

# Culture Identity and Resources Use Management



## Out of the house and into society



## Facilitators Guide

A guide in how to conduct gender discussions in rural communities, using gender documentaries and video materials

## Introduction

This guide has been developed by Cultural Identity and Resources Use Management (CIRUM), a Vietnamese NGO working with forest and forest margin living ethnic minority peoples. All the steps detailed in this guide have been successfully trialled by us with the cooperation of some of our partner communities. The guide is available in Vietnamese and English, and should be used with two documentaries and other materials which are available on our website for download, as well as the facilitators' own prepared materials.

As many of the villagers with whom we work do not have high literacy skills, this course has been designed to minimize writing and maximize group discussion. Two gender documentaries have been created with community members, telling their stories. These documentaries make up part of the gender materials. The other parts are the exercises in this guide, which are to be used in conjunction with the documentaries.

We hope that participants will have fun working together on all these tasks, building cohesion and exploring ideas of gender within their communities, sharing problems and solutions. In this way, the intention is that communities will be equipped with the awareness and confidence to make changes within their own family and communities and lobby for change with policy makers and government at all levels.

We would like to thank the communities and local authorities and the members of LandNet and LISO for their help in developing these materials.

### **Why did we make these materials?**

CIRUM wanted the real story from the people in rural Vietnam that the organisation had been working with over the last 20 years. Both Kinh and ethnic minority women tell their stories of the barriers and challenges they have faced when participating in work outside of their home. The stories also capture the experience of rural men supporting women and the criticism and barriers they faced. The stories are true stories with authentic voices, and offer a deep and practical way of opening the discussion of women's participation and equality in rural communities.

### **What have we found?**

The research highlighted that for a woman to be involved in work outside of the home she needed the support of her husband and family: in the first place simply to trust her enough and allow her to leave her home environment; secondly to share the burden of housework and family work that would normally be her responsibility. Importantly, we found that the larger family and community also have to understand and support both the women, and the husbands who are supporting these women.

### **How does CIRUM's strategy work?**

These materials can be used as stand-alone gender analysis and gender baseline gathering or awareness raising materials, or they can be part of any project approach into a community. The documentaries and course guide can act as an important foundation for a project intervention: gathering information, opening deep discussion on important gender issues at village and community level, and offering solutions to the problems and barriers to empowerment discovered throughout the course in each particular community.

At the end of the course, it is hoped to have identified the important themes governing gender relations; to have discovered possible solutions; to have made individual and community gender action plans; and to have identified and possibly recruited participants for the gender ambassador network that CIRUM is developing. Both men and women will be encouraged to become contact persons in this network. These network members will become gender speakers to exchange in further trainings and to support the project in the community.

CIRUM will be delivering this course in their own project areas as a normal part of their work, and also as a foundation for their upcoming livelihoods grants over the next three years. Anyone is welcome to use these materials or our gender and communications team can deliver them on request.

## Notes for Facilitators

This facilitator's guide is designed to be used by facilitators experienced in working with communities in Vietnam, and with some basic knowledge of gender issues in Vietnam. Some sections (such as section 4.4: Gender Definitions and 11: Cultural Practices) will require specialised knowledge, and should be prepared carefully. The issues of gender and roles of men and women can be sensitive in Vietnam, and facilitators should research and understand the situation in the training community before they commence the course. As with any training, good preparation is the key to success, so facilitators should be very clear before they start on what they hope to achieve over the time of the course, and their roles. They will need to explain this carefully at the beginning of the course to the participants.

As this course is intended to be delivered with ethnic minority communities in mind, facilitators need to be sensitive to what appropriate behaviour might be. Lack of cultural confidence as well as personal confidence can be an issue in these communities, so the showing of respect towards all cultural practices is very important. Be empathetic, listen carefully and respond appropriately. Although you will have a deadline, it is important to follow the learning curve and pace of the participants, remembering the objective is to build confidence and capacity, not undermine it. Facilitators may need to assist with writing and presenting if participants are not able to read or write. Facilitators are to encourage participants to present to gain confidence in public speaking.

