so because of financial shortages.

- What responsibility do you think parents have with regard to the schooling of their daughter?
- What responsibility does the daughter have in relation to her right to education?

Training Aid 3.2.2 Stories of conflicting rights

Photocopy this page and cut it into pieces. Give half of the pairs story 1 and the other half of the pairs story 2 in Step 3.

----- ✂ -----
Story 1:

Mr. Duc damaged the field of Ms. Van to get water. Ms Van complains about this. Mr. Duc says that he contributed to the irrigation fee so he has the right to get water.

- What is the solution to this conflict situation?
- What type of solution do you think is the most likely to occur?
- Would the situation be different if Ms. Van damaged the field of Mr. Duc?
- In which situations do both parties get what they wanted?

----- ✂ -----
Story 2:

Mrs. Quynh is the owner of a karaoke inn. Her inn often plays loud music at night. Her neighbour, Mr. Ha can not sleep so he complains. Mrs. Quynh says she has a business license so music can be played in her inn.

- What is the solution to this conflict situation?
 - What type of solution do you think is the most likely to occur?
 - Would the situation be different if Mr. Ha would be the owner of the karaoke inn and Mrs. Quynh complains?
 - In which situations do both parties get what they wanted?
- ✂ -----

Briefing Note 3.2 Rights and responsibilities

Rights and responsibilities

Most of us agree we all should have certain basic rights. For example, we all want to have the right to speak freely. We want the right to believe as we wish. We also want to be able to own property and decide what to do with it and we want to travel wherever we want to go. It is fair to say that if we want these rights, we must also take the responsibilities which come with these rights. It is not a one-way situation. People should be responsible to one another and have respect for each other.

As a citizen it is your responsibility, for instance:

- To collect information and to find out about your rights
- To listen to each other
- To respect each other's opinion
- To respect each other's beliefs and/or behaviors
- To exercise your right to vote and other rights in community
- To take action when a right is violated
- To motivate others to fight against the violation of rights.

The principle of respect for, protection of civil rights (Civil Code, Article 9):

When the civil rights of a subjector are in infringed upon, he/she/it shall have the right to protect such right by him/her/itself in accordance with the provisions of this Code or request:

- Recognize his/her/it civil rights
- Order the termination of the act of violation
- Order a public apology and/or rectification
- Order the performance of civil obligations
- Order a compensation for damage.

Civil Responsibilities¹⁶

The implementation of one's right might conflict with another's right. The Civil Code regulates civil responsibilities when there is a conflict of rights.

Civil responsibilities are established when a damage occurs and a damager is at fault. The Code states that "those who intentionally or unintentionally infringe upon the life, health, honor, dignity, prestige, property, rights, or other legitimate interests of individuals or infringe upon the honor, prestige and property of legal persons or other subjects and, thereby, cause damage shall have to compensate" (Civil Code, Article 604).

The liability for damage: A person who infringes upon, intentionally or unintentionally, the life, health, honor, dignity, repute, property, rights, or other lawful interests of an individual, or upon the honor, repute and property of a legal person or other entities, is liable for damages (Article 609).

The liability to compensate for material damage is the liability to make up for the actual material losses caused by the breaching party, which can be calculated in money and include the loss of property, reasonable expenses incurred in preventing, mitigating and/or redressing the damage and the actual loss or reduction of income.

¹⁶ www.ctu.edu/coursewares/luat/dansu

In case of infringement upon property, the damage to be compensated shall cover the lost property, the destroyed or damaged property, the interests associated with the use or exploitation of such property, and the reasonable expenses for preventing and limiting and remedying the damage (Article 608).

The right regarding irrigation and water drainage in cultivation: If the users of water channel cause damage to the neighbouring land users, he/she must pay compensation therefore (Civil Code, Article 278).

Fault in the implementation of rights Each individual has the right to implement his/her rights. If he/she does not violate laws but still damages or disadvantages others, it means he/she abuses his/her rights.

Everyone should realize that having rights comes with responsibilities towards other members of society. For example, if a person upgrades the ground around his/her own house, and this causes water damage on the neighbour's property, this person abuses his/her right and should take his/her responsibility towards his/her neighbour. Similarly, in case Mrs. Quynh plays loud music in her inn, causing sleeping problems to Mr. Ha late every night, she abuses her right and has to take her responsibilities.

Conventions are customs or regulations that are accepted in a local context, regulating contractual relations established in that locality, i.e., conventions of a hamlet. Conventions identify default or regulated responsibilities or agreements. By participating in contractual relations, the partners are considered to know and accept the ties of such conventions.

If Mrs. Quynh opens the music so loudly, she might violate the convention on cultural living style in the locality. Mr. Ha has the right to ask Mrs. Quynh not to have loud music all night long and to strictly follow the conventions of the community.

Module 3

Session 3 Fundamental rights at work



Objectives

To learn about the fundamental principles and rights at work.



Duration: 75 minutes



Materials

Flipchart papers, markers and masking tape

Training Aid 3.3 Picture cards: Stories on fundamental workers' rights

Briefing Note 3.3 The ILO and Vietnamese laws on the fundamental principles and rights at work.



Related sessions

Module 1. Session 6 Equality at work

Module 3. Session 2 Rights and responsibilities.



Session plan

Step 1 - 20 minutes

Introduce this session by explaining that participants will learn what the fundamental rights of workers are. Divide them into 4 groups. Give each group one shuffled set of a story from Training Aid 3.3 Each member of a group gets one of the pictures or, if the group consists of more than 6 people, two members will share a picture.

Ask the groups to look at the pictures, and make a story using all the pictures in their group. As they make a story, they can share their own experience.

Step 2 - 30 minutes

Ask a representative of each group to tell the story of their group in plenary. Thank the representatives for telling their stories and start a discussion in plenary asking the following questions:

- What are the stories about? What is the main message in each story?
- Which rights are violated in each story?
- Why is knowing these rights important?
- Can you give other similar examples from your own experience?
- Do the examples have a happy ending? If not, what happened?

Explain that the rights given in the stories are about 4 fundamental principles and rights at work:

1. "Yes" to freedom of association and the right to organise
2. "No" to forced labour, "yes" to free labour
3. "No" to child labour, "yes" to education
4. "No" to discrimination, "yes" to equality.

Tell the participants that most countries in the world have laws in which these fundamental principles and rights at work are secured. In Vietnam, these 4 principles and rights are laid down in the Constitution and in the Labour Code. At the international level, 8 international

labour standards have been adopted which reflect these 4 principles and rights. See Briefing Note 3.3 for more information.

Tip for the trainers:

After reading the Briefing Note, the trainers need to decide to what extent the participants need to know about the laws in their own country and about the ILO, international labour standards in general, the role of Vietnam as ILO member State and its ratification of ILO standards and the adoption of the Declaration of Fundamental Principles and Rights at Work. Tell them only what they need to know in line with their educational level and interest. Avoid a long lecture.

Step 3 - 20 minutes

Discuss how these principles and rights apply to the life and work of participants. Using examples from the stories that came up during step 2, start a discussion with the following questions:

- Did you know about these rights?
- Do you enjoy these rights?
- If not, what can you do to fight for these rights?

Explain the following:

Rights laid down in the Labour Code usually only apply to workers with a labour contract in workplaces with many employees. However, consensus is growing in many countries, including in Vietnam that the 4 fundamental principles and rights at work apply to all workers in urban and rural areas and in the formal and informal sectors

Some of the fundamental workers' rights are mentioned in the Constitution, so every woman and man should enjoy these rights. For example, the right to equal pay for equal work between women and men is mentioned in the Constitution of Vietnam

Many countries face difficulties in applying their laws effectively and one of the main reasons is that people do not know their rights. For example, many people do not know about the right to equal pay for equal value

It is important for all women and men to know their rights under the laws in their country. Only when you know and understand your rights, you can advocate and fight for them

You also need to advocate and fight for rights you do not have yet. If you do not try, you for sure will not get them

A group is stronger than an individual. Therefore, organizing with other people makes you stronger if you need to fight for your rights.

Step 4 - 5 minutes

Ask the participants what they have learned in this session and mention once more the following points:

There are 4 fundamental principles and rights at work that need to be respected by all countries that are members of the ILO such as Vietnam:

1. "Yes" to freedom of association and the right to organize
2. "No" to forced labour, "yes" to free labour
3. "No" to child labour, "yes" to education
4. "No" to discrimination, "yes" to equality.

These principles are valid for all workers in all countries, in rural and urban areas and in the formal and informal sector

You can fight for your rights when you know and understand them

Organizing yourself makes you stronger if you want to fight for your rights and benefits.

**Training Aid 3.3 Picture cards:
Stories on fundamental worker's rights**

Guidelines: Make one photocopy of the following 24 pictures in A-4. Make sets for each story and distribute one story to each group in step 1 of the exercise. Shuffle each set before distribution to make sure that they are not in the proper order.

