

Exploring Gender

Issues, Insights and Discussions

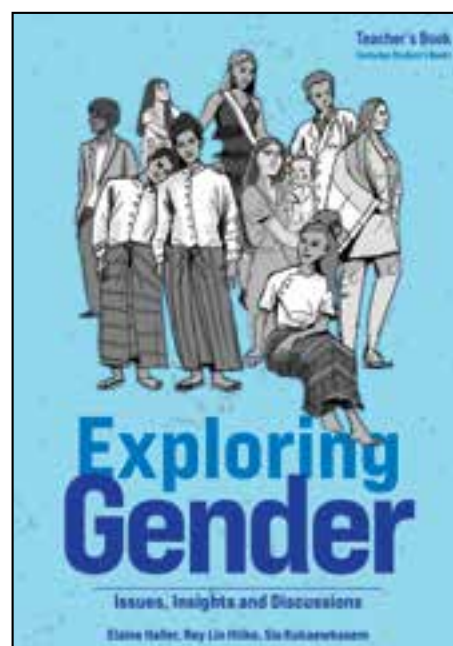
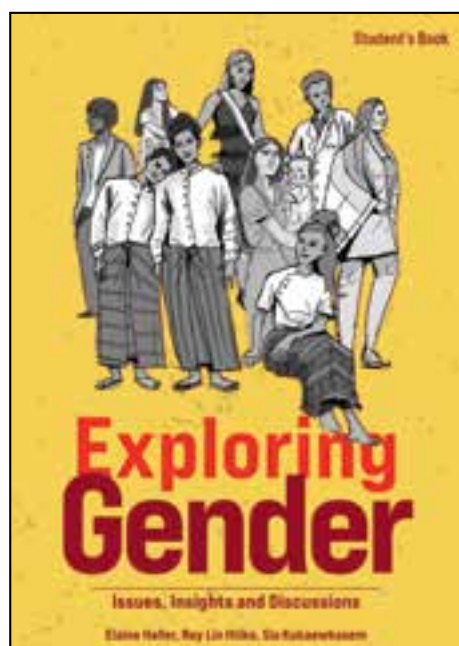
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Welcome to the *Exploring Gender* Teacher's Book

On these pages, you will find some basic information about how this book has been designed and the best ways to use it. You may want to read these notes before beginning to teach from the course.



About This Course

Exploring Gender introduces central concepts and themes in the study of gender for adult and post-secondary learners. As it progresses it goes into further depth on a range of important gender issues like patriarchy, gender-based violence, sexual orientation, gender identity and expression, feminism, and gender in peace and conflict. The course encourages students to explore and critically analyse topics, and to seek to create positive change in their own communities.

Structure of the Book

The book is split into seven chapters. Each chapter begins with an overview of the main themes and ideas, and the key learning objectives. A glossary of key terms is included at the end of the book.

Chapter Themes and Learning Objectives

These are outlined at the beginning of each chapter. You can discuss them with students before starting a chapter, ask students to reflect on them after each chapter or, ideally, do both. This will help students both to *prepare to learn* (by knowing what is expected of them), and to *monitor their learning* (by reflecting on the themes and objectives).

Structure of Chapters

Each chapter has several sections, with each focusing on a main topic. Each section contains a number of standard components for ease of teaching. Additionally at the end of the Teacher's Book is a final test and ideas for final student projects.

Task Types

There are four main types of tasks presented in the course: **previews, exercises, activities** and

discussions. There are **case studies** that focus on a specific Myanmar or regional example relevant to the topics for that chapter or section. Additionally, there are **extra activities** included only in the Teacher's Book, if your students want more practice or a more in-depth project for the section. Photocopiable handouts for these, where needed, are at the back of the Teacher's Book.

Glossary

At the back of the Student's Book, there is a glossary of key technical vocabulary used in the text that students can refer back to. It is presented alphabetically in English, and a Myanmar translation is beneath the English definition.

Sources

We have compiled a list of the major sources that were used in the writing of this book. It is at the back of the Student's Book.

Teaching With the Teacher's Book

When teaching using this book, make sure to read the text and do (or think through) the previews, exercises and activities yourself before presenting them in class. Doing these things first will increase your familiarity with the content and with giving instructions for the activities in the class. It will also help you be better prepared for any possible questions that students might have.

This Teacher's Book contains step-by-step instructions for teaching the content and, in many cases, answers or possible answers to many of the questions, and additional background notes on some of the harder-to-understand concepts.

Where "Answers" are provided in this Teacher's Book, there is usually an expected correct response, although exact wording might vary. If "Possible Answers" are supplied, there is a range of correct responses, and the ones given are examples to guide the teacher. Students' answers will vary if they are based on opinion or experience.

Questions which are based on students' own experience or opinion do not usually have either answers or possible answers.

Preparation

Teachers are encouraged to work through the exercises and familiarise themselves with what is required in activities themselves first, before giving them in class. This will give teachers the confidence to present and teach the material, by being prepared, and also to think through and understand the difficulties that students might have with ideas, questions or tasks.

Some activities require additional resources such as flipcharts, pens, sticky notes or access to the internet, and may require some extra preparation such as copying of texts to hand out.

Using *Previews* in the Classroom

Previews introduce each chapter and sections within them. They are designed to activate students' prior knowledge and stimulate their thinking about a topic.

You can use the previews to start a lesson. When introducing a new topic with a preview, you may want to get students to close their books during the preview so they do not just repeat information that is on the page.

Using *Exercises* in the Classroom

Exercises check students' understanding of the information and ideas that have been presented in the text. Typical exercise tasks include multiple choice, true or false, matching or categorising.

You can vary how you manage exercises in classes. For example, you might allocate responsibility for answering different questions to different members of the class or a group. Encourage students to give answers in their own words and not to just restate sentences directly from the text.

It is often easy to develop secondary questions from one exercise question which will help students engage with and think more deeply about the topic. You can plan some further questions in advance. If you do this, you can pass the secondary questions

based on the original to another student, pair or group. For example, “Why?”, or, “What is another example of...?”

Using *Activities* in the Classroom

Activities encourage students to apply and explore in more depth the ideas that have been presented in the text.

Activities usually include some open questions to encourage thinking and discussion beyond what is directly presented in the text. Activities encourage creativity, collaboration and higher-order thinking through tasks like designing posters, role plays, research, planning presentations, writing essays or group problem-solving.

Some activities will take longer than others. Thinking them through or doing them yourself in advance can be useful when planning your lesson.

All activities have a *Purpose*, *Practicalities* and *Preparation* box. These boxes outline:

- **Purpose** – the main focus of the task: what students will do and achieve as a result of the task.
- **Practicalities** – what is required to do the task: group formation, resources required, duration, etc.
- **Preparation** – things a teacher has to collect, create or organise ahead of using the task in the classroom. Where no significant preparation is necessary, this will say NA (not applicable).

Here is an example:

Purpose: Students analyse examples of gender stereotyping in the media.
Practicalities: Students work in pairs or groups.
Preparation: Provide newspapers and/or magazines, if students don’t have access to the internet.

Extra Activities

Some additional activities that are not included in the Student’s Book can be found in this Teacher’s Book. They allow students to explore some topics to a greater depth. They may require homework, additional internet, book or field research, or students working together in groups outside regular class time.

Handouts to accompany some of the extra activities are in the Appendix (page 154 onwards).

Using *Discussions* in the Classroom

Discussions provide opportunities to reflect upon what students have learned, and to discuss broader questions relating to the topics they have studied.

An important aspect of managing class or group discussions is to get students to think critically, and providing reasons for why they support a particular claim or point of view. Class discussions can take a long time, so you may want to allocate a time limit and bring the discussions to a conclusion when that is reached.

Using *Case Studies* in the Classroom

Case Studies relate to the main topic. They are examples of the topic in action, or of how the topic relates to Myanmar or another country of interest.

Case studies consist of a regional or Myanmar-focused example of the topic and several questions. Students can use these to apply learning from the course to real-life situations.

Final Test and Final Projects

The book includes a **Final Test**, and there is a selection of **Final Projects** at the end of the book. These involve students applying tools and skills from throughout the course to a practical project.

At the end of the book is a multiple-choice test covering material from all chapters of the book.

There are also suggestions for an advocacy project, a research project, an art project and a self-study project.

If you like, you can use one or more of these as a final assessment for the course.

Extra Resources

The opening page of each chapter of the Teacher's Book has one or more links to videos, comics, educational resources, toolkits and other materials. These might be useful for you and/or your students before, during or after the content in that chapter.

Notes on Teaching This Course

Gender Is a Sensitive Issue

Gender affects everyone. Discussing issues related to gender can be difficult. It is important that all students feel safe to share their thoughts and feelings. Each individual should feel comfortable to speak freely in class and should be encouraged also to listen to the ideas of other students.

Gender Can Be Fun

Humour can be used to help us see and understand gender differences in our lives. It can be very helpful for groups when discussing serious issues. When humour is used in a negative way it can also be hurtful. Make sure students avoid stereotypical jokes and hurtful language.

Classroom Management

If you have a mixed gender class, some activities and discussions might be easier in groups of the same

gender, especially if the topics involve issues that affect students personally.

Other activities may work better in mixed gender groups. That way you get more direct understanding and exchange of ideas. Before each lesson, think about how you might manage the class for each activity or discussion.

Be Flexible

Teach to match the needs of your class. You do not need to follow every word of the book. For example, if you don't have enough time to teach every section, exercise and activity in the course, leave out parts that will take a long time or that your students may already be familiar with.

If you want to teach the subject in more depth, supplement what is presented in the book with other materials: books, documentaries, websites, magazines and so on.

If the material is too difficult, teach only the most important parts and have students work in pairs or groups so that stronger students can help weaker students. If the language is an issue (if the English is too difficult for the students' level), consider using the Myanmar version, or having both available for students to use and to refer to.

Do as many (or as few) of the tasks in class as suits your timetable, your students' interests, their level of knowledge and your course or programme goals.









Chapter 01

Sex, Gender and Identity

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Extra Resources For Chapter 1

A Good Woman: Video (Myanmar with English subtitles) – <https://bit.ly/41CKCQN>

1.1 | Sex and Gender

A. PREVIEW

1. Individually or in pairs or groups, students consider the questions.
 - They write down their answers somewhere (in a table, for example).
 - They keep this until the end of the course so they can look back and reflect on it.

What I Know about Gender	What I Think I Know about Gender	What I Want to Know about Gender

2. Students work in groups. Try to organise mixed groups of males and females if possible.
 - Assign half the groups to draw a woman.
 - Assign half the groups to draw a man.
 - Encourage them to include as much detail as they can, such as hairstyle and clothing.
3. Each group joins with a group that drew a picture of a person of the opposite sex. They compare the drawings carefully and list the differences they see between the drawings.
 - They discuss each difference they identify between their pictures of women and men.
 - They classify these differences into characteristics people are born with and characteristics people learn (or are taught) in their lives.
4. As a class, make two lists of the board: *Differences People Are Born With*, and *Differences People Learn*.



B. EXERCISE

- Students choose the correct answer or answers.

Answers:

- b
- d
- b
- a, c, d
- c, d

C. ACTIVITY

Classify the Characteristics

Purpose: Students distinguish between sex and gender characteristics.

Practicalities: Students work individually or in pairs or groups.

Preparation: NA

- Students write the characteristics of sex and gender into the correct column in the table.
- They look at the drawings they did in 1.1 A and add any additional characteristics from their drawings into the correct column in the table.

Possible Answers:

Sex

- chromosomes
- hormones
- vagina
- testes
- reproductive organs
- doesn't change

Gender

- social expectations
- different in different cultures
- behaviours
- roles
- relationships
- clothing and hairstyles
- may change over time

D. EXERCISE

Note: Point that some of the statements about gender in this exercise, such as, “women being more emotional than men”, or, “girls being more gentle than boys”, are not necessarily factual. They are examples of stereotypes related to gender that some people may believe.

- Students decide whether each statement is about characteristics of sex or characteristics of gender.

Answers:

Sex: 2, 3, 6, 7, 9, 13, 18

Gender: 1, 4, 5, 8, 10, 11, 12, 14, 15, 16, 17

EXTRA ACTIVITY

Teach Each Other: Definitions

Purpose: Students explain sex and gender.
Practicalities: Students work individually, then in groups of 4.
Preparation: Copy and cut out *Extra Activity 1.1: Sex and Gender Definitions* (Appendix), one each of sex and of gender per student.

1. Individually, students read one definition of sex and one definition of gender.
2. In groups of four, they explain their definitions in their own words to each other.
3. They read all the definitions.
4. Groups decide if there is one definition of sex and one definition of gender that they find the most useful and clear.
5. As a class, discuss the definitions.

EXTRA ACTIVITY

Defining Gender

Purpose: Students define *gender*.
Practicalities: Students work in groups or as a class.
Preparation: NA

1. In groups or as a class, students discuss and draft a definition of gender that they all can agree on.
- Make sure that the definition includes the main features of the word *gender*.
2. Write the definition on a flip chart and leave it on the wall throughout the course, for students to look back to and think about.

E. EXERCISE

- Students choose the correct answers.

Answers:

- c, d, e
- a, b, f

EXTRA ACTIVITY

Relevant Topics

Purpose: Students explore topics relevant to their context.

Practicalities: Students work in groups.

Preparation: NA

- In groups, students make a list of topics related to gender which are relevant for them and for their community today.
- Encourage them to search the internet or look at newspapers, magazines, TV, etc., for more ideas.
- Make a class list of these topics.
- During the course get them to regularly check back to the list to see what issues have been covered or are missing.

F. DISCUSSION

- As a class or in groups, students discuss the quote.

Possible Answers:

The quote suggests that being a woman isn't just about biology but is shaped by society and culture. Gender roles and identities are formed by what society expects, rather than natural traits like physical features. Over time, women are influenced by social rules and experiences to fit into society's idea of what it means to be a woman, rather than being born with that identity.

G. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

- Culture, society, family, friends, school, work, religion, media

1.2 | Gender Roles and Stereotypes

A. PREVIEW

- Tell students one wall is “male” and one wall is “female”, or place signs, one with “male” and one with “female” on opposite walls in the classroom.
- 1. Say each word in the box in the Student’s Book. Give students time to think about what they associate each word with.
 - If they associate it with “male”, they move to the male side of the room.
 - If they associate it with “female”, they move to the female side of the room.
 - If they associate a word with both male and female, or with neither, they go to the middle.
 - Before continuing, give students time to think *why* they associate the word with male or female. If necessary, give them some time to write their thoughts in a notebook or on paper.
- 2. In pairs, groups, or as a class, discuss the two questions.

B. EXERCISE

- Students choose the correct answer.

Answers:

1. b
2. c
3. b
4. a

C. ACTIVITY

Interpreting Pictures

Purpose: Students examine pictures in relation to gender roles.

Practicalities: Students work individually or in pairs or groups.

Preparation: NA

- Students look at the pictures and discuss the questions:
- If you like, put students in groups and allocate one picture to each group. Groups discuss the two questions in relation to their pictures, then present their picture and their ideas to the class.

Possible Answers:

- From an old commercial for cereals.
- The woman is shown in the traditional role of mother.
- From an action movie.
 - It shows the man as strong, brave and adventurous.
- From social media – the image shows the boy band BTS.
 - The members represent a common beauty standard for men in East Asia.
- From social media – the image shows South Korean footballer Son Heung-Min.
 - He is portrayed as masculine, strong and sporty, in contrast with the men in picture c, who represent a different idea of attractive, as they are pretty and well-groomed.
- From educational material from another country (Kazakhstan).
 - It shows stereotypical toys – girls play with dolls and bears, boys play with cars and trains.
- From educational material from another country (Turkey.).
 - The girl is imagining her future as a wife; the boy is imagining his future as a doctor.
- From a beer advertisement in Myanmar.
 - The woman is portrayed as sexually attractive. She is not drinking the beer herself, but it is implied she will be available to people who drink the beer.