- **Listen and allow space for people to talk.** You are a facilitator, so work with participants to guide them, do not take over. Create an environment that people feel that they can openly and honestly share their opinions.
- Do not let certain individuals **dominate**. Although it is essential to have community leaders on board, the purpose is for everyone to participate, men, women and youth, not just those in authority within the community. The objective is not only to build community capacity and confidence, but personal capacity too. In practice, facilitators will have to observe participants carefully to ensure everyone gets an equal chance to participate.
- **Do not judge.** Talking about gender issues means facilitating discussions about culture and peoples values and ethics. Everyone has different opinions and we want to ensure open and honest discussion. Do not make judgement or tell people they are wrong. Rather question people in a non threatening way, discussing everyone's opinions and ideas. The idea is to get people to start to think about change or how to make change happen and the only way for that to happen is for people to want to change themselves, not being bullied or shamed into it.
- As this course will be delivered in ethnic minority and rural communities there may be some participants who are unable to speak Vietnamese. In these cases you need to provide an interpreter so that they are able to participate.

## What happens next?

CIRUM has also developed a gender analysis framework tool, and this course can be used with it. For example, the documentaries and course could be start of the gender discussion in any community where you wish to work. Should you wish to find more detailed information or explore any particular gender aspect in a community, it is recommended that you use the gender analysis framework, also available on CIRUM's website. This course can also be used as a gender monitoring or evaluation tool.

The course is designed to be delivered over two days. Participants are required for one and a half days and facilitators are required for the two days. A detailed outline of the schedule is in Annex 1.

## Part 1: Introduction

### 1. Venue and course preparation

<b>Objective</b>	To be sure participants are ready and confident
<b>Time</b>	10 minutes
<b>Materials</b>	Seating, stationary, space.
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Review training space and facilities</li><li>2. Organise seats and room together with participants</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Seating will change all the time.</li><li>✓ Venue should have large enough space for showing the documentaries, doing games and group discussion and hanging A0 paper.</li><li>✓ At this stage facilitators assess participants for comfort or problems.</li></ul>

## 2. Introduction to the course and venue

<b>Objective</b>	To be sure participants understand logistics, rules, objectives, content and the length of the course
<b>Time</b>	20 minutes
<b>Materials</b>	A0 paper; pens.
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Facilitators introduce themselves: who we are</li><li>2. Facilitators introduce logistics of venue</li><li>3. Introduce objectives and content and length of course</li><li>4. Write some basic rules</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ It is ideal if participants agree and draw up rules. If written they should be very simple. Facilitators should ensure one of the rules is about regularity of attendance and commitment</li><li>✓ Objectives and content: the facilitator can introduce the course in the following way: <i>“This course is designed for people to reflect on their attitudes and values regarding the roles of men and women, and to better understand how these views shape the way they interact within their families, communities and work.</i> <i>The course is designed to encourage discussion and for people to share their ideas, experiences and stories. What is said will be kept confidential and should not be repeated outside with others outside of the course.</i> <i>During the course we want people to be honest and open to contribute to discussions. We will be talking about sensitive subjects. People need to show respect to people’s ideas and contributions and not make judgements. Everyone will have a chance to contribute. There are no right or wrong answers, we are here to share and discuss ideas and experiences and learn from each other.”</i></li></ul>

### 3. Introduction games (optional)

<b>Objective</b>	To ensure participants are friendly and relaxed.
<b>Time</b>	40 minutes
<b>Materials</b>	Paper balls; 2 AO, 4 pens, 10 A4, sticky something (post it)
<b>Procedure</b>	<p><b>Game 1: Introduction name ball</b></p> <ol style="list-style-type: none"><li>1. First participants stand in a circle, 1 or 2 metres in between</li><li>2. Trainer throws ball to any participants. If the participant drops the ball they have to do a dance or sing a song.</li><li>3. People who receives the ball introduce themselves</li><li>4. They then throw the ball to any other</li><li>5. And so on until stop</li><li>6. The facilitator chooses a man to talk about what they like and dislike about being a man</li><li>7. The facilitator chooses a woman to talk about what they like or dislike about being a women</li></ol> <p><b>Game 2: Remember friends names</b></p> <ol style="list-style-type: none"><li>1. Participants now sit down in a circle</li><li>2. Trainers calls a name, but that person remains silent and doesn't do anything</li><li>3. People sitting at side of the person have to stand up and say yes! If only one remembers, the other has to leave the circle. If both don't remember, they are both out. As a 'punishment' you can put a sticker or post it on their face</li><li>4. After 5 minutes, those still in the circle are the winners</li><li>5. The winners can ask the losers to do something for example like sing a song or do a dance</li></ol> <p><b>Game 3: Blindfold Drawing faces</b></p> <ol style="list-style-type: none"><li>1. Participants divide into two groups of four participants. Each group of 4 has AO that will be posted on the wall and pens.</li><li>2. In each group they make 2 paper hats from A4 paper long enough to cover eyes</li><li>3. Participant from each group wear the blindfold hat and draws a face.</li><li>4. Each group should draw a face with head, eyes, nose, ears, and mouth. For hair eyes, ears, each member should draw only one part; other part should be fulfilled by others. For one minute the members of the group decide who will draw which part of the face</li><li>5. When they are ready, both groups start. First person goes to the wall and draws their part of the face instructed by other members of the group.</li><li>6. After 5 minutes the game is over, and participants decide who has the best face. The winning group has the right to ask the losing group to do a forfeit</li></ol>
<b>Notes</b>	✓ Facilitators can play as many of these games as they want or for as long as they want until they feel people are relaxed and energized

