



MINISTRY OF LABOUR  
AND SOCIAL PROTECTION



ЗАСГИЙН ГАЗРЫН ХЭРЭГЖҮҮЛЭГЧ АГЕНТЛАГ  
ГЭР БҮЛ, ХҮҮХЭД, ЗАЛУУЧУУДЫН  
ХӨГЖЛИЙН ГАЗАР



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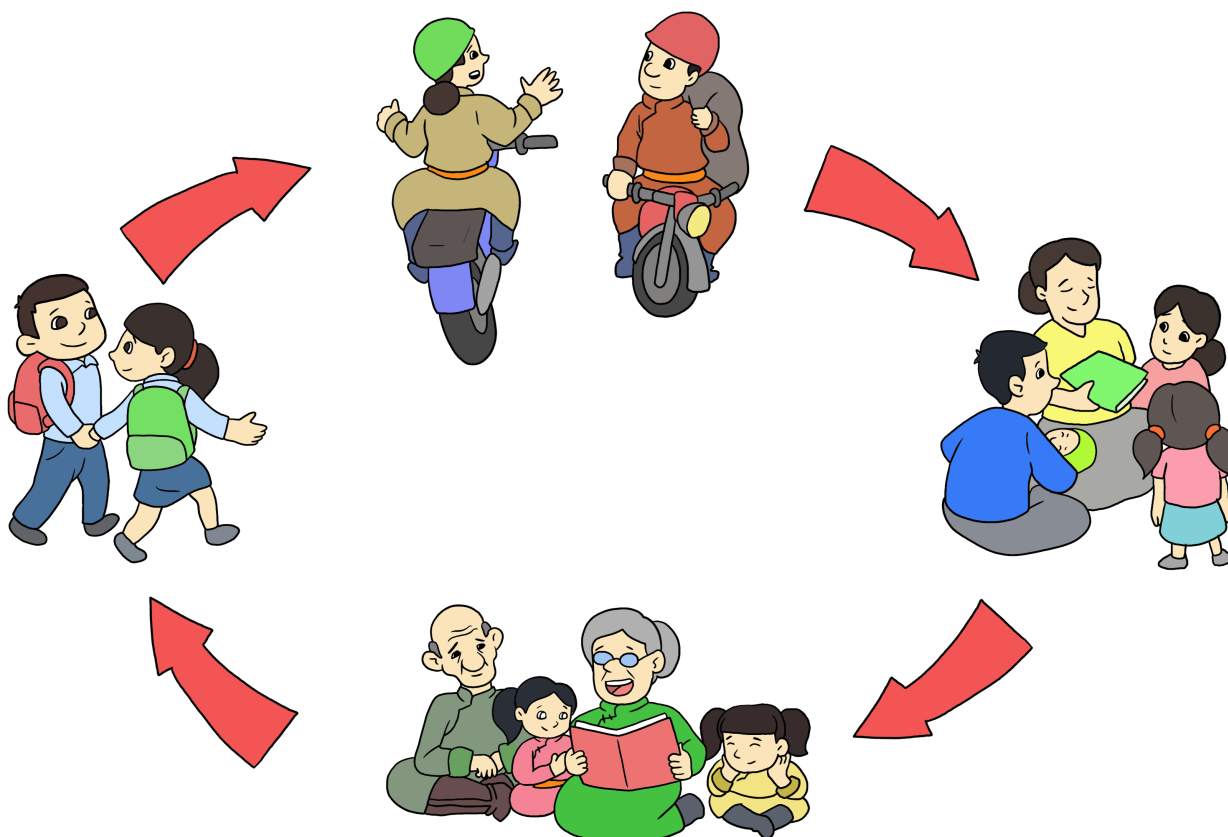
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## 3-R Trainers' Kit

Rights, Responsibilities and Representation  
For Children, Youth and Families

### Module 3: Equality in Life and Family



Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst



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By

Busakorn Suriyasarn, Nelien Haspels and Rosalinda Terhorst



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## FOREWORD

Over the last decade, the Government of Mongolia has taken concrete measures towards the implementation of the ILO's Worst Forms of Child Labour Convention, 1999 (No. 182) and Forced Labour Convention, 1930 (No. 29). These efforts are in line with the 2030 Development Agenda which calls for the eradication of forced labour, modern slavery and human trafficking by 2030 and the elimination of child labour in all its forms by 2025.

Yet, to achieve these sustainable developmental results, key stakeholders in Mongolia have identified the need for a better understanding on how child and forced labour develops in today's context. This need is most acute on the side of state agencies and civil society organizations whose mission is to support children, youth and families who are at risk of child and forced labour and other forms of violence.

The Trainers' Kit on Rights, Responsibilities and Representation for Children, Youth and Families (3-R Kit) aimed at strengthening the capacities of both public and private entities in these areas. It was originally developed in 2006 by the ILO, and since then, successfully implemented in a number of countries including Mongolia where the first version of the training kit was used under the ILO/IPEC project in 2007. The 3-Kit has been recognized by the Mongolian Ministry of Labour and Social Protection and the Authority for Family, Child and Youth Development (AFCYD), government implementing agency as the most relevant and appropriate tool to strengthen the capacities of Mongolian public and private actors.

Under the framework of the "ILO/EU project on Sustaining GSP-Plus Status<sup>1</sup>", the 3-R Kit has been revisited, adapted to the Mongolian context and validated by national trainers. We hope it will be of use to a large audience and eventually benefit those who most need it. The COVID 19 pandemic, which is unfolding at the moment of writing this note, has cast a new shadow on the wellbeing of vulnerable groups, particularly children. With an expected unfavorable economic environment for the upcoming years, governments, state entities, private sector, trade unions and civil society organizations all around the world are faced with the heightened challenge of eliminating child and forced labour by 2025 and 2030 respectively. The 3-R Kit is a modest contribution to support these efforts.

The ILO and the AFCYD are most grateful to the European Union's generous financial support, which made possible the realization of this Mongolian version of the 2020 3-R Kit. We look forward to our continuous engagement in support of most vulnerable parts of the population, helping to make sure that no one is left behind.

Enkh-Amar Mijidsuren  
Chairperson  
AFCYD

Claire Courteille-Mulder  
Director  
ILO Country Office for China and Mongolia

<sup>1</sup> Full title of the project is: "ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2" (MNG/17/50/EUR)



## Contents

|                                                                            |            |
|----------------------------------------------------------------------------|------------|
| <b>Foreword</b>                                                            | <b>iii</b> |
| <b>Acknowledgments</b>                                                     | <b>vii</b> |
| <b>Module Overview</b>                                                     | <b>1</b>   |
| <b>Unit 3.1      What's the Difference between Being a Boy and a Girl?</b> | <b>3</b>   |
| <b>Ex. 3.1.1      What Makes a Boy, What Makes a Girl?</b>                 | <b>4</b>   |
| Briefing Note: Gender Equality Concepts and Definitions                    | 9          |
| <b>Ex. 3.1.2      Fact or Opinion</b>                                      | <b>13</b>  |
| TA 3.1.2 A: Fact or Opinion                                                | 17         |
| TA 3.1.2 B: Fact or Opinion Sheet                                          | 18         |
| <b>Unit 3.2      Values and Attitudes about Gender Roles</b>               | <b>19</b>  |
| <b>Ex. 3.2.1      If I Were ...</b>                                        | <b>20</b>  |
| <b>Ex. 3.2.2      The Wheel of Time</b>                                    | <b>23</b>  |
| Briefing Note: Gender-Related Proverbs from Mongolia and East Asia         | 27         |
| <b>Unit 3.3      Making a Happy Family</b>                                 | <b>28</b>  |
| <b>Ex. 3.3.1      Vote for Family Happiness</b>                            | <b>29</b>  |
| TA 3.3.1 A: Family Situation Cards                                         | 33         |
| <b>Ex. 3.2.3      Resolve Family Conflicts</b>                             | <b>34</b>  |
| TA 3.2.3 A: Solve This Story                                               | 37         |
| <b>Sources for Further Reading</b>                                         | <b>42</b>  |
| <b>Picture Cards</b>                                                       | <b>43</b>  |
| TA 3.3.1 A: Family Situation Cards (10 cards)                              | 43         |



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## MODULE 3 EQUALITY IN LIFE AND FAMILY

### Module Overview

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

This module includes 3 units:

Unit 3.1 What's the Difference between Being a Boy and a Girl?