EXTRA ACTIVITY

Becoming Female and Male

Purpose: Students explore how they became a man or woman.

Practicalities: Students work individually, then in pairs or groups, then as a class.

Preparation: Write the questions on the board or flipchart paper.

- Individually, students write their answers to the questions:
 - As a child, who and what did you play with?
 - What clothes did you wear?
 - What did you want to be when you grew up?
 - Who were your heroes?
 - How did society expect you to behave?
 - At home and school, were the rules and expectations different for girls and boys?
 - If you behaved outside these rules and expectations, were you punished? How?
- In pairs or groups, students discuss their answers.
- Ask the pairs/groups to share some of their answers with the class.

Note: Be aware of sensitivity with this activity and use your discretion. Some of these questions about experiences in students' pasts may be sensitive and could trigger unhappy or distressing memories for them in some cases.

Explain clearly to students that they can choose what they wish to share or not share, and that they do not have to talk about any experiences from their past that they find distressing if they do not wish to.

D. DISCUSSION

- As a class or in groups, students discuss the questions.

E. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. Stereotypes simplify understanding of others and reduce them as individuals, causing prejudice, discrimination and misunderstandings.
2. Everyone can be affected by stereotypes. All groups – including men and women – have stereotypes about them. People with less power in society can be more negatively affected by stereotypes, for example poor people, minority groups, people with mental health or physical disability, people who do not conform to standard gender roles.
3. Yes, over time with education and people actively challenging the stereotypes. For example, in the past it may have been a common stereotype that women are not interested in technology, but today it is not uncommon for women to work in engineering or information technology jobs.



EXTRA ACTIVITY**A Good Woman, A Good Man**

- Purpose:** Students explore gender stereotypes in proverbs and expressions.
- Practicalities:** Students work in groups of 4-5, ideally mixed gender; Each group needs flipchart paper and markers.
- Preparation:** NA

1. Half of the groups brainstorm beliefs and attributes a “good woman” is supposed to have in their community.
 - The other half brainstorm beliefs and attributes a “good man” is supposed to have in their community.
 - Groups write their ideas on flipchart paper.
2. Groups present their ideas to the class.
3. As a class, discuss:
 - What are the possible impacts on individuals if they try to meet these expectations?
 - What happens to people if they don't meet, or act according to, these expectations?
 - How do you feel about these ideas?

F. EXERCISE

1. Students identify which statements (a-t) are gender stereotypes.

Answers:

Gender Stereotypes: a, b, d, f, g, h, k, l, n, p, r, s, t

Note: The other statements are either *qualities of individuals regardless of their gender* (c, j, m, q) or *facts related to biological sex* (e, i, o).

2. Students match each gender stereotype with the type of stereotype (1-6) from the text.

Answers:

Occupational Stereotypes: f, k, s

Personality Traits: h, l

Behavioural Expectations: a, d, g

Appearance and Clothing: p

Family Roles: n, r, t

Intellectual Abilities: b

EXTRA ACTIVITY

Gendered Expressions

Purpose: Students explore gender stereotypes in proverbs and expressions.

Practicalities: Students work in groups.

Preparation: NA

1. In groups, students think of and discuss expressions and sayings that are frequently used in their language that uphold gender stereotypes. What negative stereotype(s) are they contributing to?
Examples:
 - “Boys will be boys.” – Suggests that certain behaviours in boys, such as aggression or rowdiness, are natural and unavoidable. It downplays wrong behaviour and limits accountability.
 - “Act more ladylike.” – Implies that there are certain ways and attributes a woman is expected to behave which are related to being polite, reserved, modest and gentle.
 - “The sun will not rise if the hen crows.” (from Myanmar) – this saying suggests that certain roles are traditionally assigned by gender, with men taking leadership positions (symbolised by the rooster crowing). The hen, representing women, is expected to stay in the background. It implies that if a woman steps outside her traditional role, things won’t function properly, reinforcing the idea that leadership or authority is a man’s role.
2. Groups discuss:
 - How they feel about these expressions.
 - How they uphold gender stereotypes.
3. They present their ideas and analysis about one or two expressions to the class.

G. ACTIVITY

Gendered Media

Purpose: Students analyse examples of gender stereotyping in the media.

Practicalities: Students work in pairs or groups.

Preparation: Provide newspapers and/or magazines if students don't have access to the internet.

1. In pairs or groups, students locate an example of gender stereotyping in the media. This could be in advertising, the internet, newspapers, TV programmes or in films, etc.
2. They analyse their example according to the ways the media contributes to gender stereotypes according to the text on pages 19 and 20.
3. They present their example, and their analysis of it, to the class.

H. ACTIVITY

Overcoming Gender Stereotypes

Purpose: Students analyse examples of gender stereotyping in the media.

Practicalities: Students work in six groups; Groups need flipchart paper, markers and sticky notes,

Preparation: Prepare flipcharts with headings for each of the six categories and put these around the room.

1. Students work in six groups. Assign a group to each of the categories on the flipcharts. Groups brainstorm ideas for overcoming gender stereotypes in their category.
2. Groups write their ideas on sticky notes or onto the flipchart.
3. As a group, they move to the next flipchart. They read the previous group's ideas and add their own.
4. They continue, until they have written their ideas on all flipcharts for all categories.
5. Once they have completed this task on all the flipcharts, they read *Overcoming Gender Stereotypes* on page 21. Did they consider any of these ideas? What other ideas did they have?



I. CASE STUDY

- Students read the case study and answer the questions.
- They could answer the questions first individually, then discuss and compare answers in pairs or groups.

J. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

3. Stereotypes simplify understanding of others and reduce them as individuals, causing prejudice, discrimination and misunderstandings.
4. Yes, over time with education and people actively challenging the stereotypes. For example, in the past it may have been a common stereotype that women are not interested in technology, but today it is not uncommon for women to work in engineering or information technology jobs.
5. By creating entertainment such as TV programmes or films or books that show women and men in non-traditional gender roles and by not using stereotypical gender portraits. By raising awareness in news and current affairs about people in non-traditional gender roles.

1.3 | Identity and Intersectionality

A. PREVIEW

- Students discuss identity and what it means to them. Encourage students to think about different things that are parts of their identity. For example, these could include their place in their family (youngest, oldest, etc.), their gender, ethnicity, language(s), religion, work, study, hobbies, etc.
- If necessary, demonstrate a mind map by highlighting the example in the book or by drawing a mind map on the board and adding some aspects of your own identity as examples.
- Individually, students create identity mind maps.



B. EXERCISE

- Students choose all the correct answers.

Answers:

1. a, b, c, d
2. a, d.
3. b, c, d
4. a, c

C. ACTIVITY

Identity Flower

- Purpose:** Students create a visual representation of different parts of their identity.
- Practicalities:** Students work individually, then in pairs.
- Preparation:** Students need paper and markers, or art supplies.

Note: It may help at the start of this activity to remind students about possibilities for different identities and factors that influence identities like families, interests, hobbies, work, education, language, religion, etc.

You could also use your own aspects of identity as an example, if you feel comfortable with it.

1. Students draw a flower with at least six petals on a piece of paper. Explain that each petal stands for an aspect of their identity that is important to them. They write a different aspect of their identity on each petal.
2. In pairs, they explain the different aspects of their identity to each other.
3. Students consider who or what has helped to shape their different identities.
 - Encourage them to share (if appropriate) the influences behind each aspect of their identity (for example, their ethnic identity as a Karen was shaped by the way their family practised traditional customs or holidays).

D. DISCUSSION

- As a class or in groups, students discuss the questions.



E. EXERCISE

- Students decide if each statement is true or false. If the statement is false, they write a correct statement.

Answers:

1. F – Intersectionality is a framework that highlights the complexity of multiple identities and how they influence people's access to power and privilege.
2. T
3. F – People from the same ethnicity still have different experiences of oppression and privilege, and they will vary depending on factors like gender or class.
4. T
5. F – Experiences of oppression or privilege will depend on the intersection of different aspects of their identity like ethnicity, gender, class or ability.

F. ACTIVITY

Identity, Power and Privilege

- Purpose:** Students illustrate an example of identity affecting a person's opportunities.
- Practicalities:** Students work in groups.
- Preparation:** Students need flipchart paper and markers, or art supplies.

1. Students read the scenarios. In groups, they discuss which parts of each person's identity affects their access to power and privileges.
2. Groups choose (or you can allocate to groups) one of the scenarios. (a-d). On flipcharts, they draw an image of the different aspects of that person's identities and how these affect their access to power and privileges.
 - If you like, draw an outline of a person on the board with blank identity spaces or bubbles extending out of them, or draw an outline image of a person with these on the board as an example of what is expected.

G. DISCUSSION

- Students read the quote by Audre Lorde.
- As a class or in groups, they discuss its meaning.

Possible answer:

We are not only men or women, but intersecting aspects of our identity (ethnicity, religion, education, social class, etc.) affect our lives, and determine how we are affected by oppression and privilege. Different areas of our lives and identities are connected to and impact each other.

People's experiences and struggles are complex and interconnected, not limited to just one aspect of their identity or one situation. For example, issues related to ethnicity, gender and class often overlap and influence each other. Therefore, addressing only one issue at a time overlooks the broader context and the various dimensions of individuals' lives. This perspective emphasises the need for a more holistic approach to understanding and addressing social challenges.





Chapter 02

Gender Equality

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Extra Resources For Chapter 2

Arise: Animated Video (Burmese with English subtitles) – <https://bit.ly/49D5pW3>

What is Climate Change?: Video (English) – <https://bit.ly/3DaXxPr>

2.1 | Gender Equality and Inequality

A. PREVIEW

Students line up next to each other with enough space to take ten steps forward.

1. Read out the statements one at a time.
 - If the statement is true for them, they take a step forward.
 - If the statement is not true for them, they stay where they are.
2. After the last statement, students look around and see where they are. They consider where they are in relation to others.
 - Ask students what they can observe.
 - Ask a few individual students how they feel about where they are. Ask a student who is at the front and another at the back.

Note: This works best in mixed gender groups. In most groups, the men/boys will be in the front, and the women/girls more in the back. This can be a good visual reminder of aspects of gender inequality. Give enough time for people to express themselves if they want to. Explain that it might not only be gender aspects which affect where they are standing, but also other aspects of their identity, such as ethnicity, experience, class, etc.

EXTRA ACTIVITY

Gender Equality in ASEAN

- Purpose:** Students examine gender statistics in ASEAN.
- Practicalities:** Students work in groups.
- Preparation:** Copy and cut out *Extra Activity 2.1: Gender Equality in ASEAN* (Appendix), one per student.

Students read the statistics and discuss the questions.

1. What do these statistics tell us about gender equality in ASEAN?
2. Do you think any of these statistics have changed since 2019? If so, how?

Possible Answers:

1. Women in ASEAN face inequality compared to men in areas such as employment, pay, political representation, management, marriage and land ownership. Overall women still face gender inequality in ASEAN.
2. Yes. More people may be unemployed or face poverty due to the economic effects of Covid 19, and this would affect women more in areas such as poverty, physical/sexual violence, lack of access to education, etc.





B. EXERCISE

- Students choose all the correct answers.

Answers:

1. a
2. a, c
3. a, d
4. a

C. EXERCISE

- Students classify the statements in the table as *relating to equality* or *relating to equity*.

Answers:

Equality – a, c, g

Equity – b, d, e, f

D. ACTIVITY

Equality or Equity?

Purpose: Students decide whether gender equality or gender equity is better for solving problems.

Practicalities: Students work individually, then in groups.

Preparation: NA

Note: You could allocate a different scenario to each group. Or you could allocate a different scenario to each student and then in their groups they each explain their solution to the scenario they have been allocated, and whether it would be an equality or equity approach.

1. Students read the scenarios. They consider how they might solve these problems.
2. In groups they discuss whether an equality- or equity-based approach would work best to address the problem.

Possible Answers:

- a. An equity-based approach, such as having competitions based on age and sex, would ensure all students were competing against people of a similar size and body type.
- b. An equity-based approach might involve having a quota for students from the ethnic group using the minority language, and offering extra tuition. The capable students would not be disadvantaged by lack of educational opportunities, and patients from that group would be able to access healthcare in their own language.
- c. An equality based approach, with the most useful research getting the grant, ensures the most likely cure.
- d. An equity-based approach, where houses are allocated according to need, helps ensure the most needy would get the houses.
- e. An equality-based approach ensures the top chess player wins the competition.
- f. An equity-based approach, where supplies are allocated according to need, ensures more people get the support they need.

EXTRA ACTIVITY

Gender Inequality in Myanmar

Purpose: Students estimate gender equality statistics in Myanmar.

Practicalities: Students work individually or in pairs or groups; Students should do this activity before reading the *Gender Inequality in Myanmar*, in Data box on page 37.

Preparation: Copy Extra Activity 2.1: *Gender Inequality in Myanmar* (Appendix), one per student, pair or group.

- Students choose the best answer to each question.
- They read the information in the text box to check their answers.

Answers:

1. c
2. a
3. a
4. b

E. EXERCISE

- Students decide if each statement is true or false. If the statement is false, they write a correct statement.

Answers:

1. T
2. T
3. F – A higher value of the Gender Inequality Index (GII) indicates higher levels of gender disparities.
4. F – The GII is also used to compare gender inequality between countries.

F. ACTIVITY

Gender Inequality Graph

- Purpose:** Students interpret data contrasting gender inequality.
- Practicalities:** Students work individually or in pairs or groups.
- Preparation:** NA

Students look at the graph and answer the questions.

Answer:

1. Singapore

Possible Answers:

2. Since 2010, gender inequality in the four countries shown on the graph has generally decreased slightly.
3. The GII is useful for measuring economic, health or political inequality and comparing these internationally. It is an important tool for governments and organisations, providing references to advocate for policies or activities to address gender inequality. Its limitations are that it focuses only on a few dimensions of gender inequality, leaving out critical areas like unpaid care work, violence against women, and access to financial services. Also the difference in quality and availability of data across countries can lead to incorrect or incomplete assessment.

G. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. Equal access and opportunities in education and economic participation and pay for all genders, ending gender stereotypes, laws and policies that promote gender equality.
2. Equity and intersectionality are connected because both focus on fairness and recognising different types of inequality. Equity means giving people the support they need based on their specific circumstances to create fair outcomes. Intersectionality shows how factors like ethnicity, gender and class combine to create unique challenges for some people. Together, they ensure that efforts to promote fairness take into account the different ways people experience inequality.

2.2 | Education

A. PREVIEW

- Discuss the questions. Write students' ideas on the board.

Possible Answers:

1. The global literacy rate for all people aged 15 and above is 86.3%. The global literacy rate for all males is 90.0% and the rate for all females is 82.7% (as of August 2024).
Myanmar's literacy rate in 2019 was 89.1% with 92.4% of men and 86.3% of women being able to read and write. This number might have changed since due to Covid 19 and the political crisis.
2. Globally, 88% of girls and 91% of boys attend primary school (as of 2023).
In Myanmar, more boys than girls attend primary school – 51.2% of boys and 48.8% of girls. (See graph on page 40.)
3. Globally, more women than men attend university. In many countries, particularly in higher-income regions, women have surpassed men in university enrolment and graduation rates. Globally, there are 113 women enrolled in tertiary education for every 100 men. This trend is seen in a variety of fields, although men still dominate in certain areas like STEM (science, technology, engineering and maths). However, in lower-income countries, gender gaps in higher education persist, with men often having greater access to university education than women due to economic, cultural and social barriers.