## 4.1 General Introduction to Gender

<b>Objective</b>	For facilitators to gain understanding of the level of gender knowledge of the participants
<b>Time</b>	10 minutes
<b>Materials</b>	A0 paper or whiteboard, marker pens
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Participants are in one big group</li><li>2. Facilitator asked the following question:<ul style="list-style-type: none"><li>➤ Who has heard of '<b>gender</b>' before or done any workshops about '<b>gender</b>'?</li></ul></li><li>3. Facilitator to record how many people have heard of gender</li><li>4. Facilitator to ask:<ul style="list-style-type: none"><li>➤ In your opinion what is gender?</li></ul></li><li>5. Facilitator to record any answers</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Facilitators should note that there are no wrong or right answers.</li><li>✓ Facilitators should ensure there is a comfortable space for people to contribute without judgment.</li><li>✓ If no one answers, the facilitator should tell participants that it is ok if people do not know; by the end of the course they will have a better understanding.</li></ul>

## 4.2 Practical exercise about Gender Definitions

<b>Objective</b>	For participants to understand the different between gender and sex.
<b>Time</b>	20 minutes
<b>Materials</b>	2 x A0 paper, marker pens, sticky tape
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Spilt the group into two groups, one with all female and one with all male</li><li>2. Ask the female group to draw a male body and show what men can do that women can not</li><li>3. Ask the male group to draw a female body and show what a women can do that a man can not</li><li>4. Each group to present back</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Facilitator should have a good understanding of what roles are gender roles and what roles relate to the sex of a person.</li><li>✓ Facilitator to explain about transgender. Transgender is when people do not identify as being female, although they have a vagina or male even though they have a penis. Some people can get surgery to change their gentiles or they dress differently to identify with their gender.</li><li>✓ <b>Optional:</b> Facilitator to explain that a man's sperm carries the gene of both a male (Y) and a female (X) while a women's egg only carries the (X) gene. Therefore it is the male sperm that determines the sex of a baby. This can be explained using a diagram.</li></ul>



### 4.3 Men's and women's tasks

<b>Objective</b>	For participants to understand the different tasks that women and men perform
<b>Time</b>	30 minutes
<b>Materials</b>	2 x A0 paper, marker pens
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Spilt the group into two groups, one with all female and one with all male</li><li>2. Ask the female group and the male group to write down all the tasks that they did yesterday. It is suggested that all the tasks are written down first, then each member of the group marks with an X if they did that task. Activities are then ranked by how many people did them</li><li>3. Each group to present back</li><li>4. Facilitator to ask the group:<ul style="list-style-type: none"><li>➤ Why do men and women do different things?</li></ul></li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Facilitator should have a good understanding of what roles are gender roles and what roles relate to the sex of a person.</li><li>✓ In section 2, facilitators should encourage participants to note all tasks, including those normally considered belonging to the other sex.</li><li>✓ Facilitator can ask the men group to identify any work that is usually 'women's work' and the women's group to identify any work that is usually 'men's work'.</li></ul>

## Summary of 4.2 and 4.3

### 4.4 Gender Definitions

<b>Objective</b>	For participants to have a better understanding of gender definitions.
<b>Time</b>	5 minutes
<b>Materials</b>	Paper or card with the definitions written out. Definitions are in Annex 2
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Facilitator to give a brief summary of exercise 4.2 and 4.3</li><li>2. Facilitator to give a brief definition as shown on the cards of:<ul style="list-style-type: none"><li>➤ Sex</li><li>➤ Gender</li><li>➤ Gender Equality</li><li>➤ Gender norms or Social norms</li><li>➤ Transgender</li></ul></li><li>3. Facilitator to stick the cards up around the room and ask if participants have any questions or require any clarification</li></ol>
<b>Notes</b>	✓ Facilitator needs to have a good understanding of the definitions and be able to explain in clear, basic language. They could consider using simpler language for gender terms.