Unit 3.2 Values and Attitudes about Gender Roles

Unit 3.3 Making a Happy Family

| Unit 3.1 What's the Difference between Being a Boy and a Girl? |                                                                                                                                                                                                                                                                                                                                                                                               | Objectives | Time |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------|
| Ex. 3.1.1 What Makes a Boy, What Makes a Girl?                 | <ul style="list-style-type: none"><li>• To identify the difference between 'sex' and 'gender'</li><li>• To understand that except for reproductive functions, the differences between men and women, boys and girls, in most areas in life are social construct defined by society</li><li>• To understand that gender norms and practices can be changed in the family and society</li></ul> | 45 mins    |      |
| Ex. 3.1.2 Fact or Opinion                                      | <ul style="list-style-type: none"><li>• To understand the difference between facts and opinions about sex and gender roles</li></ul>                                                                                                                                                                                                                                                          | 60 mins    |      |
| Unit 3.2 Values and Attitudes about Gender Roles               |                                                                                                                                                                                                                                                                                                                                                                                               | Objectives | Time |
| Ex. 3.2.1 If I Were...                                         | <ul style="list-style-type: none"><li>• To become aware of one's own attitudes about gender roles</li><li>• To analyze attitudes on gender roles within one's own family and community</li><li>• To identify what needs to be changed to give fair and just chances to boys and girls</li></ul>                                                                                               | 45-60 mins |      |
| Ex. 3.2.2 The Wheel of Time                                    | <ul style="list-style-type: none"><li>• To analyze the values and attitudes on gender roles within one's own community</li><li>• To understand that gender roles and values have changed over time and old gender roles and values may not be suitable in present society</li></ul>                                                                                                           | 45-75 mins |      |

| Unit 3.3 Making a Happy Family                       |                                                                                                                                                                                                                                                                                                                           | Aims       | Time |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------|
| Ex. 3.3.1 Vote for Family Happiness                  | <ul style="list-style-type: none"><li>• To become aware of one’s own attitudes on family relations</li><li>• To understand what makes a happy family</li><li>• To understand parental responsibilities toward children</li><li>• To assess understanding about rights of children and adolescents in the family</li></ul> | 45-60 mins |      |
| Ex. 3.3.2 Resolve Family Conflicts                   | <ul style="list-style-type: none"><li>• To become aware that sometimes conflicts occur in the family due to differing values</li><li>• To understand positive roles and responsibilities within the family</li><li>• To demonstrate ways to resolve conflicts with family members</li></ul>                               | 45-60 mins |      |
| Total time in Module 3: 4 hours 45 minutes – 6 hours |                                                                                                                                                                                                                                                                                                                           |            |      |

## Unit 3.1 What's the Difference between Being a Boy and a Girl?



### Content

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



### Key Messages

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



### Exercises

3.1.1 What Makes a Boy, What Makes a Girl

3.1.2 Fact or Opinion



### Related Units

1.1 Who Am I?

3.2 Values and Attitudes about Gender Roles

3.3 Making a Happy Family

6.1 Changes and Sexuality

## Exercise 3.1.1 What Makes a Boy, What Makes a Girl?



### Objectives

- To identify the difference between 'sex' and 'gender'
- To understand that except for reproductive functions, the differences between men and women, boys and girls, in most areas in life are social construct defined by society
- To understand that gender norms and practices can be changed in the family and society



### Target Group

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



### Duration

45 Minutes



### Seating Arrangements

U-shape or semi-circle seating with only chairs and at least 3x6 meters of open space



### Materials

- A writing board or an empty wall at least 2-3 meters wide, or two flipchart stands
- At least 3 sheets of flipchart paper if no writing board
- 2-3 colour markers and a roll of marking tape or chalk



### Training Aid

Briefing Note: Gender Equality Concepts and Definitions



### Session Plan Steps<sup>1</sup>

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

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

## Preparation

- Familiarize with some basic gender concepts, such as the differences between 'sex' and 'gender', gender roles, gender values, attitudes and norms, and gender stereotypes in the Briefing Note. It is also helpful to understand why it is important to promote gender equality.
- Before conducting the session, find an area or clear the room to make at least 3 by 6 meters of empty space. If there is no writing board, place two flipchart stands on one end of the empty space or use a wall space. Leave about one meter between the two flipcharts. On one flipchart write the word 'MAN' and 'WOMAN' on the other. (Write 'BOY' and 'GIRL' if the participants are children.) Mark a START line with a masking tape or chalk on the floor about 2 meters in front of each blank flipchart.

## Step 1 Drawing competition – 15 minutes

Tell the participants that they will have a drawing competition.

- Divide them into two teams with equal numbers of male and female participants.
- Have each team line up alternately female-male-female-male and so on, with the first person standing behind the START line.
- Do not give the teams a marker until the rules are explained and understood.
- Explain the rules of the competition as follows:
  - One team will draw MAN (BOY) and the other team will draw a WOMAN (GIRL) as fast as possible. The drawings will be from head to toe.
  - On the START signal, one person from each team starts by drawing one line without lifting the marker and then runs back to hand over the marker to the second person who adds a new line, and so on.
  - All team members should get at least one chance to draw. Draw one line and then pass the marker to another person. Do this as fast as you can!
  - Each team aims to show characteristics that highlights the drawing as a MAN (BOY) or WOMAN (GIRL).
  - The team that has made the clearest drawing will be the winning team.

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

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



### Tip for Trainers

*If participants draw only clothes and no biological characteristics, give them a hint such as "If you remove the clothing, what will you see on the body?" However, be sensitive to the participants' culture. It's okay if they are too shy to draw sexual organs, do not push them to. If some biological differences such as breasts, beard, are clearly drawn, that would be enough.*

## Step 2 Characteristics of boys and girls/men and women – 15 minutes

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

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



### Tip for Trainers

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

- Mark the characteristics that participants say can be changed. For each characteristic, ask if the opposite sex can have the same, e.g., can a boy wear skirts and a man have long hair, can a girl play soccer and a woman be a police officer and so on? Once many characteristics have been marked, ask:
  - Which characteristics belong to just one sex only? (Biological attributes such as genitals and sexual organs, pregnancy, mustache, beard, and Adam's apple)
  - What kind of characteristics can not be changed? (Biological sex characteristics that are influenced by hormones and the ones that people are born with)
  - What kind of characteristics can both sexes have? (Social characteristics that people are not born with but later develop or learn in life such as outer appearances and personality; family, professional and social roles)
- Explain the concepts of *sex* and *gender*:
  - **'Sex'** is what is assigned to us at birth based on the genitals we have. It is the difference in biological characteristics of males and females, determined by a person's genes. For example, only males produce sperm. Only females produce eggs and can become pregnant.
  - The term **'gender'** refers to socially or culturally defined ideas about **masculinity** (male roles, attributes, behaviours) and **femininity** (female roles, attributes, behaviours). Gender is not the same as sex.