Story 1: Organizing at work



Women and men are at work doing the same work

Workers get paid. Women are paid less than men

A worker complains to employer about salary

Employer is angry and orders her to leave

Workers organize themselves to negotiate with employer

Workers are at work again, now with equal pay for equal work

Story 2: "No" to forced labour, "Yes" to free labour



Domestic worker is at work



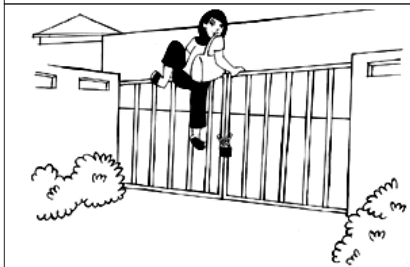
A fellow domestic worker comes at the door



Domestic worker wants to go out but her



Domestic worker has to work many hours



Domestic worker runs away



She now works at a shop and looks happy

Story 3: "No" to child labour, "Yes" to education



Two sisters and a brother play on the rice



Parents and a stranger come to see the



The older sister has to go with the stranger



She works in a factory with other children

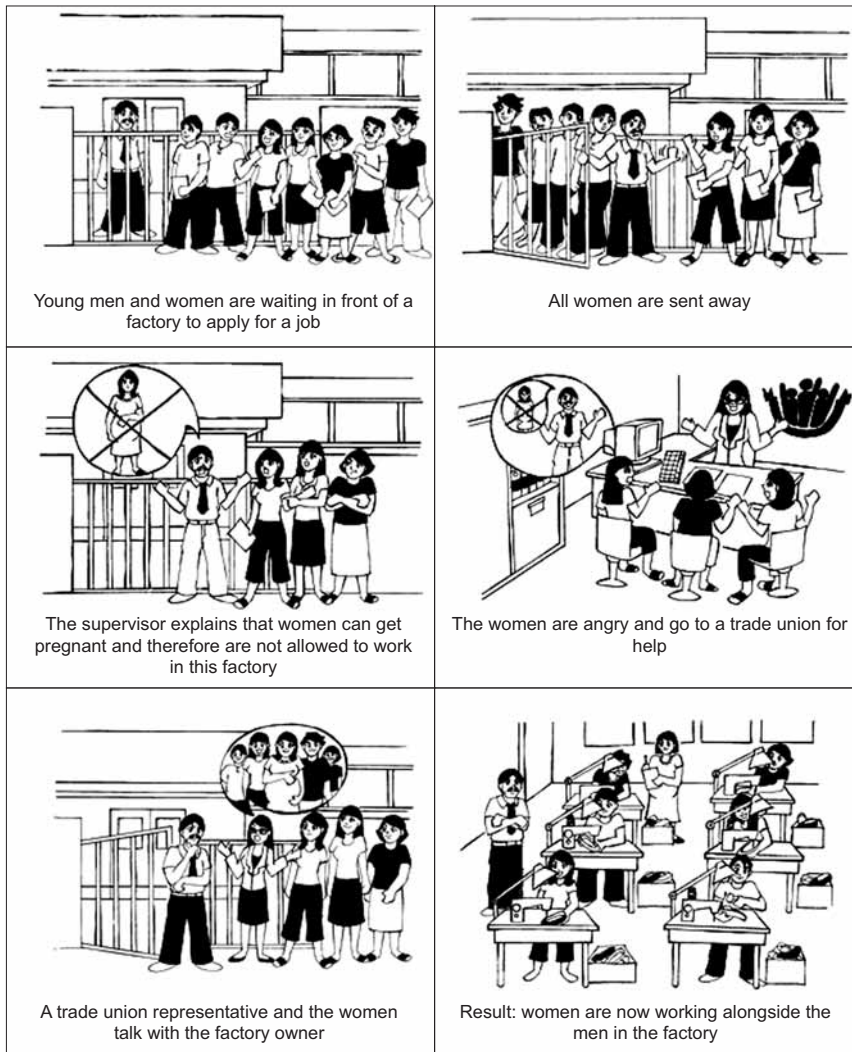


The factory owner is arrested by police for violation of the child labour law and social workers take the children out of the factory



She is back at school with her classmates

Story 4: "No" to discrimination, "Yes" to equality



Young men and women are waiting in front of a factory to apply for a job

All women are sent away

The supervisor explains that women can get pregnant and therefore are not allowed to work in this factory

The women are angry and go to a trade union for help

A trade union representative and the women talk with the factory owner

Result: women are now working alongside the men in the factory

Briefing Note 3.3
The ILO and Vietnamese laws
on fundamental principles and rights at work

The ILO is a technical international organization and part of the United Nations. Almost all countries in the world are a member of the ILO and so is Vietnam. The ILO deals with the world of work and a very important issue is: rights at work. For this purpose conventions are formulated. They cover practically all aspects of human labour: employment, conditions of work, social security, industrial relations, safety and health, equal opportunity and non discrimination. Conventions are international treaties with binding power and every member State can ratify them. When a State ratifies a convention they should apply it in their labour laws and regulations and bring it into practice.

In 1998, the ILO member States adopted the Declaration on Fundamental Principles and Rights at Work which embodies 4 key principles and rights laid down in 8 fundamental conventions on freedom of association and the right to collective bargaining, freedom from forced labour, the elimination of child labour and the elimination of discrimination in employment and occupation.

Vietnam ratified 17 Conventions, including the fundamental conventions on the abolition of child labour and the elimination of child labour. However, under the Declaration, Vietnam has the obligation to respect, promote and realize the basic principles and rights which are the subject of all fundamental conventions, even if it has not ratified them, because Vietnam is a member State of the ILO.

The 4 key principles and rights at work are reflected in ILO conventions and the laws of Vietnam as follows:

1. "Yes" to Freedom of Association and Right to Organize

ILO Convention 87: Freedom of Association and Protection of the Right to Organize, 1948. Workers and employers must have the right to establish and join organizations of their own choosing with a view to defending and furthering their respective interests

ILO Convention 98: Right to Organize and Collective Bargaining, 1949. Protection of workers who are exercising the right to organize; non-interference between workers' and employers' organization; promotion of voluntary collective bargaining.

Both Conventions have not been ratified by the Vietnamese Government. **However the right to organize is protected by the Constitution 1992:** Article 69 states that every Vietnamese citizen shall enjoy freedom of opinion and speech, freedom of the press, the right to be informed, and the right to assemble, form associations and hold demonstrations in accordance with the provisions of the law. This is very important for informal sector workers. They can fight to get more rights by organizing themselves.

Labour Code 1994, Amended 2002, Article 7 regulates: Workers have the right to establish and join trade unions and to engage in union activities in accordance with the Trade Union Law in order to protect their lawful rights and interests; the right to collective welfare and to participation in the management of undertakings in accordance with the work rules and the provisions of laws.

Labour Code 1994, Amended 2002, Article 154 states: Employers shall not discriminate against workers on the ground of their forming or joining trade unions, or participating in trade union activities, and shall not, by economic measures or other maneuvers, seek to interfere in the organization and activities of trade unions.

The Law on Trade Unionism (1990) gives workers the right of to form and join a trade union. This also mentions that any activity which obstructs or discriminates workers for voluntary forming and joining trade unions.

2. “No” to Forced Labour, “Yes” to Free Labour

Convention 29: Forced Labour, 1930 and Convention 105: Abolition of Forced Labour, 1957. To prohibit and suppress forced or compulsory labour in all its forms.

Both ILO Conventions have not been ratified in Vietnam. However, **the right is stated in the Labour Code 1994 (as amended 2002), Article 5:** Maltreatment of workers and the use of forced labor in whatever form are prohibited.

3. “No” to Child Labour, “Yes” to Education

Convention 138: Minimum Age, 1973, ratified by Vietnam in 2003. No persons under the age of 15 are allowed to work.

Convention 182: Worst Forms of Child Labour, 1999, ratified by Vietnam in 2000. To eliminate the worst forms of child labour: all forms of slavery, prostitution or pornography, work which is likely to harm the health, safety or morals of children and illicit activities like trafficking or production of drugs.

In the Labour Code 1994, Amended 2002, there are several provisions on child labour as follows:

A worker is a person of at least 15 years of age who is able to work and has entered into a labour contract (Labour Code 1994, Amended 2002, Chapter 1, Article 6)

The admission to work of children under 15 years of age is prohibited, except in certain categories of occupations and works as determined by the Ministry of Labor, Invalids and Social Affairs. In occupations and works where the admission of children under 15 years of age for work, vocational training or apprenticeship is permitted, the agreement and supervision of their parents or a guardian are required (Labour Code 1994, Amended 2002, Chapter 11, Article 120)

An employer may only employ juvenile workers in work suitable to their health so as to ensure the development of their body, mind and personality, and is required to be concerned with the care of juvenile workers as regards their work, wage, health, and training in the course of their employment. The employment of juvenile workers is prohibited in hard, dangerous work and work exposed to harmful substances as determined in a list issued by the Ministry of Labor, Invalids and Social Affairs and the Ministry of Health (Labour Code 1994, Amended 2002, Chapter 11, Article 121).

4. “No” to Discrimination, “Yes” to Equality

Convention 100: Equal Remuneration, 1951, ratified by Vietnam in 1997. Women and men have the right to equal remuneration for work of equal value. This means that women and men who do the same type of work or who do jobs of equal value but of a different kind should receive equal remuneration without any discrimination based on sex. Equal remuneration does not only

mean equal pay of a wage or salary. It also includes equal pay for men and women of any other allowances or benefits such as family allowances, clothing, food, housing or travel allowances, paid directly or indirectly by the employer to a worker in cash or in kind (See Session 1.6 Equality at work for more details).

Convention 111: Discrimination (Employment and Occupation), 1958, ratified by Vietnam in 1997. This Convention is closely related to Convention 100. Men and women irrespective of their race, colour, sex, religion, political opinion, national extraction or social origin have the right to equal opportunity and treatment in employment and occupation. This includes equal access to employment, equal access to vocational training and guidance and equality in terms of conditions of work. Men and women should not be discriminated against, either directly or indirectly. This means that, for example, a law cannot prohibit women to access a vocational training course just because they are women or employers cannot intentionally hire only men. It also means that a law that allocates a family allowance to the head of the household may discriminate against women when in practice (or by law) the head of the household is always considered the man or husband.

The Constitution 1992, Article 63 states: Male and female citizens have equal rights in all fields - political, economic, cultural, social, and the family. All acts of discrimination against women and all acts damaging women's dignity are strictly banned. Men and women shall receive equal pay for equal work.

Labour Code 1994, Amended 2002, Article 5 states: Every Vietnamese citizen has the right to work, and the right to freely choose an employment and occupation, to learn a trade, and to improve professional skills without any discrimination in respect of sex, race, social belonging, creed, or religion.

Module 3

Session 4 Child rights



Objectives

To identify the basic rights of the child
To become aware of the violation of child rights.



Duration: 75 minutes



Materials

Flipchart papers, markers, and masking tape
Training Aid 3.4 Picture cards of child rights
Briefing Note 3.4 Child rights at the international level and in Vietnamese laws.



Related sessions

Module 3. Session 1 What are rights?
Module 3. Session 3 Fundamental rights at work.