## **PART 2: Gender Documentary**

### **5. “Out of the House and into Society”**

<b>Objective</b>	To screen the documentary “Out of the House and into Society”, a gender training film that forms the basis of the gender material.
<b>Time</b>	40 minutes (film is 30 minutes in length)
<b>Materials</b>	Projector, computer, film on USB or DVD
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Before screening the film, let people know that it will go for about 30 minutes and there will be discussion after.</li><li>2. When the film is finished ask each person to quickly share one point of interest from the film. This can be done by getting all participants to stand in a circle. Facilitator to have ball they throw to one person and they say one point of interest about the film. The ball is then thrown to the next participant until everyone has contributed. Facilitator to write down what people say and note if people make the same comments.</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Themes from the film will be discussed in the following exercises</li><li>✓ It is good to have a short break either before or after showing the film</li></ul>

## 6. Gender questions

<b>Objective</b>	For participants to reflect on the film and their own experiences as a male or a female
<b>Time</b>	30 minutes
<b>Materials</b>	Ball, questions in a box for participants to chose, music
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Facilitator to ask participants to stand in a circle</li><li>2. Facilitator to explain that when the music is on they have to pass the ball around the circle. When the music stops whoever is holding the ball has to pick a question from the box and answer it</li><li>3. Questions can include:<ul style="list-style-type: none"><li>➤ What do you like about being a man or woman?</li><li>➤ What do you dislike about being a man or woman?</li><li>➤ Why do men make decisions?</li><li>➤ Why do people want sons rather than daughters?</li><li>➤ Do mother-in-laws put pressure on daughter-in-laws to take care of the housework and the children? Why?</li><li>➤ Do women pressure men to earn money and do the heavy work?</li><li>➤ What challenges do women face when participating in community or social work?</li></ul></li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ This should be a fun activity to get people back into thinking about the issues after their lunch break</li><li>✓ If someone is not comfortable answering a question let them chose another one</li><li>✓ Facilitators can add in more questions</li></ul>

## Exploring the themes from the film

### 7. Support from men

<b>Objective</b>	For participants to understand the role of men supporting women.
<b>Time</b>	40 minutes
<b>Materials</b>	A0 paper, marker pens, computer, projector, speakers, USB with theme clips
<b>Procedure</b>	<ol style="list-style-type: none"><li>4. Split participants into 2 groups. Groups should be made up of both men and women</li><li>5. Show the theme clip for <b>'support from men'</b>. The following quotes are shown in this short clip:<ul style="list-style-type: none"><li>➤ <b>Mrs. Hoa:</b> <i>I would come back and he would say "you go away and learn outside and get used to it, now you are lazy and wear fancy clothes"</i></li><li>➤ <b>Mrs Khang:</b> <i>Some men compare their wives with other women "why can that woman carry a baby on her back and pound rice at the same time, but you can't?"</i></li><li>➤ <b>Mrs. Binh:</b> <i>Many people say that women going out to work is not good, but my husband says, "any women who works like my wife benefits their family and the community"</i></li><li>➤ <b>Mrs Binh:</b> <i>Whenever a district officer comes to the community to meet or work with me my husband helps to prepare food or cook</i></li></ul></li><li>6. One group to answer the following question:<ul style="list-style-type: none"><li>➤ What are the benefits of women participating in community and social work? Ideas recorded on A0</li></ul></li><li>7. One group to answer the following question:<ul style="list-style-type: none"><li>➤ What are the disadvantages of women participating in community and social work? Ideas recorded on A0</li></ul></li><li>8. Each group will report back and facilitator will facilitate a debate between the groups. Facilitator to ask question to the group:<ul style="list-style-type: none"><li>➤ How many agree that women should be allowed to participate?</li></ul></li><li>6. Facilitator to record people's ideas</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Groups should be made up of both men and women</li><li>✓ Facilitator to ensure that everyone is respectful and allows people to talk</li><li>✓ It is important to record the ideas of how men can support women as this information will be helpful for future programs</li></ul>