B. EXERCISE

- Students decide if each statement is true or false. If the statement is false, they write a correct statement.

Answers:

1. T
2. False – Refugee girls are half as likely as boys to be in secondary school.
3. T
4. False – It is mostly boys who are in child labour, which impacts on their education.
5. False – Only 35% of students in higher education in STEM subjects are female.
6. False – Two thirds of the 750 million illiterate adults are women.
7. False – More boys than girls attended primary school in Myanmar in 2019-2020.
8. T
9. T

C. ACTIVITY

Analyse the Data

- Purpose:** Students determine possible causes of gender disparities in out of school children.
- Practicalities:** Students work individually or in pairs or groups.
- Preparation:** NA

- Students look at the table outlining why students in Myanmar drop out of school.
- They answer the questions.

Possible Answers:

1. More girls than boys complete their desired level of education. There are similarities and differences as to why boys and girls drop out of education.
2. The biggest difference between the dropout rates was that 4.7% more girls than boys drop out of school to help with tasks at home. This may be due to cultural and family expectations that girls should help with tasks at home rather than complete their education.
3. "Other" reasons are the largest reason for dropping out. These could include taking jobs to support family, or early and under-age marriage, especially for girls. Boys in high school might be forced to leave school due to issues related to military conscription. Both boys and girls might have to leave school due to conflict or school closures.

EXTRA ACTIVITY

Class Survey on Higher Education

Purpose: Students conduct a class survey about higher education.

Practicalities: Students work in groups and as a class; Some groups might need internet access.

Preparation: NA

Note: You might want to allocate tasks to different groups: survey design, survey implementation, background internet research, presenting the results.

1. Students conduct a survey of their class.
 - What subjects have they studied (outside basic education)?
 - What subjects do they plan to study in the future?
 - What subjects would they like to study, if they could study anything at all?
2. They analyse the data, focusing on gender.
3. They discuss whether results correlate with the general gender trend in Myanmar, and/or internationally.
 - This might require internet research.

D. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. If girls are successful in education, they will be able to make better choices in life or in employment that will contribute to better outcomes for their family and their community. They will recognise the value of education and in turn support their own children, including girls, to attend school and succeed in their education.
2. Several factors impact school attendance beyond gender, including financial issues and geographic location, with rural areas often lacking schools. In some groups, cultural norms might not prioritise education. Disability, war and conflict create extra challenges. Ethnicity, language barriers and household responsibilities can also affect whether children can attend school regularly. These issues often intersect, making it harder for some groups to access education. This relates to the concept of intersectionality from Chapter 1.

3. Policy:

- Governments could make and enforce laws that all children male and female up to a certain age, such as 16, must attend school.
- Increase funding for schools to work on gender equality.
- Address cultural practices that hinder girls' education, like child marriage.

Institutions:

- Education systems and schools could encourage equal attendance by boys and girls.
- Institutions could support children and young adults following educational interests and skills that do not conform to gender boxes, for example, women training as engineers or men as nurses.
- Schools could adopt inclusive curricula that promote gender equality and create safe environments free from harassment.
- Schools could address gender inequality with parents.
- Schools could provide support services, such as mentoring and counseling for all genders, to help students overcome barriers.

Personal:

- Teachers and fellow students could avoid placing students in gender boxes and allow them to develop as they wish.
- Families could avoid expectations on only boys or girls to help with specific tasks that may prevent them from continuing their studies.
- People reflect on their own gender biases and expectations and challenge stereotypes.

4. In Myanmar, men and women often study different subjects due to cultural expectations about what roles are appropriate for each gender. Women might be pushed towards fields like education or healthcare, while men are encouraged to pursue engineering or business. These decisions are also influenced by the role of men in Buddhism and leadership, and historical conditions such as the role of the male-dominated military in society. Having male and female students study different subjects that are considered "appropriate" for their gender perpetuates traditional gender roles in society.

2.3 | Religion

A. PREVIEW

Note: Religion is a sensitive topic. Encourage students to approach the topic with an open mind. Make sure to not mix religious roles and rules with cultural stereotypes of different religions. If students express opinions that are stereotypical and lead to discrimination – especially if it's about a different religion than their own – address these statements and explain that they are stereotypes.

1. In groups, students list all the religions they know.
2. They consider if there are rules for men and women in these religions. For each religion they identified, they write these rules for men/women into a table.
3. As a class, students compare their answers.

Note: All of the world's main religions have many different traditions, depending on what branch or sect of that religion people follow. Some major examples are Theravada and Mahayana Buddhism, Sunni and Shi'ite Islam, Catholic and Protestant Christianity or Orthodox, Conservative and Reformed Judaism. These branches within each religion have differing ideas about the roles of women and men.

Possible Answers:

2. Buddhism:

Men: Should become monks for shorter or longer periods of their life for family merit.

Women: Can't become fully ordained nuns in some traditions. (In the Tibetan and Vietnamese Zen Buddhist traditions they can be fully ordained and wear the same robe as the monks, however.) Can't go to some parts of pagodas which are reserved for men.

Christianity:

Men: Can become priests, bishops, or popes. Expected to be spiritual leader of the family.

Women: Can become pastors in some Christian traditions. Are encouraged to be modest and supportive of their husbands.

Islam:

Men: Are expected to grow beards, lead the family. Can't pray in the same space as women.

Women: Are required in some traditions to cover their hair or face. Can't pray in the same space as men. When menstruating are not allowed to enter a mosque.

EXTRA ACTIVITY

Quotes from Religions

Purpose: Students analyse quotes about religion and gender from religious leaders.

Practicalities: Students work in groups.

Preparation: Copy (and adapt if you like) *Extra Activity 2.3: Quotes from Religions* (Appendix), one per group.

- Elicit who the Dalai Lama, Pope Benedict XVI and Imam Johari Abdul Malik are.
 - The 14th Dalai Lama (born 1935) is the highest spiritual leader in Tibetan Buddhism.
 - Pope Benedict XVI was the head of the Catholic Church from 2005-2013.
 - Imam Johari Abdul Malik is the President of the Muslim Society of Washington DC.
- Groups read the quotes and discuss the questions.
- As a class, discuss students' answers.

B. EXERCISE

- Students choose the best answer to each question.

Answers:

- c
- a
- a
- b
- b

EXTRA ACTIVITY

Interview a Religious Leader

- Purpose:** Students interview a religious leader about the intersection between religion and gender.
- Practicalities:** Students work in groups; Students need access to religious leadership in their communities (this requires working outside of class hours).
- Preparation:** Copy *Extra Activity 2.3: Interview a Religious Leader* (Appendix), one per group.

Note: This activity works best if students have access to representatives of more than one religion, or tradition within a religion. A “leader” can be an official leader holding a position in the religion, or any person with a lot of experience within that religion.

- Groups go through the questions in the handout. They change or add any questions as they prefer.
- They arrange to interview a religious leader.
- When they interview them, they take notes of their answers.
- After the interview, they summarise their findings.
- If you like, have students write up the results in a report, or prepare a presentation for the class.

C. DISCUSSION

- As a class or in groups, students discuss the questions.

2.4 | Leadership

A. PREVIEW

1. Give students one minute to do this. Individually, students list ten leaders from their community, country or internationally. The leaders can be from any field – politics, education, religion or leaders of organisations, etc.
2. They look at their lists of leaders and consider how many of these leaders are men, and how many are women.
 - Discuss this as a class.

EXTRA ACTIVITY

What Makes a Good Leader?

Purpose: Students explore the role of gender in assigning leadership qualities.

Practicalities: Students work in groups or as a class.

Preparation: NA

1. In groups or as a class, students brainstorm characteristics that define a good leader.
2. As a class, discuss if each of these characteristics is one that people consider typically “male”, “female”, or both?

B. EXERCISE

- Students look at the graph and answer the questions.

Answers:

- As of 2022, in the 11 countries shown on the chart, women are still in less than 50% of middle and senior management positions. Since 2000, there has generally been an overall small increase in the percentage of women in middle and senior management positions, while still overall less than 50% compared to men in the countries shown.
- The United States has the highest share of managers, at about 42%. Bangladesh has the lowest share of managers, at about 11%.
- There has been a rapid increase in women in management positions in Myanmar since around 2015, which, at 40%, is higher than other countries on the graph apart from the USA.

C. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

- Reasons for more women in leadership positions may be because of improved access to education and therefore improved skills for women. Advocacy for gender equality and slowly changing social attitudes to women's roles in work might have contributed to the increase.
- They can act as role models to encourage more women and girls to be involved in politics and business. They bring a different perspective to decision-making, and may consider different issues that are more relevant to women, and the impacts of political or business decisions on women that may not have been considered by men.
- Studies suggest that higher female representation can lead to more collaborative and transparent governance, enhancing overall decision-making and effectiveness in government.
They bring a different perspective to decision-making and may consider different issues relevant to women and the impacts of political or business decisions on women that may not have been considered by men.
- Yes. More women in leadership roles does create more gender equality because they are making decisions and policies which will benefit women more. They do this because of their own experience as a woman.
No. More women in leadership does not really change the patriarchal system that is still controlled by and operates in the interests of men. Women in leadership might only be able to achieve these leadership roles by also reproducing the inequalities of the male-dominated system. Also, some women in leadership positions don't have a gender lens and don't see the unequal power dynamics.
- Gender equality into the future is likely to continue to improve because of changing roles and attitudes in most countries, but this depends on social, cultural, economic and political developments.



2.5 | Work

A. PREVIEW

- As a class, students discuss the questions.



B. EXERCISE

- Students choose the correct answers.

Answers:

1. a, c, d, e, f
2. a, b, d, e
3. b, d, f
4. b, c, d
5. a, e, f
6. c, d, e

C. EXERCISE

- Students look at the graph and answer the questions.

Answers:

1. Time spent daily in unpaid care work and paid work by gender (referred to as “sex” in the graph) across different regions of the world and different income groups.
2. The region with most time spent on unpaid work by women are the Arab states with 329 hours per year. The region with the most time spent on unpaid work by men are Americas with 155 hours per year.
3. The region with the most equality in time spent in unpaid care work is the Americas with 268 hours per year for women and 155 hours per year for men.
4. Asia-Pacific, compared to the other regions and world average, has the lowest amount of time spent in unpaid care work by men at 70 hours per year (the average is 97). The amount of time spent by women in unpaid care – 262 hours per year – is similar to other regions, and slightly below the world average of 265.
5. The region with the most hours per year in paid work for women is the Asia-Pacific with 201 hours per year, which is higher than the world average of 183.

D. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

3. It is estimated that the gender pay gap in Myanmar is 25%, meaning a man gets 25% more money for similar work compared to a woman.

2.6 | Health

A. PREVIEW

- As a class, discuss the questions.

Possible Answers:

1. Health issues specific to women include reproductive health, such as menstruation, pregnancy, menopause, endometriosis, breast cancer, cervical cancer. Health needs specific to women may include menstrual (period) products and birthing assistance.
2. Health issues and needs for men are related to prostate and testicle health, reproductive health, and a higher rate of occupational health risks.

Note: Mental health is an important issue for men and women, and is often overlooked when talking about health needs and issues. The specifics of mental health needs may differ slightly between men and women, however.

B. EXERCISE

- Students match the scenarios (a-f) to the gender and health inequalities (1-6) from the text.

Answers:

- 3
- 5
- 6
- 4
- 1
- 2

EXTRA ACTIVITY

Research Health Outcomes

Purpose: Students research life expectancy by gender.

Practicalities: Students work in groups; Groups need access to the internet.

Preparation: NA

- Using internet sources, students research global, national and regional life expectancies for men and for women.
 - Point out that they need to make sure to identify and describe the contexts and factors that impact on these numbers in the countries/regions they are researching.
- In groups they present their findings to the class.
 - They could do this with a handout or with a slide presentation.
 - They should include oral analysis of the data and a short question-and-answer session.

C. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

- Stereotypes can influence how people's mental health issues may be understood and reacted to by other people, and how they are treated by health professionals. Issues like depression, for example, may be related to pressures to conform to gender stereotypes. Generally, negative stereotypes about men having to be strong and not show emotions often prevents men from seeking help with mental health problems from professionals, as well as within the family and among friends.
- LGBTIQ people might not access health services due to fear of discrimination by healthcare providers. Depression and anxiety issues might be more common due to stigma and discrimination. Many healthcare providers also lack training in LGBTIQ health concerns. Some LGBTIQ people are misdiagnosed due to lack of understanding in the health system.
- Conflict worsens health and increases gender inequality. Healthcare systems break down, making it hard to get essential services like maternal care and treatment for diseases. Men are often exposed to violence in combat, while women and girls face greater risk of sexual violence and limited access to reproductive healthcare. This deepens gender inequality and harms the health of those affected.

2.7 | Climate Change

A. PREVIEW

- As a class, discuss the question.
- If you want to, take a quick poll by a show of hands for whether students think it is same or for different for women and men.

Possible Answers:

Climate change may affect women more in some countries or communities. There can be greater impacts on women during and after climate change-related events like floods or droughts, because of systemic social, cultural and economic factors. Women may have less access to resources, money, education, or ownership of land or property compared to men, but they may be more responsible for household tasks like looking after children or elderly, collecting and preparing food or fuel, etc. They may also experience more abuse or domestic violence due to family stress or breakdown and displacement in the aftermath of climate disasters.

B. EXERCISE

- Students decide if each statement is true or false. If the statement is false, they write a correct statement.

Answers:

1. F – They impact men and women in different ways.
2. T
3. F – Women are more likely to die because they tend to be less mobile, have less knowledge and training on preparing and acting in a disaster compared to men.
4. T

C. CASE STUDY

- Students read the case study and answer the questions.

Note: Question 4 could be facilitated as a group or class discussion. It could be expanded to also ask what could be done about issues related to gender inequality in future climate-related disasters in Myanmar.

Possible Answers:

1. The impacts of Cyclone Mocha on the local population include loss of shelter, property and other belongings; flooding, homelessness, damage to infrastructure; people needing shelter in evacuation centres and monasteries; increased risk of sexual and gender-based violence (GBV) against women and girls.
Other possible impacts not directly mentioned in the article could be on the conflict situation in Rakhine State, increased poverty, the spread of infectious diseases, lack of access to health services.
2. Women and girls were already vulnerable and facing difficult conditions due to gender inequality. They were impacted by flooding, loss of shelters, homelessness, and displacement into monasteries and evacuation centres, where they faced greater risks from sexual and GBV.
Other possible impacts not mentioned in the article could include women's lack of money or ownership of property which causes lack of security as well as the lack of access to healthcare or education which makes women more vulnerable. The situation increased the difficulty to access sanitary products like pads and safe contraception through a healthcare provider.

3. The risk of GBV was increased by Cyclone Mocha because of displacement affecting women and girls staying in crowded evacuation centres. These places usually don't provide safety measures for women and girls (or boys). For example it can be unsafe to use the bathrooms, especially at night, and there might not be a safe space which prevents access by abusers.
4. Possible ways to improve the situation:
 - Provide safe shelters for women, children and the elderly, focusing on safety of bathrooms and other facilities.
 - Provide healthcare services to meet specific needs affecting women like reproductive health.
 - Build better or higher structures and infrastructure that can resist flooding in the future.
 - Advocate and act on policies that reduce climate change.
 - Focus on educating women and girls on the impacts – including gender impacts – of climate change.
 - Improve the warning and forecasting system on natural disasters and climate change events to make them gender-sensitive.

D. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

- The impacts of climate change such as floods, storms or droughts will be worse for groups who are already disadvantaged by their ethnicity, class, poverty, gender, age, etc. People who have less access to resources through marginalisation and remote location might be more severely affected than others.
- Create more awareness on sources and impacts of climate change. Discuss what issues women and men face that are different during climate-related events. Create a campaign or activity related to climate change and gender in your school or your programme. Raise awareness about existing problems that are made worse by climate change like lack of female land and property ownership, and male-dominated community decision-making and disaster response planning.
- Individual** women and girls in some countries and communities will face additional challenges due to lack of access to finances, ownership of land or property, or risks from GBV. Women also might have less access to training on how to deal with impacts of climate change or how to protect themselves and their family during a disaster. Men may be expected to provide security and be the financial support for families in these circumstances, but not be able to meet these expectations. They might experience mental health issues and inflict GBV on their families.

Communities are influenced by social, cultural or religious norms and stereotypes, and may have expectations about how to respond to climate impacts and who should receive support for the recovery. For example, an expectation in some communities may be that men will make decisions about how to respond and lead the recovery. Women might not be involved in decision-making. This could lead to recovery plans that don't reflect the real needs of women.

Policies related to responding to climate-change may reinforce existing norms and stereotypes. For example, by assuming most financial support should go to land or property owners after a climate disaster like a flood or drought. However, this could mean financial support is all going to men who are mostly the land/property owners in some communities, while women are not directly receiving funding for issues like reproductive health or care of children and the elderly.

- Climate policies and initiatives could be more gender-responsive and inclusive by being aware of the types of issues in the examples raised in the previous question. Conducting a gender analysis before creating policies is necessary. For example, not directing funding for recovery after a climate disaster only to organisations or people who will principally be one gender. Additionally, implement policies that recognise and provide gender sensitive support for people in climate emergencies. For example, counselling and mental health support for men who are unable to support families due to loss of livelihoods, or additional support for women who face challenges due to lack reproductive health services.

E. DISCUSSION

- As a class or in groups, students discuss the questions.

EXTRA ACTIVITY

Research and Presentation

- Purpose:** Students research an issue related to gender and their community.
- Practicalities:** Students work individually or in pairs or groups; Students need access to the internet.
- Preparation:** NA

- Students think about the different areas of gender inequality that were presented in this chapter, choose one topic and research an issue related to the topic in their community.
 - They need to define the key issues and think of possible solutions and steps that can be taken to improve the situation.
- They create a presentation about the issue and the possible solution, using flipcharts, Powerpoint or creative forms of presentation such as role play.
- They show their presentations to the class.
- As a class, they reflect on the presentations and discuss the questions:
 - What were common problems that you noticed in the different presentations?
 - Are there common solutions for these problems?





Chapter 03

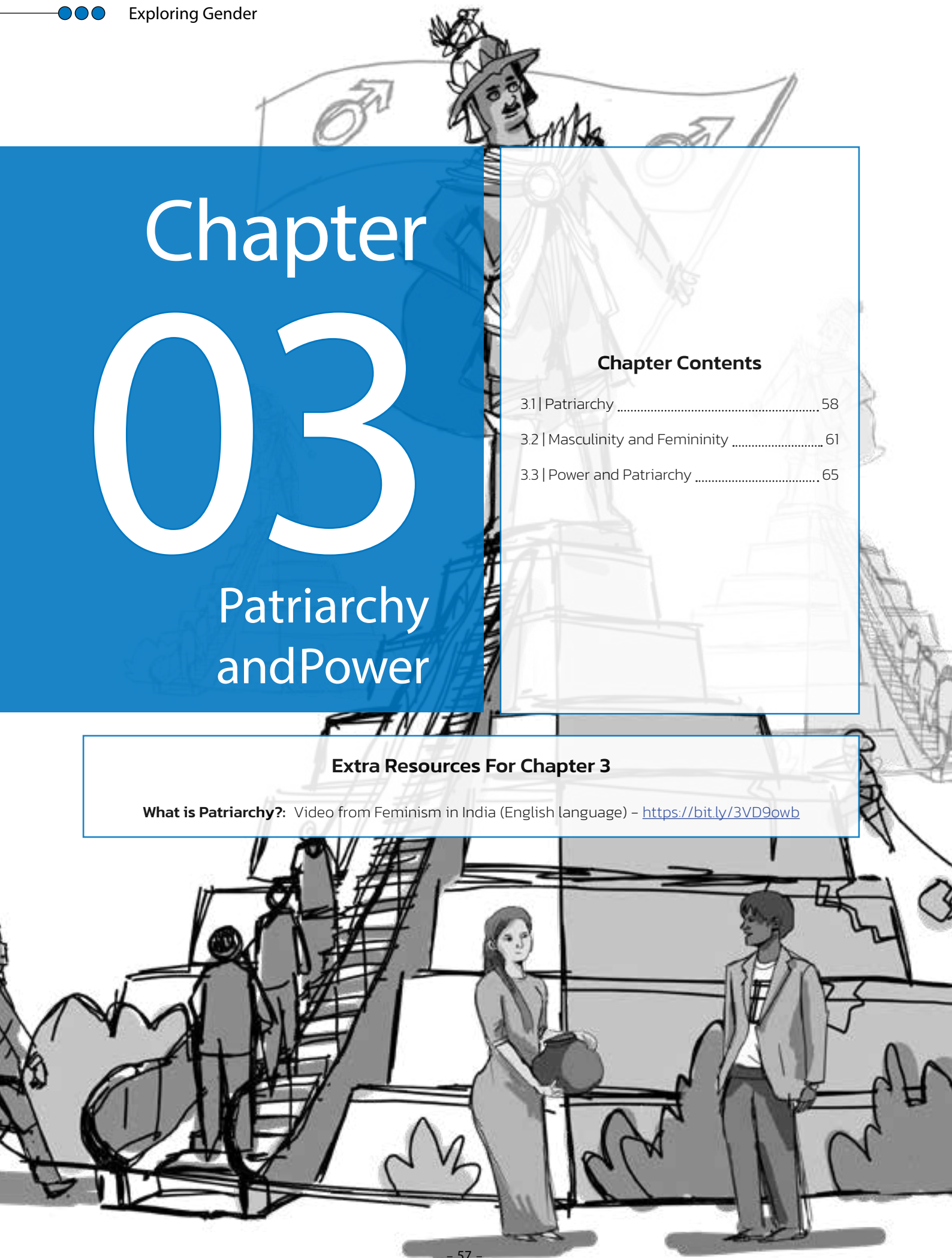
Patriarchy and Power

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Extra Resources For Chapter 3

What is Patriarchy?: Video from Feminism in India (English language) – <https://bit.ly/3VD9owb>



3.1 | Patriarchy

A. PREVIEW

1. As a class, discuss the questions. Students explain what patriarchy is, and give examples of it.
 - Write students' ideas on the board.
 - If students have never heard the word before, move on to reading the text.
2. Students read the text in 3.1 and look back at their ideas. Were their ideas the same as the text?

Note: The topic of patriarchy can lead to strong emotions. Approach it carefully and be prepared.

Patriarchy may appear to benefit men. However it has many negative impacts on men: Strict ideas about masculinity can harm men's mental health and relationships. When men are expected to be tough and hide their feelings, they may struggle with stress, anxiety and depression. They might avoid seeking help or talking about their emotions, which can lead to problems in their personal relationships. The pressure to be dominant and control others can also result in aggressive behaviour and limit their ability to connect with others in a healthy way.

Patriarchal structures are upheld and internalised by men and women. Many women encourage or expect certain behaviours of men which prevents men from stepping outside the gender box.

B. EXERCISE

- Students decide if each statement is true or false. If the statement is false, they write a correct statement.

Answers:

1. T
2. F – It encourages clear male and female gender expressions, usually with dominant roles for males.
3. F – Under patriarchy, women do most of the household labour such as care-giving and domestic responsibilities.
4. T
5. F – Patriarchal societies prioritise male ancestors, such as through male lineage and inheritance.
6. T

C. ACTIVITY

Patriarchy in Life

Purpose: Students identify aspects of patriarchy and strategise to overcome them.

Practicalities: Students work in groups.

Preparation: NA

1. In groups students think of specific examples to demonstrate how patriarchy operates in the areas of life listed in the table.
2. They think of strategies to challenge patriarchy in that area of life.

Note: Alternatively, you could allocate an area of life to each group. They discuss and list their examples of patriarchy in that particular area of life, and their suggested strategies to challenge it.

Possible Answers:

Gendered Division of Household Labour

1. Women usually do most of the housework (child care, cooking, cleaning). Men usually work outside the home and are not much involved in raising children. They are expected to take care of the emotional needs of the family.
2. Talk about these differences in the family. Divide household labour more equally (include daughters and sons in the same way). Support women through job opportunities outside the home if they want to work. Involve men and women equally in household decision-making.

Social Interactions

1. Power imbalances in leadership, decision-making, men tend to dominate conversations and public dialogue. Expectations on how men and women are supposed to behave (in public and the family) based on gender stereotypes. "Mansplaining" – where men explain things to women in a condescending or patronising manner, assuming women lack knowledge or understanding.
2. Promoting gender equality in leadership. Advocate for equal power in decision-making. Include policies at the workplace that support equal participation and decision-making. Address gender stereotypes and advocate for change through education and awareness.

Reproductive Health and Rights

1. Societal norms, laws and access to healthcare that often control and limit women's autonomy over their bodies, such as when, whether or how many children to have, through access to safe contraception. Laws or cultural practices that limit access to safe abortions. Difficulties in accessing healthcare. Lack of sex education in schools.
2. Advocate for reproductive rights, increased education and awareness for all genders, legal reform to protect women's choices.

Parenting Expectations

1. Patriarchy reinforces traditional gender roles and creates gendered expectations for mothers and fathers. Women's roles are reduced to being carers, and are expected to manage the emotional, physical and developmental needs of their children. Men's contributions to parenting are often reduced to economic support rather than active involvement in day-to-day caregiving. This limits fathers' opportunities to engage emotionally with their children and reinforces traditional notions of masculinity. Mothers are compared to unrealistic standards of perfection in parenting, whereas fathers are praised for minimal involvement in parenting, reflecting a societal belief that men are not naturally suited for caregiving.
2. Promote shared parenthood, challenge traditional notions of masculinity, encourage fathers to build strong emotional connections with their children, support for working parents through child care and equal parental leave.

D. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

2. Hierarchical structures in patriarchy can cause people to aspire to gender roles shaped by patriarchy. For example, men may expect to have positions of leadership, or to work in certain trades, while women may assume they will have domestic roles, such as caregivers. The hierarchical structure of patriarchy means it will be more difficult for women to rise to higher leadership positions (the glass ceiling) in institutions dominated by men in leadership positions. In this way, patriarchy can influence and potentially limit what people may aspire to or achieve.

3.2 | Masculinity and Femininity

A. PREVIEW

- Students consider the question.
- In pairs (if possible or appropriate, mixed pairs) they compare and discuss their responses.
- Discuss this as a class.

EXTRA ACTIVITY

Environmental Influences on Masculinity

Purpose: Students explore influences on masculinity.

Practicalities: Students work individually.

Preparation: Copy and cut out *Extra Activity 3.2: Environmental Influences on Masculinity* (Appendix), one per student.

- Students categorise the explanations (1-10) of environmental influences on masculinity into cultural, social/economic or systemic.

Note: Some explanations could be argued as fitting into more than one category, for example, family environment could be claimed to be both cultural and social.

Possible Answers:

1. Cultural
2. Social/Economic
3. Systemic
4. Systemic
5. Cultural
6. Cultural
7. Social/Economic
8. Systemic
9. Systemic
10. Social/Economic

B. ACTIVITY

Positive Masculinity

Purpose: Students identify examples of positive masculinity.

Practicalities: Students work in groups, then as a class.

Preparation: NA

1. In groups, students think of at least three examples of positive masculinity from their own experience. They can be actions, attitude or people who are behaving in a positive way.
2. Groups present their ideas to the class.
3. As a class, discuss the questions.

C. ACTIVITY

Toxic Masculinity

Purpose: Students identify characteristics of toxic masculinity and its underlying causes.

Practicalities: Students work individually, or in pairs or groups.

Preparation: NA

- Students read the scenarios and answer the questions.
 - Encourage them to think beyond the texts and consider the backgrounds influencing the people in the scenarios.

Note: If students work in pairs or groups, you could allocate them different scenarios. They then report their answers back to the class.

Possible Answers:

1. Commenting on her appearance is inappropriate in a professional relationship. Taking credit for her work and always opposing her ideas could mean he does not respect women.
2. Nant Hla and other women in the office might feel disrespected and unable to fully achieve professional goals, which can affect their work. Other men might be encouraged to dismiss the ideas of their female colleagues and make their working life difficult.
3. The workplace management could talk to Mahn Mahn about his behaviour and offer Nant Hla support. Other colleagues could stand up to him when he behaves badly. The organisation could run a gender workshop to all staff.
4. Bullying men who don't conform to masculine stereotypes is a trait of toxic masculinity.
5. Maung Maung sticking up for this friend and challenging the bullies is an example of positive masculinity.
6. School management, especially male teachers and senior students, could provide examples and role models of positive masculinity, such as demonstrating care and kindness. The school could make clear rules about acceptable behaviour, such as a no bullying policy.
7. Assuming only women should do all the household chores is a trait of toxic masculinity.
8. Ye Yint steps away from these roles and participates in household chores, demonstrating that men and women can do these tasks.
9. Allocate household tasks depending on who has free time and interest, setting time aside for fathers/sons to care for younger children and mothers/sisters to do outside work.

D. DISCUSSION

- As a class or in groups, students discuss the questions.

3.3 | Power and Patriarchy

A. PREVIEW

- As a class or in groups, students list words and phrases they associate with the word “power”.
- Compile a class list on the board.

Possible Answers:

authority, control, dominance, strength, privilege, money

EXTRA ACTIVITY

Power Shuffle

Purpose: Students consider aspects of power and relate them to their lives.

Practicalities: Students work as a class; Students needs to move around the room.

Preparation: NA

- Allocate one side of the room for “yes”, and one side of the room for “no”.
- One by one, ask the questions. Students stand on the side of the room that applies to their answer (or towards the middle).
 - Have you ever felt powerless in a situation?
 - Have you ever been in a position of authority?
 - Have you ever challenged someone in power?
 - Have you ever helped someone else gain power?

B. EXERCISE

1. Students read the scenarios (a-d) and match them to the examples (i–vii) of patriarchy and power that they best correspond to. Some scenarios can match to more than one example.
 - They explain their reasoning.
2. They decide whether each is an example of *power over*, *power with*, *power to* or *power within*.

Answers:

1.
 - a. iv, v
 - b. ii, vi
 - c. iii, vii
 - d. ii
2.
 - a. Power over from religious and legal authorities and parents. Lack of power to for Myint Myint San.
 - b. Power to, due to Ko Phyo Zin's wealthy family and confidence.
 - c. Power over, in Law Khee's relationship with his wife.
 - d. Mi Ni Lwin has power with her fellow workers, and power within in using it to lead a strike.

C. CASE STUDY

- Students read the case study and answer the questions.

Possible Answers:

1. Women are under-represented in political leadership roles because of patriarchy through cultural expectations, negative stereotypes about women's abilities and traditional roles which lead to discrimination.
2. This reflects the gender power imbalance in society.
3. Issues and policies about women or that affect women are less likely to be made or get as much attention because of the dominance of men in political leadership roles. Gender aspects that negatively affect women would not be addressed. Decisions, policies and actions would not reflect women's views.
4. Power imbalances lead to GBV by allowing some people to control and dominate others. Men often have more power in society, and this can lead to violence, especially in relationships where one partner controls the other. Women who depend on men for money may find it hard to leave abusive situations. Many barriers for women to report GBV exist because of fear, stigma or fear of retribution. Cultural norms that encourage men to be aggressive and women to be submissive also make violence more common. These imbalances keep the cycle of violence going and make it harder for victims to get help or justice.
5. The concept of "Hpoun." The sayings: "Ein Oo Nat" (guardian spirit of the home), "The son is the master; the husband is god" and "Yaukkyar Doe Hpoun Let Yone" (men's glorious arms) are common sayings that support it.

D. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

By advocating for an equal balance in gender representation in situations of leadership, decision-making and other activities they are involved in. By supporting the creation of a safe space in institutions or groups where patriarchal norms and behaviour are discouraged and positive alternatives are modelled. By challenging patriarchal actions or language where people encounter them, especially if men themselves are able to challenge these patriarchal behaviours and act as role models for positive masculinity.





Chapter 04

Gender-Based Violence

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4.3 Causes, Consequences, Solutions	82

Extra Resources For Chapter 4

Stop Gender-Based Violence: Video (Myanmar with English subtitles) – <https://bit.ly/41ttf4N>

Gender-Based Violence: Video (Myanmar) – <https://bit.ly/3OVq2TS>

Gender-Based Violence: Video (Myanmar) – <https://bit.ly/3Vy3QDi>

GBV – Causes, Consequences and Contributing Factors: Video (English with Myanmar subtitles) – <https://bit.ly/3VwVXh5>

Youth Guide to End Online Gender-Based Violence: Toolkit – <https://bit.ly/4iAEGxG>

4.1 | Gender-Based Violence

Note: This chapter deals with sensitive issues related to gender-based violence (GBV) and sexual violence. If students have been or are affected by these topics, they may wish to take breaks if they need to. Be prepared to offer support if it is needed.

A. PREVIEW

1. Students read the statements and decide whether each is reality or a myth.

Note: You could read out the statements one at a time, and students stand if they believe they are a myth or sit if they believe they are a reality.

- Have a few students explain why they believe a statement is myth or reality.
2. In groups or as a class, they discuss each statement.
 - Point out that in each case, the statements are myths. There is never an acceptable excuse for the use of violence in relationships between people.

Possible Answers:

- a. Myth. The idea that domestic violence only happens in low-income households is a myth because it occurs across all income levels. Domestic violence isn't limited by how much money someone has. In wealthy or middle-class families, it might not be as visible due to privacy concerns or stigma, but it still happens. Factors like power and control, rather than income, drive domestic violence. People in all socio-economic groups can experience and perpetrate abuse.
- b. Myth. The idea that only women can be victims of GBV is a myth because anyone can be affected, not just women. Men, boys and transgender or non-binary people can also experience violence and abuse based on their gender. This includes issues like harassment and assault. While women are often more affected, GBV can impact people of all genders.

- c. Myth. Leaving is often very hard. Survivors may fear the abuser's retaliation, struggle with financial dependence and face emotional manipulation. They might lack support from friends or family, and have to deal with complicated issues like finding a new place to live, or legal challenges. These barriers can make it difficult for survivors to escape an abusive situation.
- d. Myth. The idea that both people are at fault in GBV is a myth. The person perpetrating the abuse is entirely to blame, not the victim. GBV is about power and control, not mutual conflict. Blaming both people ignores that the abuser is the one choosing to harm and control.
- e. Myth. The idea that women deserve to be hit by their partner is a myth because no one deserves to be abused. The blame should never be placed on the victim. Everyone has the right to be safe and respected.
- f. Myth. GBV includes many types of abuse. It can also involve emotional abuse, sexual harassment, controlling finances and digital stalking. These non-physical forms of abuse can be just as harmful as physical violence.



B. EXERCISE

- Students read the scenarios. In each scenario, they decide if it is an example of GBV or not. They state their reasons for why it is or is not.

Note: Most of these scenarios are not clearly GBV or not GBV. Encourage discussion about how they might be, or might not be.

Possible Answers:

1. If Htoo Lay's girlfriend was happy with them sharing their Instagram passwords with each other, then this would not be GBV. If Htoo Lay forced his girlfriend to give him her Instagram password and he did not share his with her, it would be coercive and controlling, and unequal power dynamics, closer to GBV.
2. Yes, because Terry uses psychological abuse (making her embarrassed and uncomfortable).
3. No. It is not directly GBV, but it could be assumed he is being made to give his salary to his father because he is the oldest male in the family, which is about gender roles in families.
4. Yes, it is harassment because Lwin Lwin Oo's boyfriend has done this repeatedly and he knows she does not want him to do it.
5. No. Brang Seng respects the wishes of his fiancée.
6. Yes. This is GBV, because of unequal power and economic dynamics between Than Tun and his older boyfriend who expects something from Than Tun for giving him money.

C. ACTIVITY

GBV Problem Tree 1

Purpose: Students identify forms of GBV.
Practicalities: Students work in groups; Groups need flipchart paper, markers or art supplies and sticky notes; This is the first of three activities in this chapter that involve the use of a problem tree.
Preparation: NA

Note: A problem tree is a type of graphic organiser. It is a way of visualising and thinking about *problems* (the trunk of the tree), their *root causes* (the roots) and their *consequences* (the branches and leaves).

The second and third parts of this activity are found in 4.3 C and D. It is recommended that you do all three parts of the activity so that it makes sense to students.

1. In groups, students draw a tree outline on a flipchart (see the example in the Student's Book). For this activity, each group will need flipcharts and sticky notes.
 - Make sure the tree is as large as possible on the flipcharts so there is room for all the sticky notes from this and later activities.
2. Groups discuss and list different forms of GBV, and write each form of GBV they identify on separate sticky notes.
3. Groups read the text on forms of GBV and add any other forms that are missing from their lists on to further sticky notes.
4. When they have finished, they place their sticky notes with the forms of GBV written on them on the trunk of the tree.
 - Check that they place the sticky notes with forms of GBV on the trunk of the tree, (not at the roots or the branches).
 - Groups stick their trees on the wall. Make sure the groups retain the flipchart with tree outlines and sticky notes attached to be used in further activities in this chapter.

D. EXERCISE

- Students match the scenarios (1- 14) to the forms of GBV (a-n) outlined in the text.

Answers:

1. b, c, d
2. a, c
3. d, e, i
4. e, k
5. f
6. e, m
7. e
8. e, j, k, m
9. c, e
10. l
11. g, h
12. a, f
13. l, n
14. e, n

Note: If you like, have students compare their answers in pairs or groups. Encourage them to explain how and why the scenarios match to the form of GBV they matched it to.

E. CASE STUDY

- Students read the case study and answer the questions.

Possible Answers:

1. The library should implement anti-harassment policies, support and advocate learning about gender issues and discrimination for their staff, they should create a position in the organisation where incidents like this can be reported.
3. Speak out against GBV and OGBV, advocate and educate people, raise awareness about the harm and danger of OGBV, create positions where these incidents are systematically reported and documented, develop national policies to protect individuals.

F. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. Intimate partner violence (IPV) and domestic violence (DV) are closely linked. IPV refers specifically to violence between individuals who are or have been involved in an intimate relationship, regardless of marital status or living situation. This includes current or former spouses, dating partners, or people in romantic or sexual relationships. DV encompasses a broader range of relationships and may include violence between family members, such as parents and children, siblings, or other household members, in addition to intimate partners.
2. Online and offline GBV both stem from power imbalances and societal norms but differ in how they manifest and affect victims. OGBV occurs on digital platforms like social media or messaging apps. It includes cyberstalking, online harassment and sharing intimate images without consent. Perpetrators can remain anonymous, making it easier to harass without immediate consequences. Harmful content spreads quickly and can stay online indefinitely, affecting the victim over time. Offline GBV happens in physical spaces, such as physical assault, domestic violence, or verbal abuse. The abuser is usually someone known to the victim, and the incidents are typically confined to specific locations.

These forms of violence often intersect. For example, online abuse can lead to offline violence, creating a continuous cycle of harm. Both cause significant emotional and psychological damage, and both are rooted in societal norms that

tolerate violence against women and marginalised groups. Legal systems often struggle to address both effectively, and perpetrators may use online platforms to continue or escalate abuse that began offline.

3. Schools can support preventing OGBV by providing training and knowledge to students about this topic. This includes media literacy. They can develop school policies to take action against people who use OGBV.

Parents can make sure they speak with their children about the safe use of social media and what OGBV is. They can support their children if they are affected. Parents need to make sure that they stay informed about this issue.

Communities can advocate and educate people about the existence of OGBV and its impacts. They can develop mechanisms to safely report incidents and provide guidance for how to counter them. Members of the community can also speak out (on social media or in person) against the use of OGBV.

4.2 | Consent

A. PREVIEW

- As a class, discuss the questions.

Possible Answers:

- When people agree to do something.
- When people do something because they want to and not because they feel forced or manipulated to.
- In relationships, this could include when people willingly enter into an activity together without either of them feeling forced or manipulated to do so or feeling that they have to agree to doing something they do not want to do.

B. EXERCISE

- Students categorise these phrases as *consent* or *not consent*.

Note: When they have categorised these phrases, you could facilitate a class discussion about why only two phrases mean consent.

Answers:

Consent: 4, 12

Not consent: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13

EXTRA ACTIVITY

Consent Roleplay

Purpose: Students create and perform a roleplay on consent.

Practicalities: Students work in groups of 4-6.

Preparation: NA

- In groups of 4-6, students develop a role play in which two (or more people) are ensuring each other's consent for an activity or action. Groups need to include all members in the role play.
- Groups present their roleplay to the class.
- After each performance, other students can give feedback.
- Questions to ask the group and the class could include:
 - What was the activity that needed consent?
 - Did the actors practise giving consent? How?
 - What did they do to receive consent?

- As a class, students discuss this question:
 - What is the most important idea you have identified about giving and receiving consent?

EXTRA ACTIVITY

Analyse the Scenario

Purpose: Students analyse a scenario focusing in consent.

Practicalities: Students work individually or in pairs or groups.

Preparation: Copy and cut out *Extra Activity 4.2: Analyse the Scenario* (Appendix), one per student, pair or group.

- Students read the scenario and answer the questions:

Possible Answers:

- There is abuse of "power over" by the soldier in his coercion of the woman for money and for sex. There is a clear power imbalance between them that the soldier uses to exploit the woman.
- No, she did not consent to sex. She was coerced into it by the soldier because she did not have any money and she wanted to get her children to safety.
- Yes, this is GBV, because when the woman could not pay at the checkpoint, the soldier exploited his power over her as a woman for sex. It is sexual and financial abuse.

C. ACTIVITY

Issues with Consent

Purpose: Students explore issues around consent.

Practicalities: Students work in groups.

Preparation: NA

1. Allocate a scenario to each group. Groups answer the questions (a-c) in relation to that scenario.
2. They present their scenario and their responses to the questions to the class.
3. As a class, discuss the questions.

Possible Answers:

1. A.
 - a. Aung Kyaw did not consent enthusiastically. He would have felt manipulated and worried that Mawi would not be friends with him if he did not go to the movie. Mawi did not respect Aung Kyaw's boundaries when he said he did not like scary films.
 - b. Aung Kyaw may have misunderstood Mawi's intentions when she said she would go to the movie with someone else. Aung Kyaw may not have communicated clearly to Mawi his feelings about the movie or about her going to the movie with someone else.
 - c. Mawi could ask Aung Kyaw how he felt about seeing the movie and he could communicate clearly how he felt about it. They could have reached a compromise where they saw another film they both liked.
- B.
 - a. Ta Eh's boundaries are not being respected by Chris's actions of holding her hand in public. Chris has not clearly asked Ta Eh for her consent to hold her hand but is doing it without knowing if she wants him to or not.
 - b. Ta Eh has not communicated clearly to Chris that she feels nervous when he holds her hand in public. Chris has not asked or considered Ta Eh's feelings about him holding her hand.
 - c. There is a lack of communication between them. Chris needs to ask Ta Eh about her feelings about him holding her hand, and Ta Eh needs to clearly communicate to Chris that she is not OK about him holding her hand in public.

C.

- a. Consent is not freely given by Chan, who sometimes does not even know the photos are being taken or that some may be being put online. Bo Thein is using manipulation and emotional abuse by being angry and blaming Chan for being too conservative.
- b. There is a lack of communication and respect because Chan is not being asked for consent about her photo being taken or put online.
- c. Bo Thein should discuss taking photos with Chan first, and Chan needs to give clear consent. Chan does not give consent, Bo Thein should respect Chan's wishes and the photos should not be taken or be shared.

D.

- a. There is manipulation and coercion when Kim's parents argue with him about his choice to be vegetarian and that he does not eat the food they make for him. They do not respect his boundaries or seek his consent when they give him food with meat products in it and do not tell him.
- b. There are misunderstandings and a lack of communication. Kim's parents do not understand his choice.
- c. Kim's parents and Kim both need to communicate their feelings and wishes clearly. The parents need to respect his decision. Kim could communicate to his parents that his decision is not personal towards them. They could reach a compromise by Kim being in charge of making his own food when he visits his family.

3.

- a. Common themes in these scenarios include not seeking clear consent, manipulation, a lack of communication and misunderstandings.

D. DISCUSSION

- As a class or in groups, students discuss the questions.

4.3 | Causes, Consequences, Solutions

A. PREVIEW

- Students read the statements and consider if they believe any of them are justified.
- Discuss as a class.

EXTRA ACTIVITY Beliefs about GBV

Purpose: Students interrogate beliefs about GBV.

Practicalities: Students work in groups or as a class.

Preparation: NA

- Read out the statements one by one. Students discuss these.
 - Do they agree or disagree with the statement?
 - What are some problems with each belief?
 - What are the underlying reasons some people believe these things?

Note: Encourage open and honest discussion, to try to draw out people's opinions.

1. Abusers can't control their anger. It's a momentary loss of self-control.
2. Domestic violence is a private, family matter. Outsiders should not get involved.
3. If people behave themselves and dress appropriately, they would not be raped.
4. A man cannot rape his wife.
5. If someone stays in an abusive relationship it means they don't mind the abuse.
6. If someone stays in an abusive relationship, they don't deserve help and support.
7. Men cannot be victims of domestic violence, only women.

Possible Answers:

1. They can control their anger in other situations, such as at work or with friends. Anger is not an excuse for violence.
2. It is not a private matter because it has implications for the whole community and society. It is against the law (in cases where the country has such laws in place) and therefore also a legal issue. Seeing GBV as a private matter ignores the structural roots of it, which are linked to patriarchy, power and gender roles and stereotypes.
3. This is wrong, because it is not about what a victim is wearing. It is never the fault of the victim but it is the fault of the perpetrator. Blaming people for how they are dressed shifts the responsibility onto the victim. It is linked to beliefs about what a "good woman" is supposed to do and how she should dress – which is connected to stereotypes and roles.
4. If the wife didn't consent, then it is rape. Many countries have laws in place to protect the victim.
5. This ignores how difficult it can be for some people to leave an abusive relationship, due to economic or social reasons.
6. All victims deserve help. Similar to the above, leaving an abusive relationship can be very difficult for some people.
7. Men can be victims too. GBV includes violence against men. They can be victims of all forms of GBV that women can face.

B. ACTIVITY

Giving Advice

Purpose: Students evaluate and consider solutions to a GBV issue.

Practicalities: Students work individually, or in pairs or groups.

Preparation: NA

- Students read the scenario and the advice.
- 1. Students decide whether each friend's advice is useful or not, and why.
- 2. They decide what advice they would give to Naw Da.
- As a class, list the advantages and disadvantages of each piece of advice.
- As a class, decide on the best advice (or a number of useful suggestions) to give to Naw Da.