Session plan

Preparation

Prepare 10 flipchart papers in advance by writing the title of one child right on each flipchart for use in step 2. See Training Aid 3.4.

Step 1 - 25 minutes

Tell participants that this session will be about the rights of children. Introduce five different family roles such as grandparents, parents, brothers and sisters, and aunts and uncles which have a close connection to children. Ask the participants to choose a role they want to play. Tell them that they do not need to be a grandfather, grandmother, etc. in real life. Participants who have the same choice will be gathered in one group. Make sure that the participants are evenly distributed among the different groups.

Each group lists what they desire for children. Explain that the list does not need to be long, around 5 or 6 desires. The most important thing is that the groups think of and discuss what they want children to have in their life. Ask each group to write these desires on a flipchart.

Ask all groups to paste the flipcharts on the wall/board. When they are ready they should have a look at the outcomes of the other groups. They do not have to present.

Discuss the following with participants in plenary:

- What desires are mentioned the most/least? Why?
- Are the desires realistic? If no, why not?
- Do all children have what the groups desire for them? If no, why not?
- Which group of children face specific disadvantages and why?

Summarize the discussion and say that all children need care and protection.

Step 2 - 40 minutes

Hang the ten A4 papers with the titles of the child rights on the wall. Tell the participants that these are 10 important rights of the child. There are more rights but this is a selection. Divide the participants into 10 small groups of 2 or 3 persons and give each group one of the picture cards from Training Aid 3.4. Ask them to walk around, find out which right is pictured on their card and then hang it on the flipchart paper they think is correct.

Give them 5 minutes to walk around and look at the child right. At the same time the trainer checks whether every title has the correct picture but they don't say anything.

Ask them to take their place again and start a discussion in plenary:

- Which pictures were difficult to place?
- Are all pictures in the right place?

If not, the trainer discusses and agrees with the participants where to put them and continues the discussion:

- Which rights have you already heard about?
- Which rights are new to you?
- Which rights correspond with the desires you have for children? (Step1)
- Which rights are realized for boys and girls in your community?
- Which rights are violated? For which groups of children? How and why?
- What are consequences if rights are not realized or violated?
- What can you do so that every child can enjoy these rights?

Tell participants that the above child rights are the basic human rights of the child which are laid down in the UN Convention on the Rights of the Child. Continue with highlighting the main child rights which are laid down in the Vietnamese laws by asking the participants if they know anything on the laws about child rights in the country. If so, let them share this information in the group. The trainer just adds and corrects, if necessary.

Step 3 - 10 minutes











Summarize the main points of the discussion and conclude the session by saying:

- Children need special care and protection for their healthy development because of their special needs and vulnerability
- Special attention needs to be given to children in poverty, girls and children from ethnic minority groups as their rights are not always guaranteed
- The UN Convention on the Rights of the Child has been drawn up to safeguard and enforce these rights.

Finally, ask participants to list the 10 basic human rights of the child they learned today and conclude that all adult men and women should try to ensure that every child can enjoy these rights.

Training Aid 3.4 Picture cards of child rights

Make one photocopy of the following 10 picture cards in A-4 size for use in the exercise in step 2. Make sure the titles are not in the photocopies of the A4 picture cards.

 <p>1. Right to name and nationality</p>	 <p>2. Right to family love and care</p>
 <p>3. Right to adequate and healthy food</p>	 <p>4. Right to education</p>
 <p>5. Right to health care</p>	 <p>6. Right to choose one's own friends</p>
 <p>7. Right to rest and play</p>	 <p>8. Right to protection from abuse, exploitation and discrimination</p>
 <p>9. Right to express views and opinion</p>	 <p>10. Right to special care and assistance when needed</p>

Briefing Note 3.4 Child rights at the international level and in the Vietnamese laws

Child rights at the international level

All human beings, adults and children alike, are entitled to human rights. But because of their special needs and vulnerability, children's rights need to be addressed with particular care and attention. A number of international instruments have been adopted to protect children's rights. The United Nations (UN) Convention on the Rights of the Child (1989) spells out the basic human rights to which children everywhere are entitled.

According to the Convention, a child is defined as "... a person under 18 (years of age). In Vietnam, a child is defined as a person under 16 years of age.

The Convention on the Rights of the Child includes the following rights (there are more but these are the most important ones):

- Right to name and nationality
- Right to family love and care
- Right to adequate and healthy food
- Right to education
- Right to health care
- Right to choose one's own friends
- Right to rest and play
- Right to protection from abuse, exploitation and discrimination
- Right to express views and opinion
- Right to special care and assistance when needed.

The Convention on the Rights of the Child contains 54 articles, each of which entails a different type of right. These can be broken down into four main categories:

Survival rights cover a child's right to life and the needs that are most basic to existence. These include an adequate living standard, shelter, nutrition and access to health care

Development rights are what children require in order to reach their fullest potential. Examples are the rights to education, play and leisure, cultural activities, access to information, and to freedom of thought, conscience and religion

Protection rights require that children are safeguarded from all forms of abuse, neglect and exploitation. They cover issues such as special care for refugee children, freedom from torture and abuses as set out in the criminal justice system of each country, or involvement in armed conflict, child labour, drug abuse and sexual exploitation

Participation rights allow children to take an active role in their communities and nations. They encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully.

Laws on Child Rights in Vietnam

Vietnam was the second country in the world and the first one in Asia to ratify the Convention on the Rights of the Child on February 26th 1990.

The rights of the child are stated in the following laws:

The Constitution 1992 regulates that children are entitled to primary education free-of-charge.

The State and society shall create the necessary conditions for handicapped children to acquire general knowledge and receive appropriate job training. Parents have the responsibility to bring up their children as good citizens. Children enjoy protection, care and education by the family, the State and society.

The Law on Children's Protection, Care and Education states that children who are under six years of age are entitled to medical examination in public healthcare centres free-of-charge. Children have the right to express their opinion and aspiration about things related to them. Children have the right to live with their parents.

The Nationality Law provides that a child born to parents who are Vietnamese citizens is entitled to the Vietnamese nationality regardless of whether that child was born inside or outside the territory of Vietnam.

The Law on Marriage and the Family determines that there should be no discrimination among children in or outside marriage. Parents are not permitted to get a divorce when they have a child under one year old. A divorced couple has the responsibility to take care of their children.

The Labour Code defines that the admission to work of children under 15 years of age is prohibited, except in some certain categories of occupations and works. An employer may only employ juvenile workers in work suitable to their health so as to ensure the development of their body, mind and personality.

The Penal Code identifies punishments for violence or forceful measures against child offenders.

Module 3

Session 5 Rights on land and assets



Objectives

To become aware of the basic rights on land and assets of women and men
To discuss how to protect the rights on land and assets.



Duration: 90 minutes



Materials

Flipchart papers, markers, and masking tape
Training Aid 3.5 Picture cards about Mrs. Mai's family and questions for group work
Briefing Note 3.5 Property rights.



Related sessions

Module 3. Session 2 Rights and responsibilities.



Session plan

Step 1 - 25 minutes

Explain that participants will learn about the rights on land and assets and how to protect their rights. Divide the participants into four groups. Give each group a set of pictures and the questions in Training Aid 3.5, a flipchart paper and markers.

Ask each group to have a look at the pictures, discuss and answer the questions and write the answers down on a flipchart paper.

Step 2 - 30 minutes

Ask one group to report back and ask other groups if they have something new to add.

Start a plenary discussion with the following questions:

- Who benefit less?
- Is this situation common? Why/Why not?
- Do you know if you can register your name or not?

Briefly explain the following:

The Law on Marriage and the Family (2000) stipulates the same rights and responsibilities for both spouses in respect of ownership, disposition and decision-making of joint property (Chapter 1, Article 28)

The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), Article 16 defines the same rights for both spouses in respect of the ownership, acquisition, control, management, being benefited from and use of property

If the wife stays at home to do housework and her husband works outside, the family property is considered as the joint property of both wife and husband, according to the marriage and the family laws

Being aware of your rights to property helps you to protect your own property from violation and avoid conflicts on property.

Step 3 - 30 minutes

Ask the following questions in plenary:

- Is it important to know your rights to property? Why/Why not?
- What kind of benefits come with the right to poverty?
- What kind of responsibilities come with the right to poverty?
- Where do you go if you want to register your name in the land use certificate?
- What difficulties do you think you may face when carrying out administrative procedures?
- How to overcome?

Tips for trainers:

Note the following points in case further information is requested by the participants:

- Communal land officers provide guidance on procedures related to land
- Women's Union's give advices on the paper work and administration
- Learn about your rights is the best way to protect your land from violation
- Communal People's Committee or the Women's Union provides specific guidelines to deal with the land rights violation.

Step 4 - 5 minutes

Ask the participants what they learned and conclude with the following points:

- The right to property of women and men is protected by the law. Spouses have the same rights and responsibilities in respect of their joint property
- The naming of both spouses on property registration papers will help women and men to enjoy many benefits when pledging for a loan or opening a business like a shop; protect property from violation and avoid troubles and conflicts on property
- The right to property always comes with responsibilities like paying tax, going to the registration office, etc.
- Make sure you gain information about your rights to your property. With adequate information, women and men can better protect their own rights.

Training Aid 3.5 Picture cards about Mrs. Mai's family and questions for group work



Questions for group work:

1. What is the story about?
2. Whose name is on the land certificate?
3. Will Mrs. Mai's name be put on the certificate? Why/Why not?

Briefing Note 3.5 Property rights

The facts

Land use right is critical to facilitate access to credit as it is largely conditional on land as collateral. This is also a major impediment to women's ability to earn an income as entrepreneur, and constrains the growth of their businesses. Unfortunately, data from 2004 household survey showed that wives were named only on 18% of the land use certificates, husbands were named on 64% of the land use certificates, and both spouses were named on 18% of the land use certificates.¹⁷ Problems also often occur if a divorce takes place.

General provisions

The land that husband and wife have after marriage is the common asset of husband and wife (Family and Marriage Law, Article 27).