### Tip for Trainers

*To make the exercise more interesting, you can show pictures of people from the past in Mongolia and from other cultures that are different from the current norms in Mongolia or expected gender roles, for example: Mongolian men and boys used to wear long hair, Indian men wearing sarongs, Scotsmen in kilts, people wearing different ethnic costumes, modern Asian women wearing pantsuits,*

*male nurses and female doctors, women mechanics and pilots, women working alongside men as construction workers or engineers, men sewing, cooking and feeding a baby, etc. Such pictures can show how styles of clothing are different in different cultures, and gender roles have changed over time for women and men.*

### Step 3 Sex or gender – 15 minutes

Continue the exercise by checking whether the students understand the distinction between sex and gender roles. Tell participants that you will read some statements: some statements are about 'sex' (biological) and others are about 'gender' (social). Students will say 'SEX' when the statement is about 'sex' (S), and 'GENDER' when it is about 'gender' (G).

Test one or two statements with to make sure students understand the concept, then go through the following statements one by one:

- 1) Women can get pregnant. (S)
- 2) Men have short hair; women have long hair. (G)
- 3) Women can breastfeed babies. (S)
- 4) Men are leaders of the family. (G)
- 5) Women and girls are responsible for the household and children. (G)
- 6) Men have facial and body hair and an Adam's apple. (S)
- 7) Men work as construction engineers and mechanics. (G)
- 8) Women have monthly periods. (S)
- 9) Women in the rural areas have a lot of children. (G) There have been very few women in the eagle hunting competitions. (G)
- 10) Nowadays both boys and girls like using computers and smartphones. (G)

Emphasize the key messages:

- **Boys and girls, men and women are born with a few different biological attributes**, such as sexual organs and hormones that determine their reproductive functions, for example, men produce sperms, and women get pregnant and give birth. This is 'sex'.
- Except for the reproductive functions, the differences between the two sexes in most other areas in life (i.e., behaviours, attitudes, social and family roles, gender expressions such as choices of clothing and ornaments) are a **social construct (gender)** that is largely influenced by social norms and practices.
- These **gender differences** that are determined by society, such as what boys and girls, men and women should wear, what they can or cannot do, vary from one society to another, within societies, and from one generation to another. These **can be changed and do change over time**.



### Tip for Trainers

*Some urban participants may wish to discuss plastic surgery and sex change operations. Trainers should be open to discuss this but be careful not to spend too much time or alienate other participants. If the issue is raised, one way to respond is: While it has been a long held belief that there are only two sexes (male and female) in nature, understanding of 'sex' continues to be updated by modern scientific discoveries. Recent research reveals that biological sex (the sex a person is born with) involves not just the two sexes but also other variations beyond the typical male or female.<sup>2</sup> Sex is defined by not only genitals but also genes, chromosomes, hormones, and other sex characteristics. With regard to the sex change surgery (also called 'sex reassignment surgery' or 'gender reaffirming surgery'), technology can minimize the physical differences between the male and female sexes but the most fundamental biological reproductive abilities that people are born with still cannot be changed. Surgeons can change the shapes of breasts, remove the Adam's apple, and construct new sexual organs. A person born male can take female hormones to look like a woman, and a person born female can take male hormones and/or remove their breasts to look like a man to align their body with their gender. Yet, even with new sexual organs, a person born male who became a woman cannot grow an ovary, get pregnant or produce breast milk, and a person born female who became a man cannot produce sperms. In any case, it's important to acknowledge that people's sexual identity comprises both sex and gender characteristics and people are not and should not be reduced to reproductive functions—that is, we as humans exist not only to reproduce but we are members of society whose roles are defined by many factors beyond our biological sex.*

<sup>2</sup> Claire Ainsworth, "Sex redefined," *Nature*, 18 February 2015, <https://www.nature.com/news/sex-redefined-1.16943>



### Briefing Note: Gender Equality Concepts and Definitions<sup>3</sup>

In most societies, being born a boy or a girl influences opportunities in life, alongside other factors such as family socio-economic class, race, ethnicity or whether the family lives in the rural or urban area. From the moment of our birth, all societies assign different roles, attributes and opportunities to boys and girls. We are all socialized to perform our assigned roles and do what is considered 'natural'. Girls learn how to act like a woman and boys learn how to act like a man, for example, girls can be sweet and cute and boys should not cry.

| What is the difference between 'sex' and 'gender'?                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <ul style="list-style-type: none"> <li><b>Sex</b> is what is assigned to us at birth based on the genitals we have. It is the difference in <b>biological characteristics</b> of males and females, typically determined by a person's genes or reproductive systems. For example, only males produce sperm, and only females produce eggs and can become pregnant.</li> </ul> |  <ul style="list-style-type: none"> <li><b>Gender</b> refers to <b>socially and culturally defined ideas</b> about <b>masculinity</b> (male roles, attributes, behaviours) and <b>femininity</b> (female roles, attributes, behaviours). Ideas about gender differences <b>are learned, vary widely within and between cultures and change over time</b>. For example, in many countries women take care of young children, but increasingly men are taking care of young children too.</li> </ul> |
| <ul style="list-style-type: none"> <li>People usually do not change the sex they were born with but they can change the gender differences and relations in their family and society if they consider that these are not just and fair.</li> </ul>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

Gender ideas influence how women and girls, men and boys behave or express themselves, including the way they talk and dress, as well as the opportunities and chances that they have in work and in life. Some families, communities and societies have strict ideas and standards of behaviours for women/girls and men/boys, and these often restrict the opportunities and potential of girls/women and sometimes also of boys/men. Such ideas may often not be in line with reality and may disguise the actual contributions of women or men in the family, the workplace, the community and society.

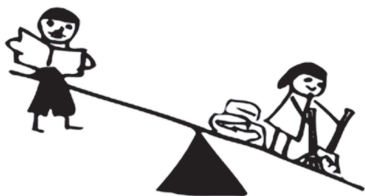
It is useful to understand the difference between facts and opinions, by looking at the actual contributions of girl and boys, men and women and the ideas in people's heads on what they should be like, can and cannot do and should and should not do.

- Gender roles** refer to the activities that boys and girls, men and women actually do. For example, boys help their fathers outside the house and girls help their mothers with the household chores. Gender roles, although often reinforced by the gender values, norms and stereotypes that exist in each society, can and do change over time and across cultures.

<sup>3</sup> Sources: *Gender Mainstreaming Strategies in Decent Work Promotion: Programming Tools – GEMS Toolkit* by ILO (ILO: Bangkok, 2010); UNFPA, *Trainers' Guide for CSE for TVET* (Lao PDR, 2019), 5. Understanding Gender Equality.

- **Gender norms and values** in society refer to the collective and personal ideas and perceptions (understanding) that people have on what men/boys and women/girls should do, should be like and are capable of doing. For example, in many societies women should be feminine: beautiful, cute, obedient and good housewives. Men, on the other hand, are expected to be masculine: strong, brave and leaders of the family and community.
- **Gender bias (or prejudice) and gender stereotypes** are widely held but, fixed and oversimplified opinions or feelings that people have about women/girls and men/boys and what they can and cannot do, should and should not do, and what they are capable of doing. For example, women cannot be good leaders and men cannot be good nurses. While stereotypes may sometimes be true, they are often proven false as they are not based on reason and facts. Stereotypes are often unreasonable and unfair because what is on the outside is only a small part of what a person is.

### How do gender roles and norms affect us?



In every society, gender roles, values and norms influence people's lives. Gender roles are learned. They are not innate or 'natural'. Children begin to observe and absorb gender values and norms from their homes, where boys/men and girls/women typically have different responsibilities and roles in various aspects of life, from who's taking care of the baby, doing housework, who works outside, who makes decision, etc. Some families may treat boys and girls equally, e.g., both sons and

daughters are given equal education opportunity and are expected to share equally in household chores. However, this is often not the case.