C. ACTIVITY

GBV Problem Tree 2

- Purpose:** Students identify the root causes of GBV.
- Practicalities:** Students work in the same groups from 4.1 C; Groups need flipchart paper, markers or art supplies and sticky notes; This is the second of three activities in this chapter that involve the use of a problem tree.
- Preparation:** Ensure students have access to the GBV tree posters from 4.1 C.

Note: A problem tree is a type of graphic organiser. It is a way of visualising and thinking about *problems* (the trunk of the tree), their *root causes* (the roots) and their *consequences* (the branches and leaves).

The first and third parts of this activity are found in 4.1 C and 4.3 D. It is recommended that you do all three parts of the activity so that it makes sense to students.

- Students look at their problem trees from 4.1 C.
- In groups, students discuss the root causes of GBV (power imbalances, social norms, etc.).
 - They write them on sticky notes and place them on the roots of the tree.
 - They read the text and add any other factors to their sticky notes for root causes.
 - Students then think of wider factors that contribute to GBV (social factors like patriarchy, inequality, poverty, etc.).
 - Point out that these do not directly cause the violence, but they contribute to it.
 - They write these on sticky notes and place them in raindrops drawn above the tree or in the air.

Possible Answers:

- Power imbalances, gender inequality, patriarchy, social norms, stereotypes, misogyny, toxic masculinity.
- Economic hardship, poverty, discrimination, climate change, lack of legal protection, lack of support systems, normalisation of violence (in media and society), social isolation, financial dependence.

D. ACTIVITY

GBV Problem Tree 3

- Purpose:** Students identify the consequences of GBV.
- Practicalities:** Students work in the same groups from 4.3 C; Groups need flipchart paper, markers or art supplies and sticky notes; This is the third of three activities in this chapter that involve the use of a problem tree.
- Preparation:** Ensure students have access to the GBV tree posters from 4.3 C.

- In groups, students think about different effects and consequences of GBV.
 - They list each of these effects on separate sticky notes.
- They read the text on consequences and add any other consequences or effects that they have not included so far to sticky notes.
- They place these sticky notes on the branches of the tree.
- Put the flipcharts around the room on walls or tables. Students walk around the room and see the GBV problem trees done by other groups.
- Conclude the activity by summing up the different forms of GBV, the root causes, contributing factors and effects and consequences that students came up with on their trees.

EXTRA ACTIVITY

Ways to Help

- Purpose:** Students analyse a scenario focusing on consent.
- Practicalities:** Students work individually or in pairs or groups.
- Preparation:** Copy and cut out *Extra Activity 4.3: Ways to Help* (Appendix), one per student, pair or group.

- Students read the scenario and answer the questions.
- As a class, discuss possible ways to help Ma Khai.

EXTRA ACTIVITY

Solutions to GBV

- Purpose:** Students research solutions to GBV.
- Practicalities:** Students work individually, then in groups; The research can be done as homework; Students need access to the internet.
- Preparation:** Copy and cut out *Extra Activity 4.3: Solutions to GBV* (Appendix), one per student, pair or group.

1. Individually, students research ways to end GBV.
2. In groups, students discuss the most effective ideas for their communities.
3. Groups prepare a presentation on their ideas.
4. Give out the handouts. As a class, compare the ideas in each category to the ideas that groups presented.

E. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. Raise awareness about the issue of GBV. Provide education that challenges common myths and attitudes about the causes of GBV. Create support networks, counselling and education for survivors of GBV.
2. Reach out to an organisation that supports survivors of GBV.
3. Stereotypes, power imbalances (political, economic, domestic and in relationships), inequality (poverty, lack of access to resources) and intersecting issues (like class, gender, ethnicity or socio-economic status) can all add to the issue of GBV, or increase people's risks from it. For example, an ethnic minority woman with children and an abusive partner, without financial support and living in an area affected by poverty and conflict, faces several intersecting factors that may cause or exacerbate GBV.





Chapter 05

Sexual Orientation, Gender Identity and Expression (SOGIE)

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Extra Resources For Chapter 5

SOGIE, by Colors Rainbow: Comic Book (Myanmar) – <https://bit.ly/3OVmWPR>

Materials on legal reform, by Colors Rainbow: Reference Materials (Myanmar) – <https://bit.ly/49K43Jh>

It's Pronounced Metrosexual: Educational Resources (English) – <https://bit.ly/4ftqCp>

The Safe Zone Project: Workshop Materials (English) – <https://bit.ly/4gaUOiM>

Kings and Queens: Video (Myanmar with English subtitles) – <https://bit.ly/3ZDShMO>

Three Strangers: Video (Myanmar with English subtitles) – <https://bit.ly/49Dtk7W>

5.1 | SOGIE

A. PREVIEW

Note: As is briefly explained in the Student's Book, this course uses the acronym SOGIE instead of alternatives such as SOGIESC and SO/GIE/SC. The main reason for this is that we think it is the most commonly used acronym for the concept among our intended readers.

1. Students consider what they think each of these words describe in relation to aspects of sexual orientation, gender identity and expression (SOGIE).
 - They write down their ideas for each of these terms.
2. They read the text on SOGIE and check back on their answers.





B. EXERCISE

- Students match the words (1-6) to the definitions (a-f).

Answers:

1. c
2. d
3. e
4. a
5. b
6. f

C. EXERCISE

- Students classify each term (1-10) in the table under one of the three categories.

Answers:

Who You Love – 1, 5, 6, 7

Who You Are – 2, 3, 8, 10

Your Physical Body – 4, 9

D. EXERCISE

- Students choose the best answer.

Answers:

1. d
2. c
3. b
4. a

E. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. Gender identity is about how a person feels about their identity within themselves, whereas gender expression is about the aspects of their gender identity they show outwardly in their clothing, mannerisms, etc.
2. Yes, because people's biological sex does not always align with or define their gender identity or gender expression. It is important to recognise and accept this by using the correct terms because otherwise it can lead to marginalisation, exclusion or discrimination against people who do not conform to the binary ideas about sex and gender.
3. Sex is typically determined at birth based on physical characteristics such as genitalia, chromosomes and reproductive organs. In most cases, infants are assigned a sex of either male or female based on these visible characteristics. This assignment is usually made by a doctor or healthcare provider shortly after birth. However, it's important to recognise that biological sex is not always straightforward and can be more complex than just male or female, with variations such as intersex conditions where individuals may have atypical combinations of sex characteristics.

5.2 | LGBTIQ Identity

A. PREVIEW

Note: This course uses the acronym LGBTIQ instead of alternatives such as LGBT, LGBTQI, LGBTQI+, etc. The main reason for this is that we think it is the most commonly used acronym for the concept among our intended readers.

- Students look at the picture.
- In groups or as a class they discuss how it relates to discrimination against LGBTIQ people.

Possible Answers:

The idea of binary “gender boxes” (see section 1.2), where people are understood as only being able to be male or female leads to discrimination against LGBTIQ people with diverse identities who do not fit into these boxes. It leads to people not understanding differences, and to stereotypes, prejudice and discrimination.



B. EXERCISE

1. Students choose the correct answers.

Answers:

a, c, d, f

2. Students choose the correct answers.

Answers:

b, d, e, f

3. Students match the categories of discrimination (a-d) and their descriptions.

Answers:

- a. ii
- b. i
- c. iv
- d. iii

C. ACTIVITY

Types of Discrimination

Purpose: Students identify, analyse and propose solutions to forms of discrimination.

Practicalities: Students work in pairs or groups.

Preparation: NA

- Students read the scenarios.
- 1. They identify the form of discrimination that is demonstrated in the scenarios.
- 2. They propose potential solutions to the discrimination in their scenario.
- 3. They present their scenario and potential solutions to it to the class.
 - The class can ask questions and propose any other potential solutions they might think of.

Note: Facilitate this activity checking that discussions are understanding of and respectful towards those affected by these issues, and that discussions and questions are respectful between students/groups.

Possible Answers:

1.
 - a. socio-cultural
 - b. legal
 - c. medical
 - d. religious
 - e. socio-cultural

2.

- a. Nyo Nyo could move to a more accepting community or town/city. Education and awareness raising in Nyo Nyo's community especially if supported by community leaders could help reduce the discriminatory attitudes there.
- b. Advocate to representatives in parliament to change the old penal code. Raise awareness about the law through media and education to build public support for the law to be changed. Support and vote for politicians who will change the law.
- c. Salai could approach other doctors or clinics who are more accepting of people with diverse SOGIE. In the longer term, education for doctors in their medical training to encourage acceptance of diverse gender identities and sexual orientations. Campaign for laws to be developed that prevent discrimination in access to medical care based on their SOGIE.
- d. Nai Aung could point to aspects of Buddhism that encourage acceptance rather than exclusion of those who are different. There may be religious leaders within his faith who do support diverse SOGIE.
- e. Devi should make formal complaints about the assault. She could try to encourage her family to accept her same-sex relationship or to find others in the community or wider family who could support her in this.

D. EXERCISE

- Students match the types of intersectionality issues (1-5) to the scenarios (a-e).

Answers:

- b
- e
- a
- d
- c

EXTRA ACTIVITY

Research the Issue

Purpose: Students research specific questions related to LGBTIQ.

Practicalities: Students work in groups; Students need access to the internet.

Preparation: NA

- Allocate each group one of these research topics:
 - Discuss the significance of legal discrimination, specifically Penal Code Section 377, in Myanmar. What steps can be taken to advocate for legal reforms to protect the rights of LGBTIQ individuals?
 - How does medical discrimination affect the healthcare experiences of LGBTIQ individuals in Myanmar? What can healthcare providers and institutions do to ensure inclusive care?
 - Explore the role of religious beliefs in shaping attitudes and discrimination against LGBTIQ individuals. How can interfaith dialogues and education help foster understanding and acceptance?
 - What role does education play in addressing and dismantling gender stereotypes? How can schools and educational institutions promote a more inclusive understanding of gender?
- Groups research, analyse and discuss their topic and present their findings to the class.

E. CASE STUDY

- Students read the case study and answer the questions.

Possible Answers:

1. To combat prejudice against the LGBTIQ community in Myanmar.
2. Public forums, school programmes and community workshops.
3. Changes in social views, debate about abolishing discriminatory laws such as Section 377, and greater acceptance of LGBTIQ amongst health and faith sectors.

F. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

2. We shouldn't use negative terms for LGBTIQ people because everyone deserves respect and dignity. Negative language reinforces prejudices, inequality and stereotypes. It affects the mental health of people. Respectful language that uses terms that people want to be identified as encourages empathy and acceptance. It doesn't hurt us to use the right terms, but it hurts the other if we are using negative terms.
3. Cultural norms that reinforce gender stereotypes and strict gender boxes can lead to discrimination by excluding, judging or blaming LGBTIQ individuals for their SOGIE. Some religious interpretations also discriminate against them. Many LGBTIQ people already face significant challenges due to prevailing attitudes in society and need understanding and support to be authentically themselves and to be treated fairly and without discrimination.
4. There are many actions people, communities and society can take, from individuals speaking out against discriminatory attitudes, to large-scale media campaigns. A first step is to reflect on our own biases and perceptions of LGBTIQ individuals and our own behaviour. Speaking up for LGBTIQ rights among your friends, family or school is one idea. Education and training can challenge these norms. Follow LGBTIQ organisations on social media to learn more and get involved.
5. The media could have more realistic presentations of people with LGBTIQ identities that avoid negative representation. Additionally, news media could report more news relevant to the LGBTIQ community and the issues they face, raising awareness about the challenges they face and reducing negative stereotypes and discrimination. The language that is being used to report about these issues needs to be free from discriminatory vocabulary and judgment.





Chapter 06

Women's Rights

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6.2 Feminism	109

Extra Resources For Chapter 6

We Should All be Feminists, by Chimamanda Ngozi Adichie: Book (Myanmar) – <https://bit.ly/4bFiXju>

We Should All be Feminists, Chimamanda Ngozi Adichie: Video (English) – <https://bit.ly/4ggWFF2>

**Independent Journal on Burmese Scholarship Special Issue on Feminism, Vol. 4, Issue 1 and 2:
2023:** Journal (Myanmar and English) – <https://ijbs.online>

#MeToo Myanmar: Video of TED Talk (Myanmar) – <https://bit.ly/3Zulc3G>

6.1 | Women's Rights

Note: During discussions on women's rights, students might ask, "What about men's rights?" If this comes up, explain that men's rights (like women's) are covered by "human rights". However, because of patriarchal systems and power structures, women and LGBTIQ people are affected by issues such as GBV very differently to (and often more severely than) men. Additionally, understanding of and implementation of human rights is often unequal with respect to women and marginalised or at-risk groups. Further, there is also discrimination, bias and stereotyping within communities and societies. Therefore, there may be a need for rights to protect specific groups.

In many countries, there *is* debate and activism around men's rights. Men's rights discussions focus on issues such as husbands' legal rights and obligations during divorce proceedings, fathers' access to their children in family court disputes and men's health issues, particularly in relation to mental health and high suicide rates among young men.

If students think that is important to discuss men's rights, you could ask what specific rights they think men need but don't have yet and why they think they are necessary, and discuss these ideas.

A. PREVIEW

- In groups or as a class, students discuss what they think of when they hear the term, "women's rights".
- Write students' ideas on the board.
- Students read the following text. How similar were their ideas?

B. EXERCISE

- Students read the text and match each of the examples (a-h) to the most relevant aspects of women's rights (1-8) that they relate to.

Answers:

- d
- b
- h
- e
- g
- c
- f
- a

EXTRA ACTIVITY

Feminist Movements

- Purpose:** Students consider aspects of global feminist movements.
- Practicalities:** Students work individually or in pairs or groups.
- Preparation:** Copy and cut out *Extra Activity 6.1: Feminist Movements* (Appendix), one per student, pair or group. Write the questions on the board.

- Students read the text and answer the questions:

- What is the common issue that all feminist movements have in common?
- Why can't the model of the four waves be applied equally to all regions of the world?
- What are features specific to the most recent wave?
- During which wave did recognition of intersectionality become a significant part of feminism?
- Under which wave would you place the #MeToo movement?

Possible Answers:

- Fighting for gender equality.
- Because it originated in the West. Other regions of the world might have similar waves, but they might also differ from the West and might have taken place at different times.
- Online activism, North-South solidarity, focus on intersectionality, body positivity, economic empowerment, environmental/climate justice, political representation.
- Third wave.

C. ACTIVITY

Examples of Rights

- Purpose:** Students identify examples of women's rights in their communities
- Practicalities:** Students work in groups; Groups need flipchart paper and markers.
- Preparation:** NA

- In groups, students make charts on flipchart paper.

A right that women have now, but didn't in the past	A right that women have always had	A right that women are still fighting for

- Groups make lists in each category.
- Groups put their flipcharts on the wall. Students walk around looking at other groups' flipcharts.



D. ACTIVITY

CEDAW

Purpose: Students assess CEDAW articles and relate these to their country or community.

Practicalities: Students work individually, then as a class; Students may need access to the internet.

Preparation: NA

1. Students read the scenarios and identify what CEDAW article(s) outlined in the text match each scenario. There is more than one possible CEDAW article that can apply to most of the scenarios.
2. They decide if each scenario is upholding or violating the CEDAW articles.

Answers:

- a. 13, 16, violating
 - b. 16, violating
 - c. 4, upholding
 - d. 9, violating
 - e. 14, upholding
 - f. 11, violating
3. As a class, discuss if these scenarios are the same as, or similar to, their community or country, and how they are similar.
 - If you like, encourage students to do some internet research about this.
 4. Discuss other examples of the CEDAW articles being upheld or violated in their country or communities.