Husband and wife who jointly establish and develop the common property through the efforts of each shall have equal rights in the possession, use and disposition of such property (Civil Code, Article 219).

In practice, there is not a specific regulation that both husband and wife should be named on the registration license of a motorbike, a car or other expensive investments. However, upon the sale of these properties, there should be both husband and wife's signatures to show their common willingness (According to registration office).

Land use certificates: Procedures and timelines

The Law on Land (as amended in 2003 and effective from July 1st 2004) defines the registration of both husband and wife's names on the land use certificates. This is obligatory for newly registered common land but it is an option for the previously registered ones.

To be granted with a land use certificate, households or individuals must make an application to the Communal People's Committee where the land is located. In the application, clearly state information about the land such as boundary, area, type of land, conflict status, origin and using term. If the land is not under conflict and it is in line with the land use scheme, the Communal People's Committee asks the district level for review and grants land use certificate (Decree 181/2004/ND-CP on the implementation of the Land Law 2003).

The time for the administrative procedures of granting a land use certificate must not exceed 50 working days after the Communal People's Committee receives the regular papers. In cases where detailed cadastral measurements need to take place in areas where cadastral maps are not available when the administrative procedures in land management and use are carried out, the time limit for carrying out the administrative procedures can be longer but shall not exceed twenty (20) working days for each case. For localities in mountainous, island, deep-lying or remote regions, the time limits for carrying out the administrative procedures in land management and use can be longer but shall not exceed thirty five (35) working days for each case (Decree 181).

¹⁷ According to the Vietnam Household Living Standard Survey 2004

Common and personal assets

If a piece of land is the common asset of husband and wife, it is best to register it under both names. If the land is an individual asset of one of the spouses, it is best registered under the name of the individual owner (Decree 181).

If a person (wife or husband) asks for a registration of a land use certificate with only her/his own title on it, she/he has to prove that it is her/his own land and that it is not integrated into the common assets of husband and wife after the marriage.

A piece of land that husband or wife had before marriage or by his/her own inheritance is only a common asset when husband and wife have an agreement (the 2000 Family and Marriage Law, Article 27).

In case a part of the total area is under the common use of both husband and wife and another part is under the private use of one of them, specify the text on the land use certificate, as follows:

In the section "land user": name both husband and wife.

In the section "form of use": note down the area that both husband and wife have and the area that only one of them has.¹⁸

The civil transactions related to common assets and the use of common assets into business should be negotiated and discussed between husband and wife (the 2000 Family and Marriage Law, Article 28).

¹⁸ www.monre.gov.vn (Online answers by the Ministry of Natural Resources and Environment on land dated June 19th 2006).

Module 3

Session 6 Occupational safety and health

Objectives

To become aware of working conditions and environments that are dangerous to health
To identify measures for a safer and healthier workplace
To become aware of the occupational safety and health rights of workers.

Duration: 90 minutes

Materials

Flipchart papers, markers (green, red and black), and masking tape
Black, green and red markers for each group
Training Aid 3.6 Dangerous and unhealthy situations
Briefing Note 3.6 Occupational safety and health.

Related sessions

Module 1. Session 6 Gender equality at work
Module 3. Session 8 Sexual harassment.

Session plan

Preparation

Familiarize yourself with the regulations on occupational safety and health which are relevant to the work of participants. These are defined in the Labour Code and by the Ministry of Labour, Invalids and Social Affairs and a summary is provided in Briefing Notes 3.6.

Select and photocopy picture cards, one for every group, from Training Aid 3.6 which shows different dangers or risks to people's health that are related to the work situations of the participants. Each group works with a different picture.

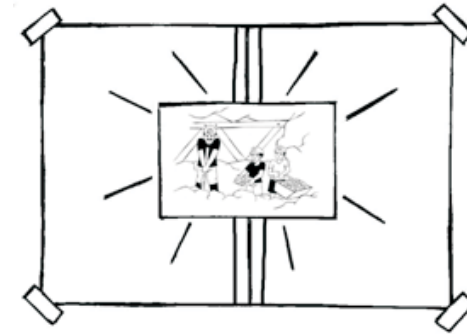
Step 1 - 20 minutes

Explain that this session is about safety and health at work, at home, in agriculture, in a factory or shop. Divide the participants into small groups of four persons. Put people with the same or similar type of work in the same group.

Give each group a copy of one picture card, a flipchart paper and 3 markers of different colours, preferably black, red and green. Explain that the picture card shows a dangerous, risky or unhealthy situation in a place where people work. Ask them if the situation shown on each card is clear. Briefly answer their questions before proceeding.

Ask each group to tape the picture card in the middle of the flipchart paper. Ask them to discuss and identify potential hazards or dangers which can result from the situation on the picture. These can be listed on the flipchart with a **black** marker around the main picture with a line (like a sun with sunbeams). See a sample below.

Give one example in plenary, for instance, a woman who does fine embroidery until late at night but only has one small candle as a light can get a headache and she may hurt herself with the needle.



Step 2 - 20 minutes

Ask the groups to hang their flipchart on the wall and give all participants time to walk around and look at this exhibition of work hazards. Encourage them to ask questions to each other and give comments.

Discuss the following in plenary:

Do you know other dangerous or unhealthy situations at the workplace besides the situations in this exhibition?

Do you know what are dangerous or unhealthy situations for pregnant women?

Do these situations occur at your workplace? Can you identify potentially dangerous situations in your work that you did not think of before?

Can you think about consequences of working in an unhealthy environment? For yourself, for your family, for your employer?

Mention a few common dangerous and unhealthy situations and ask each group to check their situation to see if these need to be included on their flipchart or not. If so, they can add another sunbeam. For a list of common problems, see Briefing Note 3.6.

During this step the most important thing for the participants is to realize and identify dangerous situations at their workplace on the field, at home or in the place where they make goods or deliver services.

Step 3 - 20 minutes

Tell the participants that it is important to find solutions to these work hazards. Dangerous and unhealthy situations at the workplace need to be avoided as they are bad for the business and the people who work there.

Ask participants to discuss the following in their groups:

Are there rules for the hazards they listed? If yes, what kind of rules? They can write these with a **red** marker

If they do not know any rules or are not sure, they have to think of actions and measures that can be taken to avoid the hazards. They can write these with a **green** marker

Do you know any rules and measures for pregnant women? Write with a **green** marker.

Step 4 - 25 minutes

Ask the groups to hang their flipchart papers on the wall. Give time to enable participants to walk around and look at the solutions to workplace problems from other groups. Encourage the participants to ask questions to each other and give comments.

Explain that governments usually have laws and regulations on occupational safety and health protection. In Vietnam regulations to protect workers against occupational safety and health hazards can be found in the Labour Code 1994 (as amended 2002). If relevant, mention some regulations that are relevant to the working situation of participants and explain the responsibilities of the concerned parties (see the Briefing Note 3.6).

Continue the discussion by saying that workers need to check the situation at home and at their own workplaces. Use the following questions:

Is the situation safe and hygienic at home and your workplace?

Do you think it is possible to improve safety and health standards at your workplace and home?

If yes, what needs to be done and how will you do it?

If no, what are the obstacles or challenges and how can these be overcome?

Explain that occupational safety and health regulations are often violated. In practice they do not apply to many workers, especially those who work in rural areas, who do not have a labour contract, or who work at home, or in a small enterprise. Therefore, all workers should be aware of occupational hazards and dangerous situations because they should do something about it themselves. They should ask and negotiate with their employer to protect them from situations that are bad for their health. Organising themselves in groups will give them more bargaining power.

Step 5 - 5 minutes

Round up by concluding that:

It is important for both workers and employers to have a healthy and safe working environment

A healthy worker will be less absent and more motivated. This results in higher and better productivity and more profit for the business

Laws and regulations on occupational safety and health apply to workers who have a signed labour contract but these are often violated

Workers in the informal economic sectors such as casual labourers and farmers are often not protected against health and safety hazards at work

These workers should inform themselves even more than others about work hazards, organize themselves and take action against unsafe working conditions and bad working environments

Workers who are working individually in the field or at home should try to come up with preventative measures themselves

For pregnant women special measures should be taken during pregnancy and the first period after delivery, for formal sector workers this is included in the labour code.

Training Aid 3.6 Dangerous and unhealthy situations

Select one situation card for each group of participants. Make a photocopy of the selected cards in A-4 size for use in Step 1.

		
Working with dangerous chemicals (factory)	Spraying pesticides (agriculture)	Dirty restrooms without enough toilets for women
		
Working with dangerous machines	Working in a very noisy area	Working in a very hot working hall with bad ventilation
		
Working at home sitting in a bad position	Children and adults working in fishery	Children and adults working in mines
		
Children alongside adults working in a rubber plantation	Children working in firework production	Child in domestic service

Briefing Note 3.6 Occupational safety and health

Occupational safety and health encompasses the social, mental and physical well-being of workers in all occupations. Unhealthy and unsafe working conditions can be found anywhere, whether the workplace is indoors or outdoors. It should be clear to the participants that a better working environment not only affects themselves but is also positive for the employer. A healthy workplace and healthy workers increase productivity in an enterprise.

Occupational health and safety are important for women and men alike. Women who are pregnant or are breastfeeding need specific protection while they are carrying or weaning a baby. Men's reproductive functions also need to be protected. In addition, young workers (between 15 and 18 years), and women above 18 are not allowed to carry the same heavy loads as men above 18 years (ILO Recommendation on maximum carrying weight 1967, Ministry of Labour, War Invalids and Social Welfare and the Ministry of Health 1997).

Some examples about unsafe working environment

- Working with moving machinery
- Working with noxious chemicals
- Working in a very noisy and dusty area
- Doing heavy work
- Working overtime
- Working in a high place
- Working in mines.¹⁹

Working with chemicals (industry, agriculture)

Workers who are working with chemicals like lead, nickel, white lead (painting), acids or benzene and also pesticides used in agriculture should be protected against the dangerous effects of these chemicals.