In most societies there are differences in the rights and the opportunities given to boys and girls, men and women. 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.

### Can gender roles change?

Beliefs about gender vary from one culture (or society) to another. Gender differences, like the roles of men and women in the family, may seem natural to many people because everybody learns about them from a very young age. However, gender differences are not caused by nature and biology, but they are ideas constructed by people in societies over time, and these ideas can and do change, especially among young people. There is now more gender equality than in the past. It is important to distinguish between what society has constructed/created for each gender and what is biological. For example, the idea that men are strong and should not cry is created by society, whereas a woman giving birth is biological. Both boys and girls can benefit from less strict gender norms. Greater equality and more flexible gender roles give everyone more opportunities to develop to his or her full capacity as a human being.

### Why can gender norms be harmful?

The power relations between women and men affect all aspects of their social, political, and economic roles and way of life. Girls are often raised to expect to have little control over their own bodies. Whereas boys are often brought up to believe that males are superior to females

and that men should dominate women. However, many children behave in ways that do not match the stereotypes associated with their gender, for example, many girls enjoy sports, excel at maths, and have dreams of leading their country—and still feel feminine; many boys enjoy developing close interpersonal relationships, creating art, and feeling free from constant pressures to achieve and be brave—but still feel masculine.

Routine domestic chores are quite important in life but they are barely valued and rarely noticed by those who do not perform them. Men and women are equally capable of carrying out domestic activities. There is nothing in a woman's nature that makes her specifically good at housework. The differences in attitude between men and women are due to socially constructed male and female models—that is how we are raised to be men and women.

**Rigid gender roles and norms affect how people treat each other** and contribute to suicide, violence, and many other social problems. People who fall outside the norm of heterosexual and marital relationships are often marginalised in society and therefore excluded from important aspects of life - for example, education, health services, employment and legal redress. This lack of respect makes them more vulnerable to unprotected or undesired sex leading to HIV, STIs, unwanted pregnancy and unsafe abortion. Such people, who do not fit gender norms, may be teased, isolated, or threatened, e.g. individuals perceived as homosexual, boys perceived as having feminine traits, girls who want to work towards a professional career.

### Why is it beneficial for all to work on gender equality?

All of us benefit when everyone can develop and apply their talents in all spheres. It is important to remember that societies and cultures are constantly evolving. The conditions of human beings change, sometimes for the better and sometimes for the worse. Gender roles also continue to change.

- **Gender equality** refers to the equal rights, responsibilities, opportunities, treatment and valuation of girls and boys, women and men in life and at work. It means that girls and boys, women and men have equal access to information, education, jobs, decision-making power, household and community resources (such as food, money, land) and social and health services, and are treated respectfully regardless of their sex. All human beings should 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 benefits between men and women, boys and girls, so that all persons are treated with dignity and allowed to develop to their full potential, leading to a higher quality of life for all. **It does not mean that women and men need to become exactly the same. Women and men can be and are different, but should have equal rights, responsibilities and opportunities in life.** The way boys and girls, women and men, are treated and their work is valued should not depend on whether they are born male or female. Gender equality will be achieved when women and men enjoy the same human and workers' rights, and are valued and treated equally and

when there is a fair distribution between them of:

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

### Core messages for gender equality promotion

During training on gender equality promotion, trainers always need to make sure that the following key 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 gender equality is empowering both women and men and leads to a win-win situation for all.



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

For a deeper understanding of gender equality, please refer to sub-sections C: Gender equality strategies, D: Gender identity and sexual orientation, and E: Discrimination, in Section 8: Trainers' Reference in the 3-R Trainers' Guide.

## Exercise 3.1.2 Fact or Opinion



### Objective

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



### Target Group

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



### Duration

60 Minutes



### Seating Arrangements

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



### Materials

Flipchart paper, markers and masking tape



### Training Aids

3.1.2 A: Fact or Opinion

3.1.2 B: Fact or Opinion Sheet

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



### Session Plan Steps<sup>4</sup>

1. Difference between facts and opinions – 5-10 minutes
2. What's fact, what's opinion? – 10 minutes
3. Fact or opinion game – 20-25 minutes
4. Analysis and summary – 20 minutes

<sup>4</sup> Adapted from: *World Wise School* by Peace Corps, Part 2: Developing Global Perspectives, Is That a Fact?, <http://files.peacecorps.gov/uploads/www/lesson-plans/files/looking.fact.a.pdf>.

## Preparation

Carefully read Training Aid 3.1.2 A: Fact or Opinion to make sure you understand the definition of 'fact' and 'opinion' well. Also work on Training Aid 3.1.2 B: Fact or Opinion Sheet yourself and make sure you understand each statement, whether each is fact or opinion. Decide in advance whether you will use activity for children or activity for youth and adults in Step 2 and prepare accordingly. If participants are children, you may spend up to 10 minutes for Step 1. If participants are youth and adults, you may spend only 5 minutes for Step 1 and spare more time for Step 3.

## Step 1 Difference between facts and opinions – 5-10 minutes

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

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

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

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

## Step 2 What's fact, what's opinion? – 10 minutes

Brainstorm with participants on the definitions of a fact and an opinion by asking the following questions:

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



### Tip for Trainers

*Make sure that you understand the meaning of 'fact' and 'opinion' yourself, in order to give a clear explanation in Step 2. Carefully read Training Aid 3.1.2 A for a detailed explanation for each question above. In short:*

- **Facts** can be proven to be true by evidence that cannot be falsified. Everyone can agree on what is a fact.
- **Opinions** are views, feelings or beliefs that people have about something that are not based on facts and are not proven by evidence. Opinions are subjective. Different persons can have different opinions about the same thing.

### Step 3 Fact or opinion game – 20-25 minutes

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

- Clear the room to make enough space for children to run around.
- Ask for three volunteers. Pin a sheet with the words 'FACT' on one child, 'OPINION' on another and 'DON'T KNOW' on the other. Have each child stand at a different corner in the room.
- Ask the rest of the children (save the three volunteers) to draw one statement each. (It is okay if there are not enough statements for all children.)
- Ask who has statement No. 1 and ask the child to read the statement loudly for all other children to hear. When the statement is heard, the children will decide whether the statement is a fact, an opinion or if they do not know and run to stand by the person with the corresponding sign.
- Ask for statement No. 2 and repeat the process, for statements No. 3, No. 4, and so on.
- For each statement, ask the children for the reason why they think the statement is a fact or an opinion. In the cases where children disagree, ask the opposing sides to convince the other side.



#### Tip for Trainers

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

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

- Divide the participants into mixed groups of 4-6 people.
- Distribute to each group Training Aid 3.1.2 B, flipchart paper and markers.
- In each group, members will work together to analyze and decide whether the statements are facts or opinions or whether they need more information before they can decide. Give them about 15-20 minutes to discuss the statements and at least 5 minutes to prepare their presentation on a flipchart.

- Once all groups finish their task, ask them to show their results in plenary. The trainer then discusses the answer to each statement, using the flipcharts of all groups. Point out the similarities and differences across the groups: Do most groups agree on statements as being facts or opinions? Do they think they need more information for certain statements?

#### Step 4 Analysis and summary – 20 minutes

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

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

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

Conclude the exercise with the following points:

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



### Training Aid 3.1.2 A: Fact or Opinion

#### 1. How can you tell if a statement is a fact?

The statement can be verified and proven to be true by support of evidence and cannot be falsified. For example:  $2 + 2 = 4$ ; only women can give birth. In other words,  $2 + 2$  can only equal 4; it is a fact of nature that only women can give birth.