## 8. Being a Woman

<b>Objective</b>	For participants to have a good understanding of the views of women's nature and how these views can restrict women's ability to participate in community and social work.
<b>Time</b>	60 minutes
<b>Materials</b>	A0 paper, marker pens, computer, projector, speakers, USB with theme clips
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Split the group into 2 groups, one with men and one with women</li><li>2. Show the clip '<b>being a woman</b>'. The following quotes are shown in the short clip:<ul style="list-style-type: none"><li>➤ <b>Mrs Hoa:</b> <i>When we started the saving and credit group the communal authorities did not believe in us. They said "women come together and just talk meaninglessly".</i></li><li>➤ Mrs Dao's husband, <b>Mr Tran:</b> <i>It doesn't matter if a women is better educated, people will still listen to a man.</i></li><li>➤ Mrs Binh's husband, <b>Mr Luyen:</b> <i>Because women are honest, gentle and good-natured.</i></li><li>➤ <b>Vox pop</b> in Kim Hoa: <i>Men work faster than women; they find solutions easier and faster than women. This is because women are shy or lack confidence to speak out.</i></li><li>➤ <b>Mr Hue:</b> <i>Women feel that when they speak out nobody listens</i></li></ul></li><li>3. The women's group is to answer the following question:<ul style="list-style-type: none"><li>➤ Why do women lack confidence? How can this change?</li></ul></li><li>4. The men's group is to answer the following question:<ul style="list-style-type: none"><li>➤ Even when a woman is more educated than a man people still listen more to a man. Why?</li></ul></li><li>5. Each group to present back. The facilitator will help facilitating the debate.</li><li>6. Facilitator to ask the group:<ul style="list-style-type: none"><li>➤ What are the characteristics of a woman?</li></ul></li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Facilitator to ensure that everyone is respectful and allows people to talk</li><li>✓ It is important to record the ideas of how women's lack of confidence can change as this information will be helpful for future programs</li></ul>

## 9. Perception of Women's Roles

<b>Objective</b>	For participants to understand perceptions of women's roles and how these perceptions can affect women's ability to participate in community and social roles
<b>Time</b>	40 Minutes
<b>Materials</b>	A0 paper, marker pens, computer, projector, speakers, USB with theme clips
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Split the group into 2 groups</li><li>2. Show the clip of '<b>perception of women's roles</b>'. The following quotes are shown in the short clip:<ul style="list-style-type: none"><li>➤ <b>Vox pop Lam Trach:</b> <i>Women do not have spare time like men because they are busy with children and housework.</i></li><li>➤ <b>Mrs Binh:</b> <i>In the past there was the perception that women couldn't do anything. Women never joined meetings or did work outside of the community. Men thought that after getting married women should stay at home and look after the house and kids and not get involved in social work</i></li><li>➤ <b>Mr Hue:</b> <i>All the time, every day, women are very busy, they don't have time to join social work or community activities</i></li><li>➤ <b>Mr Tuan:</b> <i>They think that women only play the roles of working in the farm, taking care of children and giving birth</i></li></ul></li><li>3. Each group is to think about these quotes and find the root cause for the one of the following questions:<ul style="list-style-type: none"><li>➤ <b>Group 1:</b> Why are women less involved in community and social work?</li><li>➤ <b>Group 2:</b> Why aren't men more responsible for housework and taking care of children?</li></ul></li><li>4. Each group is to present their answers on A0 paper and display their A0 paper with answers, and other groups will visit, read and ask questions.</li></ol>
<b>Notes</b>	✓ Facilitators should point out that there are no right or wrong answers, it is important for everyone to participate and discuss the ideas raised

## PART 3: Second Gender Documentary

### 10. "Gender Equality in Marriage"

<b>Objective</b>	To screen the documentary "Gender Equality in Marriage". A film about equality in marriage in a Tay ethnic community
<b>Time</b>	30 minutes (film is 21 minutes in length)
<b>Materials</b>	Projector, computer, USB with the film on it
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Before screening the movie, let people know that it will go for about 20 minutes and there will be discussion after.</li><li>2. When the film is finished ask each person to quickly share one point of interest from the film. This could be done by getting all participants to stand in a circle. Facilitator to have ball they throw to one person and they say one point of interest about the film. The ball is then thrown to the next participant until everyone has contributed.</li><li>3. Facilitator to write down what people say.</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Themes from the film will be discussed in the following exercises</li><li>✓ It is good to have a short break either before or after showing the film</li></ul>