Through breathing in, skin contact or swallowing, the risk of skin diseases, cancer and lung diseases is very high. It can also destroy someone's fertility.

Protective equipment like masks and gloves can help to protect the person but of course the employer should take measures to make the risks as small as possible with good ventilation, storage facilities, labeling of all chemicals, and good handling of chemical waste.

Dust

There are a number of occupations that are a risk to health because dust is involved. Workers in mines, in textile, cloth or wood production or workers at a place where a lot of burning takes place are very vulnerable to inhaling small particles in the air. The smaller the particles, the further into the lungs they can reach. They can damage the person's internal organs or result in lung diseases.

Working in a very noisy area

If you are unable to speak in a normal way standing one arm's length from another worker then the noise level is too high. The employer should undertake action to reduce the noise as much as possible. For example, enclose the machine or very noisy parts of the machine and regularly

¹⁹ 3-R Trainer's Kit, ILO, Bangkok 2005

service the machine to keep it in a good shape and reduce the noise.

Working with machines that make a lot of noise will damage your hearing. You should wear protection when working in noisy areas. Ask your employer to provide hearing protection; of course this should be of good quality, otherwise it does not help.

Labour Code 1994, amended 2002

Working in harmful chemical, dusty and very noisy working conditions

Article 96: The production, use, maintenance, transportation of machinery, equipment, materials, energy, electricity, chemicals, insecticides and herbicides, and the change of technology and importation of new technology must be carried out in conformity with occupational safety and health standards. Machinery, equipment, materials and substances having strict occupational safety and health requirements must be declared to, registered with and permitted by relevant State inspection bodies on occupational safety or on occupational health.

Article 97: The employer shall ensure that the workplace meets the prescribed standards on space, ventilation, light, and the health standards permitted in respect of dust, emanation, toxic gas, radioactivity, electromagnetic field, heat, humidity, noise, vibration, and other harmful elements. Such elements must be periodically checked and measured.

Article 101: Workers engaged in dangerous and harmful work must be provided with protective clothing and personal protective devices. The employer must ensure that personal protective devices and protective clothing meet the standards of quality and design prescribed by laws.

Article 104: Persons working in dangerous and harmful conditions shall receive allowances in kind, and enjoy preferential treatment as regards hours of work and of rest, in accordance with laws. The employer must ensure that workers at places exposed to risks of intoxication and infection shall, after work-hours, be provided with disintoxication and disintoxication measures and other personal health measures.

Working with dangerous machines

Dangerous machines are, for instance, sawing machines, hydraulic presses, milling machines, grinding machines, etc. The machines should be well maintained and the electricity transmission line should be in good condition. This is mentioned in the Labour Code 1994, Chapter 9, Articles 98, 99, and 100.

Article 98: The employer must ensure that machinery, equipment, workshops and storehouses are checked and repaired periodically in accordance with occupational safety and health standards. The employer shall provide adequate guarding devices for all dangerous parts of machinery and equipment in the undertaking; the workplace, machine sites and equipment installations, and places holding dangerous and harmful elements within the undertaking must have arrangements to prevent risks of accidents, and signboards carrying instructions on occupational health and safety must be posted at places permitting easy visibility and reading.

Article 99: In case there is a risk of employment accidents or occupational diseases arising at the workplace or from machinery and equipment, the employer must immediately take measures to overcome such risk order stoppage of activities at the workplace, of the operation of the machinery and equipment involved, until the risk is overcome. The worker has the right to refuse performing the work or to leave the workplace that clearly pre-emptively present all imminent and serious threat to life or health, and has the obligation to report immediately to the persons directly ill

charge. The employer shall not require the worker to resume the work or return to the workplace in question if the danger is not eliminated.

Article 100: At workplaces holding dangerous and harmful elements likely to cause employment accidents, the employer must provide appropriate technical and medical facilities, and protective equipment to ensure prompt rescue in case of emergencies or accidents.

Carrying heavy loads

Workers should be protected against the dangers of carrying heavy loads to avoid possible consequences such as serious back problems. Pregnant women, or women who have just returned to work after delivering a baby or an abortion, should not be allowed to carry heavy loads. Possible consequences are serious back problems.

Article 113: An employer shall not be allowed to employ female workers in hard, dangerous work, or in work exposed to toxic substances that are harmful to their child bearing and rearing functions, as specified in a list established by the Ministry of Labor, Invalids and Social Affairs and the Ministry of Health. Undertakings which are employing female workers in work referred to above must draw up a plan to train and gradually transfer those female workers to other suitable work, to intensify measures to protect the health of female workers, to improve their working conditions, or to reduce the number of working hours. An employer shall not be allowed to employ female workers of any age in regular underground work in mines or work immersed in water.

Pregnant women

Pregnant women should be protected from work that is affecting the health of the mother and/or the unborn baby, like carrying heavy loads or working with chemicals. If necessary, she should get other suitable work during her pregnancy.

Article 115: A female worker from her seventh month of pregnancy onwards or who is nursing a child under 12 months of age is not allowed to:

- do heavy, hard or dangerous work
- work overtime
- work at night
- go on mission in distant places.

Ergonomics

This applies to all workers. Office workers should have proper furniture to make sure they do not get problems with their back or arms due to a wrong working position. Home workers often work in bad physical positions. They often sit on the ground or on small chairs that are too low. Back problems are common among these workers.

Working long hours

Work that is not hazardous by nature can become hazardous if workers work too many hours and cannot get enough sleep. This is a common risk when payment takes place on a piece-rate basis (e.g., sub contracted home work), or when long hours or overtime are obligatory regularly.

Working time

The Labour code 1994 revised in 2002 mentioned:

Article 68: The working time shall not exceed 8 hours in a day and 48 hours in a week. The labour user is entitled to schedule the working time daily or weekly but must notify the labourers in

advance. The daily working time shall be shortened by one or two hours for those labourers working in especially heavy, noxious or dangerous jobs as prescribed in the list of such jobs published by the Ministry of Labour, War Invalids and Social Welfare and the Ministry of Health (1997).

Article 69: The labour user and the labourer may agree on extra hours work but the time of such work shall not exceed four hours in a day and 200 hours in a year.

Article 70: The working time at night is counted from 22 hours to 6 hours of the following day or from 21 hours to 5 hours of the following day depending on the climatic zones stipulated by the Government.

Target groups and their responsibilities

The Labour Code applies to all workers, and organizations or individuals utilizing labour on the basis of a labour contract in any sector of the economy and in any form of ownership. This Code also applies to trade apprentices, domestic servants, and other forms of labour stipulated in this Code.

According to the code and its guidelines, **an employer** shall be responsible for the provision of sufficient protective equipment and ensuring occupational safety and health; for the improvement of working conditions in the work place; for the training/instruction on occupational safety and health regulations and measures for each employee; for the provision of health examinations for the employee on a regular basis in accordance with the stipulated regime for each type of employment and occupation.

An employee must comply with all occupational safety and health regulations and the internal labour rules of the enterprise; use and keep the individual protective equipment that s/he has been provided with and the occupational safety and health equipment in the workplace in good order; timely report to the responsible persons when s/he detects a danger of a labour accident, an occupational disease, noxious situation.

Where to complain

When a worker wants to complain about an occupational safety and health problem he or she can go to the trade union if s/he is a member. In rural areas (and in urban areas in the case of workers without a contract), local government officials will receive a complaint from workers and may or may not act on those complaints. You will have a higher chance that action will be undertaken, if you organize in a group and lodge a complaint. Direct compensation to the victim is the most common method of dealing with accidents stemming from dangerous workplaces.

Tips for easy measures to prevent dangers and unhealthy situations at the workplace:

Materials handling

- Better organized storage
- Fewer and shorter transport and handling work
- Fewer and more efficient heavy load lifting.

Machine safety

- Purchase safe machines in which all points of operation are free from danger
- Use good feeding and ejection devices free from danger
- Use the guard around the dangerous parts
- Keep good maintenance of machines.

Physical environment

- Good lighting conditions
- Good ventilation
- Isolating hazardous sources
- Preventing fires and electrical accidents.

Workstation changes

- Easy-to-reach rule: keep materials, tools and controls within easy reach
- Elbow rule: work at elbow height and with enough leg space
- Jigs-and-fixture rule: use clamps, jigs, vices and other fixtures
- Easy-to-distinguish rule: make displays and controls easy to see and understand

Welfare facilities

- Provide essential facilities: clean drinking water and toilets
- Be ready for emergencies
- Use low cost facilities: work clothes, canteens, lockers and changing rooms, appropriate child-care arrangements.

Environmental protection

- Select good raw materials
- Promote separate waste collection
- Reduce water consumption
- Treat hazardous waste properly

Module 3

Session 7 Domestic violence



Objectives

- To understand the concept of “domestic violence” and to become aware of different types of domestic violence
- To identify means to protect oneself from domestic violence and ways to address the problem when it occurs
- To understand that it is the responsibility of everybody to protect the family from domestic violence.



Duration: 90 minutes



Materials

- Flipchart papers, markers and masking tape
- Training Aid 3.7 Pictures of domestic violence
- Briefing Note 3.7 Domestic violence.



Related sessions

- Module 3. Session 8 Sexual harassment
- Module 3. Session 9 Migrant workers.



Session plan

Step 1 - 20 minutes

Explain that this exercise is about seeking ways to prevent and deal with violence in families. Start a brief discussion with the following questions:

- What do parents do when they get angry with their children?
- What do parents do if they are angry with one another?
- What happens if families fight and quarrel all the time?

Use the examples given by the participants and explain that quarrels and conflicts happen every once in a while in all families, because its members can have different interests. If families are very poor, such conflicts can be common, because there is not enough food or other resources around to give every family member what s/he needs.

Explain that if people can not discuss the things they are unhappy about, they start to have quarrels and fights. If this does not happen often, it does not need to be harmful. Speaking your mind freely and openly can even clear the air and improve the relationship. Loving families will forgive each other and resume normal and positive interactions. But when such quarrels and conflicts escalate and persist and people start to become abusive to each other, either physically and verbally or mentally, then these families have problems that have to be dealt with.