EXTRA ACTIVITY

CEDAW Pledge

Purpose: Students commit to specific action to uphold an article of CEDAW.

Practicalities: Students work individually, in groups and as a class.

Preparation: NA

1. Students think about specific actions they can take to promote gender equality in their daily life, workplace or communities. They make a pledge to do a specific action.
2. In groups, they discuss their pledges and consider these questions:
 - How does your pledge contribute to ending discrimination against women?
 - Which articles of CEDAW does your pledge align with?
3. They explain their pledges to each other in pairs or groups, and/or discuss as a class.

E. CASE STUDY

- Students read the case study.
- They answer the questions.

Possible Answers:

1. Survivors of sexual assault have more opportunity to speak out about their experiences. It has encouraged greater awareness of and solidarity with and survivors of sexual assault.
2. Power dynamics, consent and harassment.
3. She was dissatisfied with the minor consequences the man faced for assaulting her, and the lack of accountability. She spoke out on national TV.
4. Conversations in society about workplace harassment, gender inequality and the need for systemic change, debates about the role of powerful figures and lack of consequences for their behaviour.
5. Increased awareness about sexual harassment and assault, changes in policies, creation of safer working environments, perpetrators being held to account for their actions.

F. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. Men are still more often in positions of power in society, politics, employment, etc. Women still face inequality and women have specific needs such as for reproductive health, and need support for these rights to be upheld. In some countries, cultures and religions, women still face significant inequality and ill treatment and restrictions to accessing things that all people should have rights to such as education, health or employment.
2. Social, cultural or religious behaviour and attitudes of people may not follow international women's rights laws even if a country says it will follow them, countries that join international women's rights laws may not implement or enforce them properly inside their countries. Due to war or conflict, the rule of law might break down completely and it might not be possible to implement women's rights laws.
4. Challenges include inequality due to power imbalances, and persistent attitudes and behaviours in workplaces and communities that disadvantage women. Opportunities include more awareness about issues affecting women, more acceptance of women in non-traditional roles, and more women in positions of influence or leadership in workplaces and communities who can influence policies and provide role models for other women and girls.
5. Men can support women's rights in many ways: They can challenge sexist attitudes and behaviours, showing respect and appreciation for women. Men can call out other men for their actions and behaviour, they can stand up for women and speak out against GBV. They can support gender equality in the workplace and share household responsibilities equally. They can educate themselves and have dialogue on women's issues. Gender equality benefits everyone by improving quality of life and reducing stereotypes for all genders. Men's involvement is crucial in breaking down power imbalances and challenging the structures that perpetuate inequality. Working alongside women, men can show solidarity and strengthen the movement for equality, making it more impactful.
6. Intersectional issues can make someone more at risk from harassment or assault and less able to respond effectively to it as they have less power or influence due to intersections of issues like ethnicity, class and poverty.

6.2 | Feminism

A. PREVIEW

- Read out the statements one by one. Students consider how much they agree or disagree with the statements.
 - If they agree with the statement they can move to one side of the room.
 - If they disagree, they move to the other side of the room.
 - If they don't completely agree or disagree, they move to somewhere in the middle, corresponding to their opinions.
- Ask a few students to explain their reasons for where they stand.

B. EXERCISE

- Students decide if each statement is true or false. If the statement is false, they write a correct statement.

Answers:

1. F – It advocates for equal rights and opportunities for people of all genders.
2. T
3. F – Feminism includes diverse perspectives and is not only one ideology.
4. F – Intersectional feminism recognises that aspects of people's identities like gender, ethnicity and class affect how they experience privilege and oppression.
5. F – Feminism has changed and evolved over time and supports diverse perspectives.

C. EXERCISE

- Students match each of the examples (a-l) with the most relevant form of feminist allyship (1-6) from the text.

Answers:

- a. 5
- b. 3
- c. 6
- d. 2
- e. 4
- f. 4
- g. 5
- h. 1
- i. 5
- j. 6
- k. 5
- l. 1

EXTRA ACTIVITY

Visualising Feminism

Purpose: Students define and design a symbol for feminism.

Practicalities: Students work in groups; Students need flipchart paper and markers or art supplies, or access to the internet and a printer.

Preparation: NA

- In groups, students discuss and develop their own definition of feminism, incorporating their own words and ideas.
- They design a symbol that represents feminism based on the ideas in their definition.
 - Encourage them to sketch out some draft ideas first before drawing their final version on the poster.
- Groups design a poster that incorporates their definition and symbol for feminism.
- They present their definitions and symbols to the class.

D. CASE STUDY

- Students read the case study.
- They answer the questions (on page 113).

Possible Answers:

1. National liberation and resistance to colonialism.
2. Strengthening human rights and democracy, inclusion of women from a wide range of social backgrounds, ethnicities, cultures and religions; progressive ideas about political, economic and social issues.
3. The proportion of elected female candidates had risen from 4% in 2010 to 10.5% in 2015. It is not very high, but it is more than double the number of five years ago.
4. Most of the negotiations in the peace process were conducted by men. Women are hardly able to participate, yet women are often the worst affected by the impacts of armed conflict. By participating in the peace process, women can raise their concerns and bring their own perspectives and ideas for peaceful solutions.

EXTRA ACTIVITY

Htmain Activism

- Purpose:** Students analyse an example of feminist activism.
- Practicalities:** Students work individually or in pairs or groups.
- Preparation:** Copy and cut out *Extra Activity 6.2: Htmain Activism* (Appendix), one per student, pair or group.

- Students read the text and answer the questions.

Possible Answers:

1. This action used the internalised beliefs about *hpoun* (and men's superiority) as a protection. The beliefs are deeply rooted in the armed forces. The patriarchal belief that men are superior and that women and their clothing (especially for the lower body) can take this power from men was visualised by this action.
2. Because it addresses gender inequality and patriarchal structures and connected it with the wider fight for social justice.

E. ACTIVITY

Feminism Timeline

Purpose: Students create a timeline of global and local feminism.

Practicalities: Students work individually or in pairs or groups; Students need computers or flipchart paper and markers or art supplies; They may need access to the internet.

Preparation: NA

- Students develop a timeline on a flipchart or computer that includes important events and movements from the global history of feminism.
- They also include any significant events and dates related to feminism in Myanmar that they find relevant.
- They add extra information about global and local feminism, including within their own communities to the timeline that they know about, or that they find out about through research.
- They put their flipcharts on the wall. Students go around looking at the flipcharts.

EXTRA ACTIVITY

Create a Campaign

Purpose: Students design and implement an activity as part of a women's rights campaign.

Practicalities: Students work in groups; Students need access to the internet; Implementing the activity might involve an event in the community.

Preparation: NA

1. In groups, students discuss and develop an action that they could take to raise awareness about an event or campaign, such as, for example:
 - International Women's Day
 - One Billion Rising
2. Students create an activity to celebrate one of these events. Some ideas:
 - An online information campaign.
 - A community stall or art exhibition.
 - A concert or public discussion.
 - A competition for school students.

F. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

3. Feminism, at its core, is about advocating for the equal rights, opportunities and treatment of all genders. Men can benefit from it as it aims for more freedom from rigid gender roles and stereotypes about masculinity which leads to less pressure to conform to traditional roles. Feminism encourages shared economic responsibilities, equal parental rights and involvement of fathers in raising children. It also aims at reducing violence against all genders.
4. Listen and learn from the history of feminism and from women's experiences and lives. Challenge gender stereotypes and biases by reflecting on your own beliefs and attitudes, and call out behaviour by others that is based on stereotypes. In group discussions, meetings, or social media, make space for women and marginalised voices. Sometimes being a good ally means stepping aside so others can be heard. Engage in advocacy work. Actively call out workplace discrimination, mentor and support women and other minorities to reach their goals. Support women's leadership. Encourage other men to embrace vulnerability, empathy and emotional connection. Share domestic responsibilities in your family or among friends. Engage other men in discussions about gender equality and call out misogynistic behaviour in male-dominated spaces, even if it's uncomfortable.
6. Some people resist feminism because it challenges traditional gender roles, where men are seen as providers and women as caregivers. For some, this threatens their values and family structure. Religious groups may oppose feminism due to beliefs about gender roles. Some fear losing power or economic opportunities, viewing feminism as competition. Some oppose feminism because they misunderstand its goals, thinking it's about "hating men" or taking away men's rights instead of promoting gender equality. Others believe feminism is no longer needed, assuming equality has already been achieved, and they overlook ongoing issues like GBV, gender pay gaps and reproductive rights. Some also mistakenly think feminism aims to reverse power structures, giving women dominance over men, which leads to further opposition.



Chapter 07

Gender, Peace and Security

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7.3 From “Women” to “Gender”	125

Extra Resources For Chapter 7

Understanding Conflict: Textbook (Myanmar and English) – <https://bit.ly/3OZS3tq>

Understanding Peace: Textbook (Myanmar and English) – <https://bit.ly/3VCwKID>

Advancing Women’s Meaningful Participation in Peace and Security: Briefing document (English – <https://bit.ly/49F6tsv>

Women, Peace & Security Explained: Video (English) – <https://bit.ly/3BreTas>

ASEAN Regional Plan of Action on Women, Peace and Security: Video (English) – <https://bit.ly/4fh2S5g>

7.1 | Gender, Peace and Security

A. PREVIEW

- In pairs or groups, students discuss these questions and complete the table.
- Compile a class table on the board.

Possible Answers:

1.
 - GBV
 - reproductive health problems and lack of access to maternal healthcare
 - might become head of the household due to men's absence
 - increased vulnerability to exploitation
2.
 - displacement
 - injury or death
 - limited employment and economic opportunities
 - trauma and other mental health issues
 - loss of livelihoods
 - loss of access to education and healthcare
 - forced conscription
3.
 - injury or death in battle
 - unable to meet family responsibilities as head of household
 - boys more likely to become child soldiers



B. EXERCISE

- Students categorise each of the scenarios (1-8) into the appropriate pillar (participation/protection/prevention/relief and recovery) in UNSCR 1325.

Answers:

- protection
- participation
- prevention
- protection
- relief and recovery
- participation
- participation
- relief and recovery

C. ACTIVITY UNSCR 1325

Purpose: Students brainstorm locally relevant interventions that support UNSCR 1325.

Practicalities: Students work in groups.

Preparation: NA

- In groups, students brainstorm locally relevant ideas for practical activities or interventions for each of the four pillars of UNSCR 1325. Some examples could be:
 - Include a fixed number of women from different ethnic groups for peace talks.
 - Increase the number of women in armed organisation and support them to take on leading roles.
 - Recognise and acknowledge rape as a weapon of war and create policies to prosecute this crime.
 - Conduct an awareness campaign in IDP camps to address GBV.
 - Set up funding for women to start small businesses in their communities after conflict.
 - If you like, allocate a different pillar to each group.
- Groups present their suggested activities to the class.

D. CASE STUDY

- Students read the case study.
- They answer the questions.

Possible Answers:

1. Rape and sexual violence used as a weapon of war.
2. Peace negotiations.
3. Women subjected to sexual violence did not receive compensation because they were not considered conflict victims.
4. Most women who were fighters have returned to traditional domestic gender roles.
5. It was the first time they could talk about their traumas and listen to women from opposing sides.

E. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. When there is an end to all violence, justice and inclusion of all groups in society, and institutions like elections, parliaments and courts, so conflicts can be solved peacefully. It is rare, but not impossible.
2. Gender equality or more gender equality is needed to end conflicts and for complete lasting peace as women are half of the population and their input is essential, for example, women's participation in political decision-making and peace negotiations.

7.2 | Women and Peace Processes

A. PREVIEW

- Students read the statements and decide if they agree or disagree with each of them.
- If you like, get students to move to either the “agree” or “disagree” side of the room, or stand if they agree and remaining seated if they disagree.
- Elicit some students’ reasons for why they agree or disagree.

B. EXERCISE

- Students choose the correct answers.

Answers:

- c
- d
- a
- b

EXTRA ACTIVITY

Video: Gendered Peace Negotiations

- Purpose:** Students analyse a documentary about women and peace processes.
- Practicalities:** Students work individually or in pairs or groups; Students need to be fluent in Burmese, and have access to the internet.
- Preparation:** You may need to set up a projector; The video is at <https://bit.ly/3zD2r6j>; Write the questions on the board.

- Students watch the video on gendered peace negotiations.
 - They answer the questions:
- How does the idea of peace-making need to change?
 - Who needs to be included in peace negotiations?
 - What excuses have been used to exclude women from participation in peace negotiations?
 - Globally, what has been a feature of gendered peace negotiations, and why?
 - What are ways to ensure inclusion of women in peace negotiations?
 - In what areas of peace processes do women have particular areas of expertise?
 - What issues related to the roles of women outlined in the video are similar to conflicts and peace processes in your country?

Note: Students may need to watch the video more than once, to consider and check their answers.

Possible Answers:

- The idea of peace-making needs to change from a military-political process of power sharing to a societal process of responsibility sharing.
- Others who should be invited to participate in peace processes include civil society and women peace builders.
- Excuses used to exclude women from peace negotiations include that it is cultural and that military and security issues are technical and irrelevant to women, they are not seen as having legitimacy and are viewed as unqualified, or women who are included only represent male-led political or military groups and are distanced from women affected by conflict on the ground.
- Gendered peace negotiations have been similar in different countries. Those who are at the table in negotiations may want to limit who is included for their own personal benefit rather than focusing on rebuilding society inclusively. Those people are almost always men, and women peace builders may be seen as a threat by them.
- Women's inclusion in peace negotiations can be framed as a way to increase the legitimacy of the parties involved, provide delegates with gendered briefings on issues, set a quota for the proportion of women involved (for example $\frac{1}{3}$ or $\frac{1}{2}$ of delegates), question what qualifies men to be involved in negotiations, or advocate for women's inclusion due to their commitment to non-violence and human rights.
- Women have specific expertise in areas such as human rights, mediation, reconciliation, disarmament, providing relief, local security issues, threats to civilians, ceasefire monitoring, reducing sexual violence.

C. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. If women are not included in peace negotiations, it can be hard to address their concerns. But engaging with women's groups and organisations can provide important insights into their needs during conflicts. Using gender-sensitive frameworks and involving gender experts can help ensure women's perspectives are considered.
2. To include women effectively in peacebuilding efforts involves different things: Promoting gender equality through laws that require women's representation in peace processes and setting quotas for negotiations. Training programmes can help women develop negotiation and leadership skills, and including women from the grassroots level ensures local women's voices are heard. Including women's organisations is vital to address their specific concerns, and addressing GBV should be a priority in peace agreements. Public awareness campaigns can emphasise the importance of women's roles in peace.

EXTRA ACTIVITY

Research: Women in Peace Agreements

- Purpose:** Students research women's involvement in peace agreements.
- Practicalities:** Students work in groups; This task requires work outside class time; Students need access to the internet.
- Preparation:** NA

- In groups, students conduct research looking for positive examples of peace agreements in which women played a significant role.
 - They could look at Philippines-Bangsomoro, Guatemala, Liberia, etc., or examples from their own experience.
 - This resource may be useful for their research as it includes case studies of women's involvement in peacebuilding and transitional justice in Colombia, Philippines and Nepal: From "Transition to Transformation" <https://bit.ly/4a1nptz>

7.3 | From “Women” to “Gender”

A. PREVIEW

- As a class, discuss the questions.

Possible Answers:

1. Expectations about behaviour based on traditional gender roles, ethnicity, age, class, wealth, poverty, health, education, work, skills, disability, sexual orientation, gender identity, the location where they live, political beliefs, religious beliefs, pre-existing stereotypes, prejudice or discrimination.
2. LGBTIQ people may experience increased vulnerability to ill treatment or assault as they may already face marginalisation in society. They might face risks of persecution and violence due to the ideology or religious beliefs of some armed actors. They may lose any existing legal protections if law and order breaks down during war.