## Exploring the themes from the film

### 11. Cultural Practices

<b>Objective</b>	For participants to understand the importance of cultural practices in undervaluing women and assigning gender roles
<b>Time</b>	60 minutes
<b>Materials</b>	A0 paper, marker pens, computer, projector, speakers, USB with theme clips
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Show the clip of '<b>cultural practices</b>'. The following quotes are shown in the short clip:<ul style="list-style-type: none"><li>➤ <b>Mrs Dao:</b> <i>But men have more responsibilities than women, the son has duties toward the clan. When women get married they have to care for the husband family. It's still the same today. That's why parents give the house and land to the son.</i></li><li>➤ <b>Mrs Khang:</b> <i>My father then agreed and said "If so, Trong will have to stay here at my house and change his name and family name".</i></li><li>➤ <b>Mrs Khang:</b> <i>In the past when a man had many daughters and no son the man would be unhappy and say "only female"</i></li><li>➤ <b>Ms Huyen's grandfather:</b> <i>If I don't have any sons I will regret it</i></li><li>➤ <b>Ms Huyen's father:</b> <i>I thought a lot everyone likes boys, what about girls?</i></li><li>➤ <b>Ms Huyen's grandfather:</b> <i>Women can't sit near the alter at a wedding party only men can sit there</i></li><li>➤ <b>Ms Huyen's father:</b> <i>Another time when I joined a wedding party someone asked me to move as I didn't have a son</i></li></ul></li><li>2. Facilitator is to ask the group:<ul style="list-style-type: none"><li>➤ In your opinion what is the best option after getting married or what would be like your children to do after getting married:<ul style="list-style-type: none"><li>- Live with your husband's family</li><li>- Live with your wife family</li><li>- Live as a couple in neither your husbands or wife family home</li><li>- I am not sure</li></ul></li></ul></li><li>3. Participants are to move into groups depending on which option they think is best for them. In these groups they are to discuss why they think this.</li><li>4. If they are in the last group which is not sure they are to answer the following question:<ul style="list-style-type: none"><li>➤ What are the cultural practices that do not allow women to participate in?</li></ul></li><li>5. Each group is to present back.</li><li>6. Facilitator to ask question to the group:<ul style="list-style-type: none"><li>➤ Are women allowed and willing to join these restricted cultural practices?</li></ul></li><li>7. Facilitator to record people's ideas</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ It is important for the facilitator to record people's ideas. This information is helpful for CIRUM programs and for participants when they complete their gender action plans</li><li>✓ If people don't move into separate groups, ask them to form a group and discuss one of the options</li></ul>

## 12. Educating girls

<b>Objective</b>	For participants to understand the benefits of educating girls and respecting girls and boys equally
<b>Time</b>	40 minutes
<b>Materials</b>	AO paper and markers
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Show the clip '<b>educating girls</b>'. The following quotes are shown in the short clip:<ul style="list-style-type: none"><li>➤ <b>Ms Huyen:</b> <i>Why can't people see that it is not a waste of money to provide education for girls, that girls and boys are alike, all have emotions, hopes and dreams and deserve to be treated equally and respected</i></li><li>➤ <b>Ms Huyen's dad:</b> <i>People say "you educate your daughters to make other families richer"</i></li><li>➤ <b>Mr Tham:</b> <i>Women here often don't go to school, so they don't have opportunities to become communal officers</i></li><li>➤ <b>Mr Tuan:</b> <i>To raise the status of women in society one activity we have done is to ensure equal education for men and women and the opportunity to learn from and make connections with outside</i></li></ul></li><li>2. Facilitator to read out four statements. For each statement participants can either agree or disagree by moving to the left side of the room to agree or right side of the room to disagree. Facilitator will ask some participants to explain why they have chosen to agree or disagree. Statements are:<ul style="list-style-type: none"><li>➤ You educate your daughters to make other families richer.</li><li>➤ Women cannot be leaders.</li><li>➤ Higher educated women find it harder to get married.</li><li>➤ Would you prefer to educate your son or daughter?</li></ul></li><li>3. Facilitator to ask question to group:<ul style="list-style-type: none"><li>➤ What are the benefits of educating girls?</li></ul></li><li>4. Facilitator to explain that the way that we bring up our children influence the men and women they become. If we teach our sons that they do not need to do any housework than as adults they will not do any housework. If we only send our sons to school, children see that education is for boys not girls. Facilitator to asks the group the following questions:<ul style="list-style-type: none"><li>➤ What would you do if your son wants to make clothes?</li><li>➤ What would you do if your daughter wants to learn how to fix things?</li><li>➤ What would you do if your son wanted to grow his hair long?</li><li>➤ What would you do if your daughter wants to cut her hair very short?</li></ul></li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Facilitators need to highlight other issues that affect girls being educated, if participants do not talk about them:<ul style="list-style-type: none"><li>• Girls not being educated at school as it is believed that the education they need is how to be a mother and wife, which includes cooking, cleaning, feeding animals and looking after children. So they are kept at home with their mother to learn from her</li></ul></li><li>✓ Facilitator can think of other questions to ask under step 4.</li></ul>