Step 2 - 20 minutes

Ask participants to write down all types of violence they can think of (slapping, scolding, etc) and write each type on a coloured card. Put two flipchart papers in front of the class and give them each a heading: 'Severe Forms of Violence' and 'Less Severe Forms of Violence'. Ask the participants to hang their cards on either one of the flipcharts.

Discuss the types of violence on each flipchart and explain the main forms using Briefing Note 3.7.

Going back to the cards on the flipcharts, note that there is agreement that all actions which lead to severe physical harm are considered to be serious. Some types, however, may appear on both charts, for example scolding or pestering is considered to be serious by some and less serious by others. This happens because psychological harm can often not be seen from the outside. In other cases, women may think that men have the right to be aggressive to them or be so used to violent behaviour that they consider that physical aggression which hurts but does not lead to physical harm less serious.

Go through the lists and ask whether there are differences between violent behaviour of boys/men and girls/women and mark this on the flipcharts.

Most possibly the participants will indicate that boys and men tend to use more physical violence and that girls and women will be violent in more quiet or hidden ways. Explain that there are many exceptions and girls and women can also use physical violence. However, in most societies boys are allowed or even encouraged to be more aggressive than girls and they are not encouraged to show their inner feelings. Because men are also often stronger physically, children and women are more likely to become victims of physical violence than men (Briefing Note 3.7).

Step 3 - 20 minutes

Divide the participants into four groups. Tell the participants that the family is a hearth only when none of the family members is threatened or hurt by their very kindred.

Give each group a picture from the set of pictures in Training Aid 3.7 Ask the groups to make a story with their picture, and to specify who was violent to whom and what types of violence took place. Give them about 10 minutes.

Ask each group to briefly present their story in plenary.

Step 4 - 20 minutes

Ask the participants if they can define domestic violence. Give a simple definition and explain that domestic violence is a very serious offence.

Continue the discussion with the following questions:

- How does domestic violence often start?
- Who are often the victims? Who are often the perpetrators?
- Will the perpetrators continue if their behaviour is accepted?
- What would you do if you are the victim?
- Are you protected by the law?
- Where can you go if you are seriously hurt?
- When you want to file a case what do you need to do?
- What can you do to help people who are subjected to domestic violence whom you know?

Explain that people in families of domestic violence are often very ashamed and the victims will hide their injuries from others. This is the worst thing that can happen because chances are high that the violence will become more and more serious. Children who have experienced violence are more likely to use violence when they grow up.

Give the participants relevant information about where to go in case of domestic violence: By law all severe forms of physical violence are criminal offences, but rape within marriage and incest are not yet included. Make it clear that it is important to report any violence to the authority and seek help when they are threatened or hurt. In other words, do not let matters rest. If they report the violence, they should gather evidence and find witnesses to support their complaint and prove the truth. Remember: they can bring to court the person(s) who violated their rights. If they have questions concerning the laws, there are child, women and legal action NGOs that can give advice on this matter.

Emphasize that it is better not to go alone to the police or the health post/hospital. Go with a friend or even a group. It gives more strengths and power. Try to find someone whom you can trust and who witnessed the violence whenever possible.

Step 5- 10 minutes

Summarize the session with following points:

- All forms of violence that happen within the family are defined as domestic violence
- Many acts of violence are against the law
- Domestic violence destroys family happiness and chance of success, and hampers the development of the family members
- It is important to tell someone and seek help, when it happens to you or your family members.

Training Aid 3.7 Pictures of domestic violence



Briefing Note 3.7 Domestic violence

Violence takes many forms. It includes:

Physical violence: battering, punching, murder, infanticide, deprivation of food or medical care, mutilation, burns, use of weapons, trafficking

Sexual violence: all forms of sexual abuse, (marital) rape, incest, forced prostitution

Emotional or psychological violence: confinement in all forms, humiliation, intimidation, exploitation, verbal aggression, deprivation of freedom and rights

Economic abuse: economic blackmail, economic control, confiscation of earnings, control over decision-making power.

Some forms of violence such as quarrelling, shouting or bickering are seen as less severe compared to other forms like rape or battering. But these forms of violence can also become severe if the shouting and quarrelling escalate and persist, and people become more abusive, either physically, verbally or mentally.

Definition of domestic violence

The UN Special Rapporteur on Violence against Women defines domestic violence as “violence that occurs within the private sphere, generally between individuals who are related through intimacy, blood or law.”

Domestic violence includes physical, sexual, emotional or psychological and economic abuse

Domestic violence against women interferes with women's participation in developing themselves, their family, community and society, building democracies, protecting the environment, educating children, and determining family size

Domestic violence is not a personal issue only since it affects the victim's functioning in the community and at work.

Effects of violence on individuals

Suffering and humiliation resulting from violence usually lead to lack of motivation, loss of confidence and reduced self-esteem. As with stress, if causes of violence are not eliminated or its impact are not contained by remedial measures, these symptoms are likely to develop into physical illness, psychological disorders, or tobacco, alcohol and drug abuse. These problems may ultimately cumulate in occupational accidents, invalidity and even suicide.

Effects of violence in the community

The costs of violence include health care and long-term rehabilitation costs for the reintegration of victims, unemployment and retraining costs for victims who lose their jobs as a result of violence, as well as disability and invalidity costs where the working capacities of the victims are impaired by violence.

Prevention and solutions for domestic violence

Social norms that support and condone violence should be changed

Children and young people should be educated in social skills needed to handle conflict and have healthy relationships

Doctors, nurses and members of mass organizations should be trained to identify families living with violence, in particular in remote areas

Awareness should be raised at family and community level to overcome barriers for victims who seek formal help.

Domestic violence in Vietnam

Research shows that domestic violence is quite serious in Vietnam.²⁰ Research of the Vietnam Women's Union in 2001 showed that, within the 12 months before the research more than 40% of the interviewed women experienced different types of domestic violence.

The Survey Assessment of Vietnamese Youth (Ministry of Health 2005) revealed that among young married people between 14 and 25 years old, 15% of all male respondents and 21% of all female respondents had been scolded at least once by their spouse and the same had been scolded by their wife/husband (of which, 15% were male and 21% were female), 2.8% of all male respondents and 5.8% of all female respondents had been beaten at least once by their spouse and the same.

Although men are also subjected to domestic violence, most of the victims are women and children.

Laws on Domestic Violence in Vietnam

Many regulations prohibit behaviours against women's dignity but these are vague and there is lack of coordination among concerned parties in implementation. In general, actions against domestic violence are few. Many policemen and legal cadres still consider domestic violence as a private issue.

The Law on Domestic Violence Prevention were passed by the National Assembly in Viet Nam in November 2007.

²⁰ Le Thi Ngan Giang 2006: Some issues around domestic violence; Nguyen Huu Minh and colleagues 2006: A comprehensive gender research on domestic violence in Vietnam.

Module 3

Session 8 Sexual harassment



Objectives

- To identify different types of sexual harassment
- To understand the effects of sexual harassment
- To identify possible actions against sexual harassment.



Duration: 90 minutes



Materials

- Flipchart papers, markers, and masking tape
- Colored cards in four color
- Training Aid 3.8 Group work sexual harassment
- Briefing Note 3.8 Sexual harassment.



Related sessions

- Module 3. Session 7 Domestic violence
- Module 3. Session 9 Migrant workers.



Session plan

Tips for trainers:

You can change the story according to the life of your participants. For rural areas or non-formal sector workers you can use the example of a woman going to the market. When she is waiting for her turn someone touches her and she thinks it is by accident but when she continue shopping he follows her and does it again. Of course you need to change the questions accordingly.

Step 1 - 20 minutes

Explain that this session is about sexual harassment: what it means and what needs to be done about it. Ask the participants to listen carefully to the following story about a young woman Thi:

Thi is 17 years old. She came from a small rural village to look for work in a city. She found a job in a garment factory in a city. She likes her work and her co-workers. Working 6 days a week is hard but she earns enough money to send to her parents and that makes her happy.

A couple of weeks ago the supervisor of her group was replaced with a man she really does not like. Every time when he comes to check her work he comes really close and touches her body. This makes her feel embarrassed and insulted. The first time he did this, she thought it was unintentional, but the second day he came and did the same thing again. Thi now believes it was not an accident. She became angry and told him to stop.

After that the new supervisor started giving her negative comments about her work, saying that her work was not good and that he would deduct an amount from her salary. The supervisor continues to make advances at her, but now she is afraid of losing her job, so she keeps quiet. Thi does not like her work anymore but she needs the money, so what can she do?

Ask the participants:

- What kind of problem does Thi have?
- Do you agree with Thi's reaction?
- Do you think the supervisor also touches male employees in the same way?
- If the supervisor would have a female boss, do you think he would also touch her in the same way?
- What is the difference between the situation in the story and a situation where a boy and a girl are flirting, hold hands or hug each other?

Step 2 - 15 minutes

After the discussion in step 1, give the definition of sexual harassment: behaviour of a sexual nature that is unwelcome and unwanted by one of the persons is called sexual harassment. This is different from flirting which is behaviour that both persons like and want.

Explain that sometimes sexually offensive behaviour by boys and men is covered up and girls and women are told not to be so sensitive. It is sometimes said that boys/men cannot help it because of their 'natural sex drive' or that women provoke sexual harassment by the way they look and dress. These ideas are wrong because they are not based on facts. The facts are:

- Some men harass and others do not. Boys and men who don't and are respectful to girls and women are much more popular than boys/men who abuse their power
- Girls/women who are suitably covered in line with local dress codes and norms also become victims of sexual harassment
- Sexual harassment is not about sexual pleasure but is an abuse of power.

Step 3 - 25 minutes

Divide the participants into 4 groups. Give each group one situation and ask them to make a story according to the instructions in Training Aid 3.8.

Ask the groups to present their stories briefly, 5 minutes each. The stories show that sexual harassment can happen everywhere.

Explain the different types of sexual harassment using their answers and Briefing Note 3.8

- Sexual assault and rape. This is a most serious type and is punishable by law in Vietnam
- Physical harassment
- Verbal harassment
- Gestural harassment
- Written or graphic harassment.