#### 2. How can you tell if a statement is an opinion?

A statement is a feeling or a belief of an individual or a group of people that is not based on a fact or substantiated by evidence or proof. For example, rich people are happy. This statement may or may not be true and it can be proved and disproved by evidence. However, there are opinions that are not easy to prove, for example, beliefs in heaven, life after death or reincarnation.

#### 3. What is the difference between a fact and an opinion?

Opinions are subjective and not based on factual evidence. Different persons can have different opinions about the same thing. For example, different people have different opinions about riding a motorcycle: it is fun, it is fast, it is convenient, it is exciting, it is dangerous, etc. whereas some people may not have any opinion about it at all. If the opinions are about feelings, they are not necessarily right or wrong, just different. On the contrary, everyone has to agree if something is a fact because it is proven to be true. For example,  $2+2 = 4$  and only women can give birth. Everyone can agree that motorcycles have two wheels, because all motorcycles everywhere do indeed have two wheels—not one or three or four. However, facts can also change with time and circumstances. For example, before the invention of airplanes trains were the fastest mode of transportation; or in the past babies could only be conceived inside the mother's womb but now babies can be conceived in a laboratory.

#### 4. If you are not sure if a statement is a fact or an opinion, what do you do?

Get more information and try to verify the statement by asking or looking for proof or evidence.

#### 5. Why is it important to know whether a statement is a fact or an opinion?

Because in everyday life, knowledge and respect is very important, especially in dealing with other people. We may risk making mistakes, offending and even hurting other people and ourselves by misunderstanding or assuming the wrong things. For example, if a person mistakenly believes that it is not dangerous to stand in an open field during a thunder, he or she can risk being hit by lightning; or if a person believes that all people from a certain village, country or culture are bad (a reasonable person knows that this cannot be true) this belief can cause the person to act in ways that can cause problems for him or herself and other people.



### Training Aid 3.1.2 B: Fact or Opinion Sheet

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

| No. | Statement                                                                                                                                  | Fact | Opinion | Need more info |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------|------|---------|----------------|
| 1   | Women and girls are sweet, gentle and kind.                                                                                                |      |         |                |
| 2   | Most men are bigger and taller than women.                                                                                                 |      |         |                |
| 3   | Real men do not cry.                                                                                                                       |      |         |                |
| 4   | Only women can get pregnant and give birth to babies.                                                                                      |      |         |                |
| 5   | Women make better parents than men.                                                                                                        |      |         |                |
| 6   | Boys do not need to do housework because it is a women's and girls' job.                                                                   |      |         |                |
| 7   | A son is more important than a daughter because he will take care of his parents when he grows up.                                         |      |         |                |
| 8   | Girls do not need high education because they will get married anyway.                                                                     |      |         |                |
| 9   | Men make better village heads than women.                                                                                                  |      |         |                |
| 10  | Men are more decisive than women.                                                                                                          |      |         |                |
| 11  | Women are more honest than men.                                                                                                            |      |         |                |
| 12  | Pregnant women should not do heavy physical work, drink alcohol or take drugs because it will harm the baby.                               |      |         |                |
| 13  | It is the woman's fault if she cannot give a son to the family.                                                                            |      |         |                |
| 14  | Whether the baby will be a son or daughter depends on the Y chromosome in the man.                                                         |      |         |                |
| 15  | The most important thing for a man is to be a leader and a provider and the most important thing for a woman is to be a wife and a mother. |      |         |                |
| 16  | Around the world, there are more girls out of school than boys.                                                                            |      |         |                |
| 17  | Women are better cooks than men.                                                                                                           |      |         |                |
| 18  | In many countries, men get paid more than women for doing the same job.                                                                    |      |         |                |
| 19  | It is okay for men to get paid more than women because they are the providers of the family.                                               |      |         |                |
| 20  | It is normal for men to get drunk, but drunken women are ugly.                                                                             |      |         |                |

## Unit 3.2 Values and Attitudes about Gender Roles



### Content

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



### Key Messages

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



### Exercises

3.2.1 If I Were ...

3.2.2 The Wheel of Time



### Related Units

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

## Exercise 3.2.1 If I Were ...



### Objectives

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



### Target Group

Children and youth



### Duration

45-60 Minutes



### Seating Arrangements

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



### Materials

Flipchart paper and markers



### Session Plan Steps

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

### Step 1 Suppose I was born a ... : Group play – 5-10 minutes

Divide the participants into small same-sex groups of 4-6 persons. Make sure to have at least 2 groups of girls and 2 groups of boys.

- Explain that each group will draw a lifeline from the birth of a girl or a boy to their adulthood marking important events in their life.
- Draw an example of a lifeline with a few important events to help participants understand

the assignment such as a birth celebration, going to school, leaving home, getting a job, and getting married. Be careful not to give too many examples.

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

- **Assignment No. 1 (for girl group/s) – Imagine if you had been born a boy**, how would your life have been different and how do you expect it to turn out to be? Give your boy a name and draw a lifeline that you think is in line with reality.
- **Assignment No. 2 (for girl group/s) – You have been born a girl** and you are blessed with a magic that can make your dreams come true. Give your girl a name and draw a lifeline of your dream girl.
- **Assignment No. 3 (for boy group/s) – Imagine if you had been born a girl**, how would your life have been different and how do you expect it to turn out to be? Give your girl a new name and draw a lifeline that you think is in line with reality.
- **Assignment No. 4 (for boy group/s) – You have been born a boy** and you are blessed with a magic that can make your dreams come true. Give your boy a name and draw a lifeline of your dream boy.

### Step 2 A boy or girl lifeline – 10-15 minutes

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

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

### Step 3 Share boy/girl lifelines – 15-20 minutes

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

- What are the similarities and differences in the lifelines of the boy and the girl?
- Do you think the lifelines of this boy and this girl represent the real lives of boys, girls, women and men in your community? If yes, why? If no, why not
- Do you know people like this boy and this girl?
- Who think they have a life like this boy or girl?

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

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

- What do you think about these similarities and/or differences?
- Do you know anyone who lives the life of the dream boy/girl?
- Who wants to have the kind of life of this dream boy/girl?

#### **Step 4 Opportunities and expectations** – 10-20 minutes

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

- Do families and society expect the same things from boys and girls?
- Do you agree or disagree with these expectations of boys and girls? Why/Why not?
- Have you ever done things that you did not like to do because you did not want to disappoint someone? What are these things? Why?
- What do you think would be fair and just for boys and girls in the family and society?
- What needs to be changed to make this possible?

Emphasize how family influences children's lives and how parents can give fair opportunities to both sons and daughters, for example, by:

- Providing a safe, healthy and loving environment for sons and daughters to grow up in and protecting them from harm.
- Treating sons and daughters equally by giving the same protection and equal opportunities to both sons and daughters.
- Expecting both sons and daughters to take the same responsibility in the household, e.g., sons to help with the housework like daughters.
- Recognizing the importance of sending both girls and boys to school and encouraging both to continue higher education.

#### **Step 5 Round up** – 5 minutes

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

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

## Exercise 3.2.2 The Wheel of Time



### Objectives

- To analyze the values and attitudes on gender roles within one's own community
- To understand that gender roles and values have changed over time and old gender roles and values may not be suitable in present society



### Target Group

Youth and adults



### Duration

45-75 minutes



### Seating Arrangements

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



### Materials

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



### Training Aids

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

Briefing Note: Gender-Related Proverbs from Mongolia and East Asia



### Session Plan Steps

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

## Preparation

### For Step 1:

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

- Choose 8 gender-related proverbs or sayings on papers in large letters (2" tall)
- Cut up each proverb in small phrases and mix them up to make jigsaw pieces, for example:
  - Raising a son / is like / raising a pig / for a merchant.
  - month. muncation eith his parents forthe amilyd her 2 siblings besause she is older syster that family.ryday. hours
  - Wife / eats after / husband / is full.