## 13. Being a man

<b>Objective</b>	For participants to understand the social pressure placed on men to conform to gender norms.
<b>Time</b>	60 Minutes
<b>Materials</b>	A0 paper, markers, computer, projector, speakers, USB with clips
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Split the participants into 2 groups, one all male, one all female.</li><li>2. Show the clip '<i>being a man</i>'. The following quotes are shown in the short clip:<ul style="list-style-type: none"><li>➤ <b>Mrs Binh:</b> <i>Seeing the project car coming to take me to work some understood but other mocked my husband "you are busy with the housework while your wife is served by cars and planes"</i></li><li>➤ <b>Mrs Binh husband, Mr Luyen:</b> <i>they said "husbands stays at home whilst wife goes out meeting other men, why aren't you beating her?"</i></li><li>➤ <b>Mrs Dao:</b> <i>People don't say it to me, but when I go to work sometimes my husband goes to visit neighbours. He goes to drink tea but they tease him "you have a lot of housework to do but your wife goes out to work day after day". Both men and women say that.</i></li><li>➤ <b>Mrs Binh:</b> <i>Some women come to my house and said "you should stay at home and not go out so much it's not good". What they meant is I'm going out to work to meet up with other men.</i></li><li>➤ <b>Ms Huyen's mother:</b> <i>Many people say that what your father does is women's work and men don't do that, but your father says "men and women are the same what women can do I can do".</i></li></ul></li><li>3. The men's group to discuss and answer the following question:<ul style="list-style-type: none"><li>➤ Why do people tease or mock men who want to share the workload with their wives?</li></ul></li><li>4. The women's group to discuss and answer the following question:<ul style="list-style-type: none"><li>➤ Why is it difficult for women to accept men who want to take on traditional female roles of housekeeping and taking care of children?</li></ul></li><li>4. Each group is to present their answers and facilitator to facilitate group discussion.</li><li>5. Facilitator to ask question to the group:<ul style="list-style-type: none"><li>➤ What are the characteristic of men?</li></ul></li><li>6. Facilitator to ask for participants to share any experiences they have of being teased or mocked or teasing others.</li></ol>
<b>Notes</b>	✓ It is important for the facilitator to record people's ideas about how we can help men to support women. This information is helpful for CIRUM programs and for participants when they complete their gender action plans

## 14. Next Steps

<b>Objective</b>	For participants to discuss and document changes they would like to see and how they can make them happen
<b>Time</b>	40 minutes
<b>Materials</b>	A0 paper, pens, marker pens
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Show the clip '<i>next steps</i>'. The following quotes are shown in the short clip:<ul style="list-style-type: none"><li>➤ <b>Mr Hue:</b> <i>To change them we need a long time for projects or activities</i></li><li>➤ <b>Mr Hue:</b> <i>The role of women leaders is to support each member to break the family barrier so they can join more social activities and access information from outside and improve their knowledge then they will have a voice and higher status</i></li><li>➤ <b>Vox pop Kim Hoa:</b> <i>In this village there aren't a lot of community activities for women, so men haven't seen women's abilities and so support their wives</i></li><li>➤ <b>Mrs Binh:</b> <i>By analysing the situation with them I helped them to understand equality between men and women</i></li><li>➤ <b>Ms Huyen's parents:</b> <i>We always discuss together before we buy or sell anything</i></li></ul></li><li>2. Ask participant to stand in a circle. Each person is to say one thing they have learnt from the course and one thing they are going to do differently in their lives to promote gender equality. Have a ball and throw the ball to a participant for their contribution. They are then to throw it to someone else and this continues until everyone has had a go.</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Facilitator is to record what each person says either writing it down or film them.</li><li>✓ Facilitator may need to give some examples</li></ul>

## 15. Summary and Conclusion

<b>Objective</b>	To gain commitment from the participants to gender equality and support for more women's participation in CIRUM activities
<b>Time</b>	30 minutes
<b>Materials</b>	A0 paper or whiteboard
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Facilitator to ask people if they remember what the gender definitions are</li><li>2. Facilitator to summarise some key points that have been discussed throughout the training</li><li>3. Facilitator to talk about the gender couples ambassador for change program. Ask for some participants who would be interested to join the program.</li><li>4. If this is a community that may be eligible for the gender small grants than facilitator to explain what they are</li><li>5. Ask if there are any women who would be interested in the women's leadership course</li><li>6. Facilitator to let participants know where they can get more information if required</li></ol>
<b>Notes</b>	<ul style="list-style-type: none"><li>✓ Facilitator should have prepared a short presentation of the ideas of themes that have been discussed during the course</li><li>✓ Facilitator to have a good understanding of the CIRUM gender couples ambassador program and small grants</li><li>✓ If course is being delivered to a non CIRUM program site than facilitator may want to discuss other options for gender programming</li></ul>