Step 4 - 20 minutes

Start a discussion in plenary on the effects of sexual harassment and the action that can be taken against it:

- What do you do if somebody does something to you that you do not like?
- What is the best reaction against sexual harassment?
- What can you do to help a victim of sexual harassment?
- What effects do you think sexual harassment has on victims, enterprises and society?

Discuss the effects of sexual harassment for victims, enterprises and society and explain clearly what needs to be done against it, using the Briefing Note 3.8.

Step 5 - 10 minutes

Summarize and conclude with the following points:

- Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men. This can include unwelcome physical, verbal or non-verbal conduct
- It can happen to everyone and everywhere: in public areas, at school, at work, in the family, or on the street
- The majority of victims are girls and women, but boys and men can be subjected to harassment too
- In most cases the victims are young and junior, have an insecure position or are otherwise vulnerable at work, in a family or on the streets
- Sexual harassment has harmful effects on the individuals, the enterprises and the society
- Be always clear that you do not want it and ask for help if needed
- Take it seriously and try to support the victims.

Training Aid 3.8 Group work: Sexual harassment

Situations: Each group takes the situation corresponding to their group number:

1. On the streets (walking or driving by bicycle or motorbike)
2. At work (on the field, in the workshop, in the shop)
3. In public areas (market, railway station, port)
4. On public means of transportation (bus, train, canoe, passenger boat).

Create a story in which you:

- Give an examples of sexual harassment
- Pay attention to the feelings of the victim
- Pay attention to the reaction of the victim
- Give a clear description of the person who harassed.

Briefing Note 3.8 Sexual harassment

Definition of sexual harassment

Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex, affecting the dignity of women and men at work. This can include unwelcome physical, verbal or non-verbal conduct, according to the 1990 European Commission's Council Resolution on the protection of the dignity of women and men at work.

Sexual harassment can happen everywhere: in public places, at school, at work, in the family or on the street.

The most serious types of sexual violence are sexual assault and rape, and these are outlawed everywhere. Two other principal types of sexual harassment are sexual blackmail and the creation of a hostile environment. Both of these need to be addressed in any legal definition to provide adequate protection:

- Sexual blackmail forces the victim to choose between giving in to sexual demands or losing benefits or entitlements

- Unwelcome sexual advances can also poison the atmosphere in which the victim lives, studies or works.

Sexual harassment often has to do with power relations in which the harasser has a higher status than the victim. This explains why so many victims are young and junior women. Sexual harassment may happen to men. It can also happen between persons of the same sex.

Sometimes sexually offensive behaviour by boys and men is covered up and girls and women are told not to be so sensitive. It is sometimes said that boys/men cannot help it because of their 'natural sex drive' or that women provoke sexual harassment by the way they look and dress. These ideas are wrong because they are not based on facts. The facts are:

- Some men harass and others do not. Boys and men who control their sex drive and are respectful to girls and women are much more popular than boys/men who abuse their power

- Girls/women who are suitably covered in line with local dress codes and norms also become victims of sexual harassment

- Sexual harassment is not about sexual pleasure but is an abuse of power.

Different forms of sexual harassment

- Sexual assault and rape (this is the most serious type of sexual harassment). Rape happens in any place and rape victim can be any one, even babies, the elderly and disabled
- Physical harassment (kissing, patting, pinching or touching in a sexual manner)

- Verbal harassment (unwelcome comments about a person's sex life or private life jokes and insinuations, sexually explicit conversations, suggestive comments about a person's appearance or body)

- Gestural harassment (sexually suggestive gestures, such as nods, winks, gestures with the hands, fingers, legs or arms)

- Written or graphic harassment (sending pornographic pictures through e-mail, putting up pin-ups or addressing unwanted love letters to an employee)

- Emotional harassment: discriminatory behaviour which isolates, and with excludes a person on the grounds of his or her sex.

Examples of effects

For victims:

- Psychological and emotional disturbances, such as embarrassment, humiliation, disgust, low self esteem, depression
- Fear of revenge
- Negative impact on personal life, for example, problems with family, friends, society and health
- Lower productivity and performance of the employee, for example absenteeism, medical leaves, low self-esteem.

For enterprises:

- Loss of income for the company
- Monetary-fines, lawsuits
- Negative publicity and loss of company image
- Increase in the cost of labour, lower productivity, absenteeism because of decrease in productivity and high turnover
- Unhealthy and unfriendly working environment
- No sense of belonging/loyalty of employee to the company.

For society:

- Loss of capable and confident human resources
- Encourages sexual violence, rejection, fear, moral indecencies and very low value of life in society
- Negative changes in social traditions, norms and values
- Creates family problems.

Factors discouraging sexual harassment

- Say "No" to sexual harassment
- Awareness raising and education among young and old men workers, employers and families in society to train people to be more outspoken and assertive when such situations arise
- Penalty and punishment of harassers based on gravity and severity of the cases
- Appropriate behaviour by all actors based on respect to others
- Appropriate law and effective enforcement accompanied by regulations, policies, and the establishment of a sexual harassment committee with support system of trained counselors so that victims can seek immediate redress at national and enterprise levels.

What to do if you experience sexual harassment at the workplace

- Say NO, make clear that you are not happy with it. If you do not say NO, the problem is likely to become worse
- Do not think that it is a humiliating or personal problem and do not blame yourself
- Consult with friends or trustworthy supervisors to find a solution
- Examine if there are others who are also sexually harassed
- Make a written complaint
- Take legal actions.

What to do if we witness sexual harassment at the workplace

- Be aware that the problem is a violation of rights at work which affects workers, enterprises and society as a whole
- Do not ignore the problem, but get together and undertake action
- Support an investigation to be performed with Justice and sensitivity to stop the sexual violation and to penalize the perpetrator
- Provide moral support to the victim
- Stimulate the organization to take the issue seriously and formulate procedures in terms of policies and practices.

Module 3

Session 9 Migrant workers



Objectives

To explore different scenarios, benefits and risks of migration for work
To learn how to prepare for a safe migration for work.



Duration: 75 minutes



Materials

Flipchart papers, markers and masking tape
Briefing Note 3.9 Risks of migration.



Related session

Module 3. Session 10 Danger of human trafficking.



Session plan

Step 1 - 20 minutes

Tell participants that they will discuss different scenarios and learn about the benefits and risks of migration for work. Ask the participants if people in their locality often leave their home for longer periods to find work elsewhere. If yes, ask for their destinations and write these down on a flipchart paper. The list of places may include another commune, province, big city, or another country etc.

Divide the participants into four small groups to work on one situation. Give each group markers and one flipchart paper with one of the following situations written on it:

Group 1: A young woman who migrates to work in a big city

Group 2: A middle aged woman who migrates to work in a town

Group 3: A young man who migrates to work in a town

Group 4: A middle aged man who migrates to work in a big city.

Ask the groups to make two columns on their flipchart papers. One with the heading 'benefits' and another one with 'risks'. Each group has to answer the following questions:

What benefits do you think your migrant worker often has? Write the answers in column 1

What risks do you think your migrant worker often face? Write the answers in column 2

What do you think is the most serious risk? Mark the biggest risk clearly.

Walk around and if groups have difficulties in finding answers you can give them some hints on benefits of migration like finding a stable job or earning enough money to help their family and on risks of migration like getting a low wage.

Step 2 - 20 minutes

Ask the groups to tape their results on the wall and ask them to walk around to look at the results of the other groups. They do not need to present.

In plenary, briefly go through the lists. Make sure that the main benefits and risks from the table below are highlighted. Discuss the differences in risks and benefits between young and adult women and men and emphasize that women may meet more risks than men.

Benefits of Migration	Risks of Migration
Better job opportunities	Being cheated by unscrupulous employment agents or extorted by influential people
More income to help the family	Not being given the promised job or agreed salary
Chance to see the outside world	Being tricked into doing a dirty, difficult, and dangerous job
Change to learn new skills	Having no access to information or language skills to ask for help
Better business opportunities	Being smuggled or trafficked is the most serious risk of migration
To make a new start in life	
...	

Summarize the following points:

Migration for work can provide better opportunities and options in life for migrant workers and their family but also has potential risks

Women may meet more risks than men

Migrant workers need to prepare: be well informed about possibilities, know about life and work at the destination, and prepare to have legal and safe migration.

Step 3 - 30 minutes

Ask the participants to work in pairs to find out what to do to have a safe migration for work. Assign each pair one of the following steps, do not mention the examples given in the brackets, these are possible answers and they should think about it themselves first:

Recruitment and pre-departure (e.g. gather information about the work, find out contact addresses, consult the local authorities, and prepare ID card, passport and proper documents, etc)

Journey (e.g. prepare travel fee find out if the means of transportation is safe, if there is any danger of being taken to another place, if anyone will accompany the migrant and who they are, etc)

Work and life at the destination (e.g. find a place to work and to live, working conditions, wage, living conditions, where you will live for the first days, living fees, travel fees when you can not find a job, how to send money home safely, etc)

Working abroad (e.g. choose reliable and legal companies, get the right documents, keep identity cards, understand the contract clearly, wage, fees and other articles, etc)

Return back home (e.g. how to travel, how to keep money safely, how to adapt to the life at home, etc).

Tip for trainers:

When working abroad is not relevant for the participants, skip the step on "working abroad".

Ask the groups to present their results briefly. Add from the examples if the groups have not mentioned them.

Step 4 - 5 minutes

Summarize how to prepare for safe migration:

Get the right documents, as required for travel and working at the destination
 Try to get as much information as possible about the job and place you are going to
 Take the job offer only from reliable and legal sources. Beware that your friends, relatives or neighbours may not always be trustworthy
 Always have enough pocket money before leaving, enough to buy a ticket home, if something were to happen
 Have correct addresses and phone numbers of key contacts before you leave, and arrange in advance if possible for somebody to pick you up upon arrival
 Do not trust any strangers at any time
 Do not sign any paper if you do not understand it or are not sure what you are signing and never put your signature on a blank sheet of paper
 Keep all your own identity cards and the original of important documents by yourself. Do not allow others to 'safe-keep' them for you. Make copies of these documents to provide to people who ask for them or to give to the police if you lose the original
 Know your rights as a human being and as a worker
 Ask for help when needed, from friends or family, police, and governmental or non-governmental organizations as appropriate.