(Clip the pieces of each proverb together.)

- Make 5-6 sets, one set per each group. Each set includes 4-5 proverbs from Mongolia (and maybe some interesting ones from other countries) with a good mixture of positive and negative proverbs. Some of the proverbs given to different groups can be the same.

### For Step 3 (optional):

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

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

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

### Step 1 Play proverb jigsaws – 15 minutes

Divide the participants into mixed groups of 5-6 persons. Give each group a set of jigsaw pieces, a piece of flipchart paper and a few markers. Each group will:

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

### Step 2 Discuss proverb meanings – 15-20 minutes

Ask a volunteer to read out the first proverb and explain its meaning. Ask for more volunteers to show and explain the meaning of the different proverbs until at least 6-8 proverbs are discussed. Tape each proverb jigsaw explained on the board where everyone can see it. Use questions Nos. 2-4 from Step 1 to facilitate the discussion on the proverbs.



#### Tip for Trainers

*There may be some proverbs that participants cannot explain because they are from another culture or country. Ask the participants to identify which of the proverbs they think are from other cultures. The trainers help identify which proverbs are foreign and explain the meaning, and ask if they have similar proverbs or sayings. (The likelihood is that there will be some proverbs in the jigsaw puzzles that are actually foreign but participants think that they are from their own culture because there are similar proverbs in their culture.)*

### Step 3 Gender cultural performance – (optional) 10-25 minutes

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

### Step 4 Round up – 15 minutes

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

- What do these proverbs say about the roles of women and men, girls and boys? For example, what they can or cannot do, should or should not do.
- In what way do you think the gender values and attitudes in these proverbs influence how you, your parents and people in your community behave and make choices in life?
- Do you sometimes think of these proverbs (or the hero and heroine characters) when considering how to live your life?
- Have these values and attitudes changed much over time? For example, in:
  - Education for girls and boys
  - Doing home chores
  - Working in the fields
  - Having friends
  - Dating and marriage
- What values about boys and girls, men and women still hold true today and which have changed from your parents'/grandparents' generations?
- Do you think gender roles could also change in the future? Give some examples.

**For adults:**

- If you have children, do you think your values, attitudes and expectations influence your children in the way they behave and make choices in their lives?
- Do you think it is possible that sometimes your children do things just because they know you want them to, not because they really like to? What are these things?

Conclude the exercise by summarizing the following points:

- **Each society has different values, attitudes and ideas** on what men and women, boys and girls should be like, can or cannot do, and should or should not do. **These values and attitudes influence the way people think, behave and live their lives.**
- **Ideas on gender roles** vary between cultures and within a society. They also **change over time as the society changes from one generation to the next.**
- **It is better not to use traditional sayings, slogans and proverbs, which have denigrating meanings about anyone's sex, sexual orientation, gender identity, gender expression or sex characteristics.** In the past, the low status of girls and women was confirmed by sayings, which protected the benefits of men and allocated more power to them. In modern times this does not work if families and societies are to prosper. Women need to have equal chances and want to share family as well as work responsibilities. Old statements need to be transformed to reflect new realities.
- **Like adults, children's lives are influenced by their families' and society's expectations** which are often different for boys and girls.
- **These expectations sometimes directly or indirectly pressure boys and girls to behave differently and make choices in their lives that they might otherwise not have made,** if they would have been allowed to make their own choices.



## Briefing Note: Gender-Related Proverbs from Mongolia and East Asia

| Proverbs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Meanings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mongolian:</b> <ol style="list-style-type: none"> <li>1. "If a man is brave, he will lose a wolf."</li> <li>2. "A woman's hair is long and her mind is short."</li> <li>3. "The good of a wife can enter her home. The good of a husband can go outside."</li> </ol>                                                                                                                                                                                                                                               | <b>Mongolian:</b> <ol style="list-style-type: none"> <li>1. Men are considered to be afraid of animals because of their active, courageous and dominant nature.</li> <li>2. Women are considered inferior to men, their strength is underestimated, and they are considered mentally deficient.</li> <li>3. Women are good wives, good mothers, cook, clean the house, give birth and raise children, pay more attention to the upbringing of children, while men take care of the family, earn money, take care of horses, participate in community service, succeed professionally, is defined as active.</li> </ol> |
| <b>Chinese:</b> <ol style="list-style-type: none"> <li>1. "Women hold half of the sky."</li> <li>2. "Having a daughter as the first child is more precious than having buffaloes and land."</li> <li>3. "If a son is uneducated, his father is to blame."</li> </ol>                                                                                                                                                                                                                                                  | <b>Chinese:</b> <ol style="list-style-type: none"> <li>1. A Chinese saying, popular during the 1960's and 1970's. The saying extols the contribution of women: women can do what men do and work alongside men.</li> <li>2. It is better to have a daughter as the first child than having other assets because she can help with the family work.</li> <li>3. Parents are responsible for their children's education.</li> </ol>                                                                                                                                                                                      |
| <b>Lao:</b> <ol style="list-style-type: none"> <li>1. "Raising a son is like raising a pig for a merchant."</li> <li>2. "Wife eats after husband is full."</li> <li>3. "Women should not discuss politics and monks should not discuss housework."</li> </ol>                                                                                                                                                                                                                                                         | <b>Lao:</b> <ol style="list-style-type: none"> <li>1. A son is like a (wasted) investment that you lose to another party.</li> <li>2. Husbands must eat first.</li> <li>3. Women and men should not interfere in issues that do not concern them.</li> </ol>                                                                                                                                                                                                                                                                                                                                                           |
| <b>Khmer:</b> <ol style="list-style-type: none"> <li>1. "Men are bees, women are flowers."</li> <li>2. "Men are diamonds (or gold), women are white cloth."</li> <li>3. "Women are mothers of the world."</li> <li>4. "We rather let the father die than the mother."</li> </ol>                                                                                                                                                                                                                                      | <b>Khmer:</b> <ol style="list-style-type: none"> <li>1. Men are attracted to women's beauty.</li> <li>2. Men are more valuable than women and cannot be stained. Women's virginity before marriage needs to be protected. Pre-marital sex soils a woman's image and reputation.</li> <li>3. Women are mothers and nurturers.</li> <li>4. Mothers are more important for family survival.</li> </ol>                                                                                                                                                                                                                    |
| <b>Thai:</b> <ol style="list-style-type: none"> <li>1. "Men are the front legs and women are the hind legs of the elephant."</li> <li>2. "[Mother] hanging on a son's yellow robes [to nirvana]."</li> <li>3. "Having a daughter is like having a toilet installed in front of the house."</li> </ol>                                                                                                                                                                                                                 | <b>Thai:</b> <ol style="list-style-type: none"> <li>1. Men are leaders and women are followers.</li> <li>2. Mothers can gain merit from their sons' spiritual attainment by going into monk hood. (Buddhist belief)</li> <li>3. Having a daughter is a liability in that the daughter's bad behaviour can plainly and easily soil the image and reputation of the family.</li> </ol>                                                                                                                                                                                                                                   |
| <b>Vietnamese:</b> <ol style="list-style-type: none"> <li>1. "Men are close to the house, women are close to the kitchen."</li> <li>2. "If you have ten daughters, you don't have children. If you have a son, you have a child."</li> </ol>                                                                                                                                                                                                                                                                          | <b>Vietnamese:</b> <ol style="list-style-type: none"> <li>1. Men work outside and around the house, while women work inside the house.</li> <li>2. It is more important to have sons than daughters.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Highlander minorities in Southeast Asia:</b> <ol style="list-style-type: none"> <li>1. "Obey the father as a maiden, obey the husband when married." (Mien)</li> <li>2. "Only fools fear wife." (Mien)</li> <li>3. "Good women do not go out at night." (Pagagerñor or Karen)</li> <li>4. "Nine sons are not worth one husband." (Hmong)</li> <li>5. "Having a daughter is like having a jar of fermented fish in front of the house, having a son is like having a raging buffalo." (Tai Lue and Shan)</li> </ol> | <b>Highlander minorities in Southeast Asia:</b> <ol style="list-style-type: none"> <li>1. Women must obey the men in their lives.</li> <li>2. It is foolish for a husband to worry about what his wife thinks.</li> <li>3. Women should stay home and not engage in inappropriate behaviours.</li> <li>4. Even sons are not so important as husbands.</li> <li>5. Bad behaviours of daughters can soil the reputation of the family and sons are hard to control.</li> </ol>                                                                                                                                           |

## Unit 3.3 Making a Happy Family



### Content

This unit deals with participants' awareness and understanding about family relations. Participants will identify what is important in keeping the family happy and discuss how the behaviours of family members affect others and the overall balance and happiness in the family. They will also learn how to resolve conflicts with family members.