## 16. Facilitators Discussion

<b>Objective</b>	For facilitators to de-brief and feedback
<b>Time</b>	3 hours
<b>Materials</b>	AO paper
<b>Procedure</b>	<ol style="list-style-type: none"><li>1. Facilitators are to take as long as they need to discuss section by section the results from the training</li><li>2. Write up any information that is useful for CIRUMs programs</li><li>3. Write up any information required for follow up on gender couples ambassador, small grants and women's leadership program</li><li>4. Facilitators reflect on how they thought the course went, what may need to change or be updated</li></ol>
<b>Notes</b>	✓ Facilitation de-briefing is an important part of the course. This is an opportunity for facilitators to reflect on their facilitation abilities, the course material and how the information collected is going to be used for future programs.

## ANNEX 1

### Schedule

Thời gian:

Địa điểm:

STT	Thời gian	Nội dung	Ghi chú
<b>Day 1</b>			
	8:00 - 8:10	Chuẩn bị địa điểm và khóa đào tạo <b>Venue and course preparation</b>	
	8:10 - 8:30	Giới thiệu khóa học và địa điểm <b>Introduction to the course and venue</b>	
	8:30 - 9:10	Trò chơi giới thiệu <b>Introduction games</b>	
	9:10 - 9:20	Giới thiệu chung về Giới <b>General Introduction to Gender</b>	
	9:20 - 9:50	Bài tập thực hành về các định nghĩa về Giới <b>Practical exercise about Gender Definitions</b>	
	9:50 - 10:20	Những công việc của nam giới và nữ giới <b>Men's and women's tasks</b>	
	10:20 - 10:40	Nghỉ giữa giờ <b>Tea break</b>	
	10:40 - 11:30	Chiếu phim "Từ nhà ra xã hội" <b>"Out of the House and into Society"</b>	
	11:30 - 13:00	Nghỉ ăn trưa <b>Lunch time</b>	
	13:00 - 13:30	<b>Gender question</b>	
	13:30 - 14:10	Hỗ trợ của nam giới <b>Support from men</b>	
	14:10 - 15:10	Là người phụ nữ <b>Being a Women</b>	
	15:10 - 15:30	Nghỉ giữa giờ <b>Tea break</b>	
	15:30 - 16:10	Nhận thức về vai trò của phụ nữ <b>Perception of Women's Roles</b>	
	16:10 - 16:30	<b>Wrap up of Day 1</b>	
<b>Day 2</b>			
	8:00 - 8:10	Thư giãn và chuẩn bị <b>Relax and prepare</b>	

8:10 – 8:40	Chiếu phim “Bình đẳng Giới trong hôn nhân” <b>“Gender Equality in Marriage”</b>	
8:40- 9:40	Thực hành văn hóa <b>Cultural Practices</b>	
9:40 - 10:20	giáo dục trẻ em gái <b>Educating girls</b>	
10:20 - 10:40	Nghỉ giữa giờ <b>Tea break</b>	
10:40- 11:30	Là đàn ông <b>Being a man</b>	
11:30 -12:00	Các bước tiếp theo <b>Next Steps</b>	
12:00- 12:30	Tổng kết và kết luận <b>Summary and Conclusion</b>	
12:30- 1:30	Nghỉ ăn trưa <b>Lunch</b>	
1:30- 16:30	<b>Facilitators discussion</b>	



## ANNEX 2

### Gender Definitions

**Sex:** The biological difference between men and women.

**Gender:** The socially defined difference between men and women. Specific societies define certain behaviours and qualities as belonging to men or belonging to women and identify certain activities as being appropriate for men or women.

**Gender Equality:** The equal valuing by society of both the similarities and the differences between women and men, and the varying roles they play.

**Gender or Social norms:** The roles, tasks and behaviour of men and women that are generally accepted as normal within society

**Transgender:** People who are born with typical male or female anatomies but feel as though they've been born into the "wrong body." For example, a person who identifies as transgender may have typical female anatomy but feel like a male and seek to become male by dressing as a man and taking hormones or electing to have sex reassignment surgeries.