Briefing Note 3.9 Risks of migration

Migration stages	Risks at different stages of migration
Recruitment & pre-departure	<ul style="list-style-type: none"> Illegal recruitment and trafficking Not knowing terms or conditions of employment Not going to the promised destination Inappropriate and expensive training programmes Overcharging for job placement and document processing Cheating and extortion by agencies and brokers Being locked up for possibly a long period before leaving the home province/country Being given false documents or false (illegal) identity.
Journey	<ul style="list-style-type: none"> Incurring huge debt to pay for expensive transportation High interest rates or other payments Smuggling, illegal transportation, trafficking Harassment and abuses during transit Being given bogus debt.
Working and living in the destination province or country	<ul style="list-style-type: none"> Given a different contract instead of the original contract to sign Contract violations such as being given a different job than promised Confiscation of ID card, passport and important documents by employers or brokers Late payment, payment deduction or no payment at all for work Poor or hazardous working conditions Physical, psychological or sexual abuse or violence No access to information and means to get services or ask for help No embassy or inadequate services provided by the embassy No legal papers (being undocumented) No legal status for children and no social services for the migrant family Harassment by people in the new country/province Being smuggled/trafficked to another country/province
Termination of contract	<ul style="list-style-type: none"> Being fired without cause or illegally In case of illegal entry, arrest by immigration police, detention and deportation No place to stay before being sent home No access to health and other social services No channel for complaint or redress.
Return and reintegration	<ul style="list-style-type: none"> Cheated by people who take advantage and cheat returnees No job, no income at home Large debt/ bankruptcy Shame if not returning home rich. Difficult readjustment to family after long absence or difficult reintegration to home community, especially for survivors of violence or workers in low-status jobs Danger of being re-trafficked with no other viable options and out of desperation

Module 3

Session 10 Dangers of human trafficking



Objectives

To become aware of the potential dangers of human trafficking
To learn how to recognize and respond to tricks used by human traffickers.



Duration: 60 minutes



Materials

Flipchart papers, markers and masking tape
Briefing Note 3.10 Basic facts about human trafficking.



Related sessions

Module 3. Session 9 Migrant workers.



Session plan

Tip for trainers:

Trainers may choose to do either Step 1a or Step 1b.

Step 1a - 20 minutes

Tell participants that this session will deal with human trafficking; what trafficking is and what tricks are used by human traffickers. Ask them to share stories they have heard or experienced. Encourage them to tell real life stories from their own communities or what they have heard on the radio or seen on TV. List the titles and key points in the stories on a board or flipchart. Use the stories as input for the discussion in step 2.

Step 1b - 10 minutes

Tell participants that this session will help them to identify possible dangers of human trafficking, and overcome the tricks used by human traffickers. Ask them to listen carefully to a true story as below:

Van was born in Phu Binh district of Thai Nguyen province. When she was 17 years old she left home to work at an inn in Dao Xa commune. After several months, she met a man named L., who lived near the inn where Van worked. He told her that if she wanted to earn more money, she should come with his wife to sell clothes in Thai Nguyen city. And Van agreed.

After a short time selling clothes in the city, the wife told Van to go with her husband to buy clothes in Lang Son province. When they crossed the border, the man brought her into contact with a woman named Lan. Lan forced Van to marry with a Chinese man.

Van was not happy in her new home. Her mother-in-law made her work day and night as a slave.

One day Van was allowed to do something outside and she fled away. After one day and one night passing forests and mountains, Van came to a police station and from there to Dong Dang temple. Although the temple guardians took good care of Van with all their hearts, she was in panic.²¹

Step 2 - 25 minutes

Start a discussion on the stories given by participants or story above using the following questions:

- What is the story about?
- What were the reason(s) why the person decided to leave home?
- How can something like this happen? (Causes of trafficking)
- Who were the traffickers?
- What types of promises were used to convince someone to come with him/her? Do you know other techniques often used?
- Who is at high risk of being trafficked? (victims)
- What can happen with the women/girls/boys who are sold?
- What can you do against it? How can you mobilize others to fight against it?
- What can you do to enable victims to lead a normal live again?
- What lessons can you draw from the/these stories?

Step 3 - 10 minutes

Discuss briefly the difference between migration and trafficking using the following question:

- What do you think is the difference between trafficking and regular migration?

It is important that participants understand the distinction between regular migration and trafficking. Depending on the education levels and the interests of the target groups, the trainers can decide also to discuss the differences between migration, smuggling and trafficking and provide more details to be discussed in the group (Briefing Note 3.10).

Step 4 - 5 minutes

Conclude the session by asking the participants what they learned. Make sure they include the following points:

- Trafficking in persons means the recruitment, transportation, transfer, harbouring or receipt of persons by means of threat or force, or coercion, deception, fraud and abuse of power, with the purpose to exploit the persons
- Traffickers can use tricks and techniques and tell convincing stories. The tricks become more and more sophisticated
- People can prevent themselves from becoming trafficking victims by getting as much information as possible, obtaining proper documents, keeping in contact with family and having contact numbers of persons or agencies who can help in time of crisis
- While men are also trafficked, young women, children and youth are the most vulnerable
- The difference between regular migration and trafficking is that trafficking involves coercion, force and/or deception for the purpose of exploitation, while regular migration is when people decide to move from one place to another willingly with their own purpose.

²¹ According to <http://www.tienphongonline.com.vn> (09/02/2006)

Briefing Note 3.10 Basic facts about human trafficking

1. Trafficking definition

The most recent and most widely accepted definition of trafficking is given in the Palermo Protocol on Trafficking (2000):²²

“Trafficking in persons” means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of a **threat** or **use of force** or other forms of coercion, of abduction, of fraud, of **deception**, of the **abuse of power** or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person, for the purpose of exploitation. Exploitation shall include, at a minimum, “the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”

The **consent** of a trafficking **victim to the exploitation** shall be **irrelevant** where any of the **means** mentioned above, such as the abuse of power, have been **used**

The recruitment, transportation, transfer, harbouring or receipt of a **child** for the purpose of exploitation shall be considered ‘trafficking in persons’ even if this does **not involve any of the means** mentioned above

“**Child**” shall mean any person **less than eighteen** years of age.

Simply said, this means that it is not allowed to take or force people to other places with the objective to employ them in different kind of activities against their will. Examples: people who are brought to the city against their will to work in factories for a very low wage or for a meal only. Or people who are brought to foreign countries and forced to work as a domestic servant, or children and women who are forced to work as a prostitute in brothels and bars. Be aware: many children and women initially have left willingly or were misled, and were forced later in the migration process.

2. Distinction between trafficking, smuggling and migration

Regular migration is when people decide to move from one place to another willingly with their own purpose. Trafficking and smuggling involve irregular movement of people who often lack protection and are subject to abuses and various levels of exploitation. However, **trafficking** is different from smuggling: Trafficking involves **coercion, force and/or deception for the purpose of exploitation**, whereas smuggling may not involve any coercion or exploitation at all. A smuggled migrant is often not a very poor person because he or she would have had to pay a large sum of money to smugglers for the smuggling. A trafficked person is often from a poor family, often the poorest and most marginalized families and communities, but others can also be trafficked.

3. Push & pull factors in trafficking

There are factors that push people to leave home and cause them to fall victim of trafficking.

Among the most common **push** factors are:

- poverty of the family
- search for employment
- rising materialism
- family conflicts or broken home

²² Protocol to Prevent, Suppress and Punish Trafficking in Person, Especially Women and Children (Trafficking Protocol), supplementing the United Nations Convention Against Transnational Organized Crime, 2000 (also known as the Palermo Convention).

natural disaster or war
lack of community support network
illiteracy/ignorance/lack of awareness among people
discrimination on the basis of sex and/or ethnicity
inequality between men and women, boys and girls in education and training
sex-selective migration policies.

Among the most common **pull** factors are:

- demand for cheap and exploitable labour
- easier and more accessible transportation and communication
- expanded informal economy and unregulated labour market
- increasing demand for younger girls and boys in brothels
- low-risk and high-profit nature of trafficking
- weak legal enforcement and corruption among authorities.

4. Key actors in trafficking

Traffickers are generally not strangers to the victims. They are often someone the victims know well: friends, neighbours or even relatives, new lovers and husbands/wives. They are often found among the following categories of people:

- factory owners or labour recruiters
- bar/brothel owners
- returning migrant workers
- someone who promises a marriage or seeks your love but the information is unclear
- someone who promises a job abroad that will make you rich very quickly.

5. Techniques/tricks/means used by traffickers

- promising to provide good employment
- promising love and a new life
- promising a good marriage
- visiting relatives
- promising better/higher education
- promising good food/nice jewels etc.
- threat
- abduction
- drugs.

6. Trafficking and labour exploitation

Women and children are trafficked not only for prostitution, but also for other labour exploitation purposes such as:

- factory work
- domestic work
- farm work
- hotel/club labour
- work in the entertainment industry, including pornography
- work in massage parlours and karaoke bars
- forced marriage.

7. Country-specific laws and regulations concerning trafficking

The Law on Labour Export (in effect from 1st July 2007) increased the Government authority over labour export companies and imposed penalties and sanctions against companies that violated labor laws or regulations.

The law provides for prison sentences of 2 to 20 years for each offense for persons found guilty of trafficking women, and for between 3 years and life in prison for each offense for persons found guilty of trafficking children (The Criminal Code of 1985, amended 1992, Article 119, 120).

The Penal Code prohibits trafficking in women and children.

The Government issued a national action plan (July 2004) to combat trafficking for commercial sexual exploitation, as well as a five-year national programme for addressing all aspects of Vietnam's anti-trafficking efforts including prevention, prosecution, and protection.