### Key Messages

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



### Exercises

- 3.3.1 Vote for Family Happiness
- 3.3.2 Solve Family Conflicts



### Related Units

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

## Exercise 3.3.1 Vote for Family Happiness



### Objectives

- To become aware of one's own attitudes on family relations
- To understand what makes a happy family
- To understand parental responsibilities toward children
- To assess understanding about rights of children and adolescents in the family



### Target Group

Children, youth and adults



### Duration

45-60 minutes



### Seating Arrangements

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



### Materials

- 1 or 2 sets of 10 family situation cards (Training Aid 3.3.1 A)
- 1" x 3" black and red slips (10 in each colour for each participant)
- 10 ballot boxes (or any containers to hold the voting slips)
- 1 roll of masking tape



### Training Aids

3.3.1 A: Family Situation Cards

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

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



### Session Plan Steps<sup>5</sup>

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

### Preparation

For Step 1: Hang or tape the 10 family situation cards on the wall or on a space where everyone can see them clearly. Place a ballot box under each picture card. Number the ballot box to correspond with the picture card, e.g., ballot box No. 1 with picture card No. 1, and so on.

### Step 1 Introduce family situation cards – 15 minutes

Show the family situation cards to the participants and introduce the family members. (To make it more interesting give a familiar name to each family member.)

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

### Step 2 Explain how to vote for family situations – 5 minutes

Ask the participants to consider whether the situation in each card will lead to happiness in the family. They can cast their opinions by voting for each of the 10 pictures, by putting a voting slip in the ballot box underneath each picture, one by one.

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

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

Ask the participants if they understand how to vote. For children, a voting example may be helpful. After making sure that they understand the process, give each of the participants 10 red slips and 10 black slips.



### Tip on choices of voting materials

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

<sup>5</sup> Adapted from: *WWRGE Manual-Cambodia* by Rosalinda Terhorst et al. (ILO: Bangkok, 2004), Module 3.1 Self Awareness – Vote for Change.

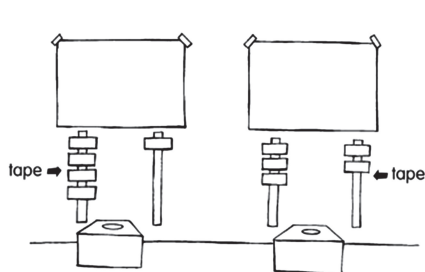
### Step 3 Vote for family situations – 5-10 minutes

Begin voting. To have an orderly and quick voting process:

- Ask the participants to form two lines, one starting on the left side of the first picture card, and the other starting on the right side of the last picture card.
- The first person on each line start voting, by putting the selected colour slip in the ballot box and go on to the next picture, the next person in line follows, and the next, until everyone has an opportunity to put a slip in all 10 ballot boxes. (Each participant will be left with 10 slips.)

### Step 4 Count the votes – 5-10 minutes

Ask for two volunteers to help counting the votes and displaying the voting results. Display the vote counts for all to see while counting.



#### Tip for vote counting

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

### Step 5 Discuss and round up – 10-15 minutes

Once the voting results for all pictures are displayed, discuss the results. Guide questions are:

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

Summarize the basic ingredients of a happy family. These include:

- **Health and security:** Good health, basic necessities that provide security in life such as a house/place to live, food, clothing, work
- **Happiness and emotional balance:** Spending time together as a family, and caring, love, respect, patience, and forgiveness for one another
- **Equality and sharing:** Helping one another by sharing responsibilities and opportunities, workload, decision making and income
- **Room to grow:** Hope and opportunity for individual development for everybody in the family, especially for children.

### Step 6 Summary – 5 minutes

Conclude the exercise with the following key messages:

- **All family members, irrespective of their age and sex or health condition, have the right to be treated with dignity**, and need to be allowed to develop to their full potential.
- **Both sons and daughters should have equal access to education and freedom** in making their own choices in life, including when and whom to marry.
- **Both husband and wife have the right to decide** when to have children and how many.
- **Domestic violence is against the law.**
- **It is possible to change unhappy situations in family life.** Some unhappy situations can be more easily changed than others, but if all family members are healthy, responsible, caring, loving and respectful towards one another and are willing to share opportunities, responsibilities, workload, decision making and income in a fair and just manner, the family can become a happy one.



### Training Aid 3.3.1 A: Family Situation Cards

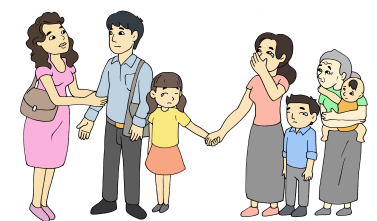
**Guidelines:** Prepare in advance this set of 10 family situation cards (in large poster size provided separately) for use in Step 1.



1. Family meal



2. Brother and sister going to school together



3. Child saying goodbye to family



4. Older sister staying home taking care of ill little brother



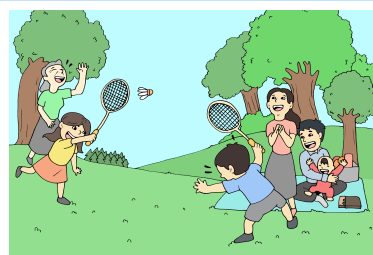
5. Domestic quarrel



6. Parents discussing family finance



7. Many family members in a ger



8. Family enjoying a festivity together



9. Parents gambling and drinking, children doing housework



10. Parents-teachers meeting at school

## Exercise 3.3.2 Resolve Family Conflicts



### Objectives

- To become aware that sometimes conflicts occur in the family due to differing values
- To understand positive roles and responsibilities within the family
- To demonstrate ways to resolve conflicts with family members



### Target Group

Children, youth and adults (if there are issues between children/youth and adults, train them separately)



### Duration

45-60 minutes



### Seating Arrangements

Group seating around tables



### Materials

- Photocopy of one cartoon in Training Aid 3.3.2 per each group
- Colored pencils or pens
- Masking tape



### Training Aid

3.3.2 A: Solve This Story



### Session Plan Steps

1. Possible conflicts in the exercise of rights – 5 minutes
2. Group work – 15-20 minutes
3. Presentation of group work and discussion – 20-25 minutes
4. Key learning points – 5-10 minutes



## Session Plan Steps

### Step 1 Possible conflicts in the exercise of rights – 5 minutes

Explain that sometimes families experience conflicts and family members are unhappy with one another. Ask students for some examples of unhappy family situations.

Add that conflicts can happen when a family member exercises his or her right that may clash with the values or right of another in the family. For instance, a daughter or son wants to go to school but the parents want her/him to leave school to take care of a younger sibling or work to earn money for the family instead.

Sometimes people have different thinking. For example, parents who believe that a child has the right to be protected from abuse may sometimes hit the child as punishment for doing something they think is bad. The child may feel that any kind of hitting is physically abusive. However, it also happens that sometimes the child may not know that his/her rights are being violated. In this exercise the students will think about how to solve some of these conflicts.

### Step 2 Group work – 15-20 minutes

Divide the class in small groups of 4-5 persons. Give each group a photocopy of one cartoon page from Training Aid 3.3.2 A: Solve This Story. Use all or some cases provided. Some groups may have the same cartoon.

- Ask all groups to have a look at the first two panels and think about ways to resolve the conflict. Complete the story by filling in possible solutions in the four remaining panels, by drawing or by writing. The key is the story and the solutions to the conflict.
- Prepare for a group presentation how each group resolves the conflict by telling/showing the complete story or by performing a role play of the story.

### Step 3 Presentation of group work and discussion – 20-25 minutes

Ask all groups to present their story (limit the presentation to 2-3 minutes per group) and start a short discussion in the class after each story with the following questions:

- What was the conflict in the story?
- What right or rights were violated in the conflict? (See the list of cases below.)
- Was it difficult to find a solution to the conflict? Why/why not?
- What type of solution do you think would most likely occur? Why?
- In which situations did everyone get what they wanted?
- Do you have conflict situations like this sometimes? If yes, what do you do?

Direct discussion to family relationships, analyze why certain conflicts arise and how to approach and resolve these conflicts.

- Sometimes when parents want one thing and the children want another, what is the best way to deal with the conflicting situation?
- In serious conflicts, in which violence might be involved, what should you do?

### Cartoon 1: Gerlee – right to education, right to healthcare

*Possible solution:* Family members share responsibility to take care of the sickly baby and allow Gerlee a chance to continue her education in some form.

**Cartoon 2: Erdene and Nandin** – right to choose when to marry, right to education, right to safe abortion

*Possible solution:*

- a) Erdene and Nandin decide by themselves whether or not to get married, Nandin decides to keep the baby and both Erdene and Nandin share the responsibility of taking care of the baby (with their parents' help), while continuing their education.
- b) Nandin gets safe abortion (if legal) before the 12<sup>th</sup> week of pregnancy and Erdene and Nandin continue their education.

**Cartoon 3: Maral** – right to self-determination, right to love and care, right to protection from harm

*Possible solution:*

- a) Maral tells his parents about the poor treatments by the herder family, especially the beating. Maral and/or his parents report to authorities the herder family's exploitation and mistreatment of Maral. Remove Maral from the herder family.
- b) Maral's parents find another way to support the family, remove Maral from the herder family, and bring Maral back to school.

**Cartoon 4: Munkhuu** – right to choose one's own friends and freedom of expression

*Possible solution:* Munkhuu tries again to explain to his parents about his friends and punk rock music. Try to be patient and not get mad. Munkhuu could introduce one or two of his friends to his parents, to get them familiar with his friends. Once his parents know his friends personally, they may see that his friends are normal teenagers, who have different tastes in fashion and music. Some teenagers love to show that they have a unique individuality and parents should give teenagers some room to express themselves as long as they are being responsible.

**Cartoon 5: Angry drunk father** – right to love and care, right to protection from harm

*Possible solution:* The children can ask for help from someone they trust such as neighbors, relatives, or community leaders. If the situation does not improve, the mother and children may need to remove themselves from the abusive situation, such as going to live with relatives or a shelter for victims of domestic violence. The father needs to address his drinking problem and stop abusing his wife and children.

#### Step 4 Key learning points – 5-10 minutes

Ask participants what they have learned from the exercise. Encourage sharing of opinions.

Summarize the main outcomes of the discussion and emphasize that:

- **Different personal values among family members can affect the family relationships.**
- **In exercising one family member's right, the right of another should not be violated.**
- **Respect of others' values, rights and dignity can prevent conflicts.**
- **Even in conflict, parents have the responsibilities to provide basic necessities, safety and protection to children.**
- **Violence in the family should not be tolerated.** It is illegal under Mongolian law.
- **Seek help and support** when faced with difficult challenges in the family.
- **Sometimes unfortunate things happen to some family members and what they need the most is no judgement and unconditional love and support.**



### Training Aid 3.3.2 A: Solve This Story

**Guidelines:** Photocopy the cartoons, one for each group and hand them out during the exercises. Some groups may have the same cartoon. (Depending on the students' level and age group, the trainer may choose to focus on 3 or 4 cases that are most relatable to them.)

#### Cartoon 1: Gerlee

A happy 15-year-old Gerlee has 3 younger siblings. Gerlee is a good student and enjoys school very much. She dreams of becoming a doctor or a nurse one day.



However, Gerlee can no longer follow her dream after young brother got seriously injured in a bad accident. He became disabled. Gerlee's parents tell her to drop out of school to take care of him.



## Cartoon 2: Nandin and Erdene

16-year-old Erdene has a girlfriend, 16-year-old Nandin, who studies at the same school. They are very much in love and have begun having sex for some months, sometimes with condoms, sometimes without. Nandin learns that she is now pregnant.



Nandin's parents found out about her pregnancy and tell the young couple they must get married.

Both Erdene and Nandin are now terrified. Although they love each other but they don't feel ready to have a baby. They want to continue their studies and have a good future. Nandin wants to have a safe abortion, but her parents will disown her unless she marries Erdene.



### Cartoon 3: Maral

Maral is a 12-year-old boy herding for another family. Maral loved school but his parents took him out of school last year and took him to work for a herder family. The family is not so kind, making Maral work very long hours.



Maral works from morning till night, herding livestock as well as doing housework for the herder family. Maral tells the family that he is tired and need some time to rest, but they said he is lazy and should work harder. One day Maral was so tired and broke two bowls. The master of the house beat Maral very hard.



#### Cartoon 4: Munkhuu and Minjmaa

Munkhuu is teenage boy. He has friends who like punk rock music. His friends are often dressed in punk rock style and people think Munkhuu's friends are weird and must be bad boys.



Munkhuu's parents get upset whenever he meets up with his friends because they believe they will lead him astray. Munkhuu tries to explain to his parents that they are actually good kids, don't do drugs or get in trouble. But his parents don't believe him and forbid him to see his friends. Munkhuu doesn't want to speak with his parents now.



### Cartoon 5: Angry drunk father

Father comes home drunk again and starts a quarrel with mother. This is happening increasingly often. When father is really drunk he seems like another person and gets angry at everything and everybody.



This time mother is hit so badly her face is bloodied and her eyes swollen. Children feel scared, sad and angry. When they try to protect mother, they get hit too. They don't know what to do.



## Sources for Further Reading

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

UNFPA, *Trainers' Guide for CSE for TVET*, Lao PDR, 2019.

## Useful Website

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

## List of Picture Cards

### TA 3.3.1 A: Family Situation Cards (10 cards)

1. Family meal
2. Brother and sister going to school together
3. Child saying goodbye to family
4. Older sister staying home taking care of ill little brother
5. Domestic quarrel
6. Parents discussing family finance
7. Many family members in a ger
8. Family enjoying a festivity together
9. Parents gambling and drinking, children doing housework
10. Parents-teachers meeting at school

# 3-R Trainers' Kit

**Rights, Responsibilities and Representation  
For Children, Youth and Families**

## Module 3: Equality in Life and Family

Produced under the framework of the *ILO/EU project on Sustaining GSP-Plus Status by Strengthening National Capacities to Improve International Labour Standards Compliance and Reporting-Mongolia Phase 2*, with the financial assistance of the European Union. The views expressed herein can in no ways be taken to reflect the official opinions of the European Union.

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