B. EXERCISE

- Students choose the correct answers.

Answers:

1. d
2. c
3. b
4. a
5. c

C. ACTIVITY

Conflict, Power and Privilege

Purpose: Students assess the role of privilege in conflict.
Practicalities: Students work in pairs or groups
Preparation: NA

1. Students read the list of people and rank them in terms of perceived social status, power and privilege. They can think of different aspects such as access to resources, security, freedom of movement or other kinds of influences on their status.
2. Students discuss the questions.
 - If you like, have groups write their ranking and ideas on flipchart paper and discuss these as a class.

EXTRA ACTIVITY

Roleplay: Navigating Gender Identities During Conflict in Ardentia

Purpose: Students roleplay people involved in a conflict.
Practicalities: Students work in groups of five; This task takes about 30 minutes.
Preparation: Copy and cut out *Extra Activity 7.3: Roleplay: Navigating Gender Identities during Conflict in Ardentia* (Appendix), one per group; Write the questions on the board.

1. Students read the background information about the conflict in the fictional country of Ardentia.
2. In groups of five, students sit in a circle. Groups decide who will play which person and who will be the moderator.
 - Allow students enough time to consider the situation of their character and their likely responses and ideas.
 - Encourage students to think of other questions to ask each character.
3. The moderator asks each person the questions:
 - a. How has the conflict affected you?
 - b. What things are you worried about?
 - c. How do you think we can solve the conflict and establish peace?

4. The other group members ask questions.
5. As a class, discuss the questions.

D. ACTIVITY

Essay

Purpose: Students write an essay outlining their vision for peace.
Practicalities: Students work individually; This task requires work outside class time; Students may need access to the internet.
Preparation: NA

- Students write an essay outlining their vision for peace, their role in creating and maintaining peace and the role gender might play in their idea of peace.
 - Give students a realistic word limit (e.g. 300-500 words).
 - When marking check that they address the topic of gender in peacebuilding.

E. DISCUSSION

- As a class or in groups, students discuss the questions.

Possible Answers:

1. Traditional ideas about masculinity often encourage men and boys not to show their vulnerabilities. Instead, they are encouraged to show strength, bravery or aggression and not show other more positive emotions or behaviours like sensitivity or empathy. They are also frequently encouraged to suppress their emotions. Men and boys are often taught to be self-reliant and to handle their problems on their own. This emphasis on independence can discourage them from seeking help or expressing their needs, as doing so might be perceived as a sign of weakness or dependence.
2. Pre-existing marginalisation and discrimination in communities, loss of legal protections they may have had in peacetime, increased risks of violence or sexual assault in situations of displacement or detention. Representatives of LGBTIQ communities should be included in peace negotiations to ensure LGBTIQ concerns are considered in any peace agreement.
3. By recognising that there are multiple intersecting identities, and making participation around discussions and solutions to peace inclusive and accessible. Invite diverse speakers or resource people from different groups. Create platforms and forums to discuss and listen to local people's perspectives in rural locations, not just big cities. Involve all genders and sexual identities. Be aware of power dynamics in peace processes. Collect data that reflects different identity groups.
4. They could show concern for the plight of people affected by armed conflict such as those who have been displaced, injured or persecuted. They could use their voices to call for the inclusion and protection of women and LGBTIQ, and be positive role models.
5. Encourage them to consider conflicts from other perspectives such as from women or other minority groups. Make men aware of the negative impacts of conflict and war on men, and point out structural inequalities. Explain how patriarchal norms hurt them. Help them to see how the victims of violence could be their own daughters, sisters or mothers. Constructively challenge ideas, beliefs or behaviours that perpetuate violence against women or LGBTIQ people.

Conclusion

A. ACTIVITY

Review the Course

Purpose: Students review key learning from the course.
Practicalities: Students work individually, then in pairs, then groups, then as a class.
Preparation: NA

1. Individually, students list ten key ideas they learned on the course.
2. In pairs, students negotiate the five most significant things they learned.
3. Pairs join with another pair. In groups of four, students negotiate the five most significant things they learned.
4. Discuss this as a class.

B. ACTIVITY

Reflect on Expectations

Purpose: Students reflect on their expectations from the beginning of the course.
Practicalities: Students work individually,
Preparation: Students locate the answers they wrote in 1.1 A, question 1.

- Students look back on their answer to 1.1 A, question 1.
- They review their answers to these questions, and compare them to their ideas now they have completed the course.
- If you like:
 - Have them discuss these in pairs or groups. and/or;
 - Have them write these down and give them to you. Respond to their ideas, but do not mark this – just add your own ideas or comments.

Exploring Gender – Final Test

The revision exercise over the page consists of 30 single-answer multi-choice questions. Students read the questions and choose the one correct answer for each question.

Note: You could either conduct this as a “closed” quiz, with students not looking back at the rest of the course book, or “open”, allowing students to look back at the previous chapters to find correct answers. You could also have students look back into the text to check their answers once they have completed the quiz.

Answers:

1. d	7. c	13.b	19.c	25.a
2. c	8. d	14.c	20.a	26.c
3. b	9. b	15.b	21.c	27.d
4. d	10.c	16.a	22.d	28.a
5. b	11.b	17.b	23.d	29.c
6. a	12.c	18.a	24.b	30.b

Exploring Gender – Final Test

This revision exercise consists of 30 single-answer multi-choice questions. Read the questions and choose the one correct answer for each question.

1. Which best describes the meaning of gender?
 - a. typical biological features exhibited by males and females
 - b. ideas about expected sex characteristics of women and men
 - c. typical ideas about how women are expected to behave
 - d. ideas in society about what is expected of women and men
2. Which one of the following lists are all biological sex characteristics?
 - a. uterus, vagina, testes, chromosomes, hair styles, estrogen
 - b. vagina, masculine, testosterone, estrogen, chromosomes
 - c. estrogen, uterus, vagina, testes, chromosomes, testosterone
 - d. testes, uterus, vagina, feminine, chromosomes, testosterone
3. Expectations, norms, perceptions, and being culturally defined are all features of:
 - a. biological sex
 - b. gender roles
 - c. assignment at birth
 - d. sex characteristics
4. Which one of the following lists can all be effects of stereotypes?
 - a. prejudice, discrimination, acceptance of differences, positive assumptions about some groups, downplaying negative situation of some groups
 - b. misunderstanding, prejudice, discrimination, increased equality between groups, downplaying negative situation of some groups
 - c. downplaying negative situation of some groups, discrimination, more understanding, positive assumptions about some groups
 - d. discrimination, misunderstanding, prejudice, positive assumptions about some groups, downplaying negative situation of some groups
5. The stereotype that women are nurturing, empathetic and emotional, while men are assertive, competitive and logical is primarily an example of a stereotype about:
 - a. professions
 - b. personalities
 - c. appearances
 - d. families
6. Which one of the following statements is an example of a gender stereotype?
 - a. Moh Moh is better at languages because she is a woman.
 - b. Moh Moh is good at football because she is a fast runner
 - c. Moh Moh can give birth to a baby because she is a woman
 - d. Moh Moh's brother is a slower runner than she is
7. Which one of the following lists are all ways to help overcome gender stereotypes?
 - a. education, inclusive spaces, celebrate diversity, traditional portrayals in the media, critical thinking skills, laws against gender discrimination, create equal opportunities for all individuals
 - b. create equal opportunities for all individuals, education, inclusive spaces, realistic portrayals in the media, critical thinking skills, laws against gender discrimination, prevent diversity
 - c. inclusive spaces, laws against gender discrimination, education, celebrate diversity, realistic portrayals in the media, critical thinking skills, create equal opportunities for all individuals.
 - d. critical thinking skills, education, celebrate diversity, realistic portrayals in the media, laws that allow gender discrimination, create equal opportunities for all individuals

8. Political beliefs, religion, past experiences or sexual orientation are often aspects of a person's:
 - a. visible identity
 - b. birth identity
 - c. official identity
 - d. unseen identity
9. Intersectionality recognises that a person's:
 - a. oppression or privilege can be understood through just one aspect of their identity
 - b. oppression or privilege cannot be understood through just one aspect of their identity
 - c. oppression or privilege can be understood through their biological sex assigned at birth
 - d. oppression or privilege is not related to their identity, class, religion, or sexual orientation
10. Which one of the following lists are all impacts of gender inequality?
 - a. fewer women in political representation, women paid less for doing the same work as men, fewer women in leadership roles, reduced GBV
 - b. women and men paid the same for the same work, less women in political representation, fewer women in leadership roles, increased GBV
 - c. fewer women in leadership roles, less women in political representation, women paid less for doing the same work as men, increased GBV
 - d. increased GBV, more women in political representation, women paid less for doing the same work as men, fewer women in leadership roles
11. Equity recognises that:
 - a. all people are always treated in the same way
 - b. some people need more assistance to achieve equality
 - c. everyone starts from the same level of inequality
 - d. some people will always not be able to achieve equality
12. The saying. "There is no such thing as a single-issue struggle because we do not live single-issue lives", refers to what concept in gender studies?
 - a. femininity
 - b. patriarchy
 - c. intersectionality
 - d. masculinity
13. The term that describes a situation where it is harder for women and minorities to progress to higher positions in their careers:
 - a. cultural influence
 - b. glass ceiling
 - c. religious teaching
 - d. occupational hazard
14. Which one of the following lists are all examples of the how climate change has gendered impacts on poor or rural communities?
 - a. women and girls face greater risks from sexual and GBV when displaced; women often lack money or ownership of property causing lack of security; women have less responsibility for domestic tasks like collecting water or firewood; difficulty for women accessing appropriate healthcare after floods or storms.
 - b. women's responsibility for domestic tasks like collecting water or firewood; women and girls face greater risks from sexual and GBV when displaced; women often lack money or ownership of property causing lack of security; easier for women accessing healthcare after floods or storms.
 - c. women often lack money or ownership of property causing lack of security; women and girls face greater risks from sexual and GBV when displaced; women's responsibility for domestic tasks like collecting water or firewood; difficulty for women accessing appropriate healthcare after floods or storms.
 - d. women and girls face greater risks from sexual and GBV when displaced; women have more access to money or ownership of property increasing their security; women's responsibility for domestic tasks like collecting water or firewood; difficulty for women accessing appropriate healthcare after floods or storms
15. Patriarchy can be defined as:
 - a. societal structures that support men and women having the same pay and working conditions
 - b. societal structures that enable men to hold more power and occupy dominant roles
 - c. societal structures that enable women to hold more power and occupy dominant roles
 - d. societal structures that support equality for lesbian, gay, bisexual and transgender people

- 16.** Which one of the following is an example of the effects of patriarchy?
- women's family planning decisions being restricted
 - women in roles outside of gender-based cultural norms
 - men exhibiting a wide range of gender expressions
 - women can easily progress to higher leadership positions
- 17.** Naw Win works in a factory where women get paid less than men for the same work. She organised a strike for equal pay for female and male workers. Both women and men working at the factory joined the strike. In relation to ideas about patriarchy and power, which one of the following best describes Naw Win's actions in this scenario?
- economic empowerment; power over
 - economic empowerment; power with
 - education empowerment; power within
 - political leadership; power to
- 18.** Which one of the following lists are all contributing factors to GBV?
- unequal power relationships between genders; negative attitudes towards some gender identities or gender expressions; societal perceptions and expectations about gender roles; seeking to control or dominate another person based on gender differences.
 - equal power relationships between genders; negative attitudes towards some gender identities or gender expressions; societal perceptions and expectations about gender roles; seeking to control or dominate another person based on gender differences.
 - seeking to control or dominate another person based on gender differences; unequal power relationships between genders; accepting attitudes towards diverse gender identities or gender expressions; societal perceptions and expectations about gender roles.
 - societal perceptions and expectations about gender roles; unequal power relationships between genders; negative attitudes towards some gender identities or gender expressions; seeking to empower people of different genders.
- 19.** Transporting and forcing people into a situation of forced labour or sexual exploitation:
- forced marriage
 - intimate partner violence
 - human trafficking
 - domestic violence
- 20.** Which one of the following lists are all actions that help challenge GBV?
- support services for survivors of GBV; listening to survivors of GBV; education about GBV issues; promoting gender equality; seeking to change traditional norms that contribute to violence; advocating for policies that address GBV; speaking out against all forms of GBV
 - education about GBV issues; resisting gender equality; seeking to change traditional norms that contribute to violence; advocating for policies that address GBV; support services for survivors of GBV; listening to survivors of GBV; speaking out against all forms of GBV
 - promoting gender equality; education about GBV issues; continuing to support traditional norms that contribute to violence; advocating for policies that address GBV; support services for survivors of GBV; listening to survivors of GBV; speaking out against all forms of GBV
 - speaking out against all forms of GBV; education about GBV issues; promoting gender equality; seeking to change traditional norms that contribute to violence; advocating for policies that address GBV; keeping survivors of GBV silent; support services for survivors of GBV
- 21.** A person's internal sense of being man, woman, both, neither or another gender, describes:
- sexual orientation
 - transgender
 - gender identity
 - gender expression
- 22.** Which one of the following statements about SOGIE and LGBTIQ is correct?
- SOGIE fits within the LGBTIQ framework
 - SOGIE and LGBTIQ have the same meaning
 - LGBTIQ and SOGIE are unrelated
 - LGBTIQ fits within the SOGIE framework

- 23.** What is meant by a “binary” concept of gender?
- an individual's gender identity is different to their biological sex
 - only one gender identity has all the power in society
 - an individual who is attracted to their own and other genders
 - there are only two gender identities, woman or man
- 24.** Ma Khin is married to a man, but sometimes she is attracted to women. This is an example of:
- gender identity
 - sexual orientation
 - gender expression
 - sex characteristics
- 25.** Kyaw Tun is a transgender man. He is vision impaired and struggles to get assistance from support services because of lack of understanding and discrimination for being transgender. This is an example of the intersection of:
- gender identity and disability
 - sexual orientation and disability
 - sexual orientation and religion
 - gender expression and ethnicity
- 26.** A bank does not allow women to open a bank account without the permission of their husbands. Which article from the Convention on Elimination of All Forms of Discrimination against Women is the bank's policy violating?
- Stereotypes and Cultural Practices
 - Rural Women
 - Economic and Social Life
 - Political and Public Life
- 27.** Which one of the following lists are all central features of feminism?
- pursuit of equality; empowerment; focus only on women; critiquing patriarchal structures; advocacy for social and legal change; solidarity between movements in Global North and South.
 - solidarity between movements in Global North and South; pursuit of equality; empowerment; recognising intersectionality; critiquing patriarchal structures; resistance to social and legal change.
 - empowerment; pursuit of equality; recognising intersectionality; maintain patriarchal structures; advocacy for social and legal change; solidarity between movements in Global North and South.
 - recognising intersectionality; pursuit of equality; empowerment; critiquing patriarchal structures; advocacy for social and legal change; solidarity between movements in Global North and South.
- 28.** After the end of a civil war, a country now has a stable political and justice system that supports the people's needs. There are still social and political conflicts, but they are solved without violence. This best describes:
- complete peace
 - incomplete peace
 - peace-keeping
 - enforced peace
- 29.** Which one of the following lists are all four pillars of UN Security Council Resolution 1325 on Women, Peace and Security (UNSCR 1325):
- participation; patriarchy; prevention; relief and recovery
 - prevention; participation; protection; disarmament
 - relief and recovery; prevention; participation; protection
 - participation; peace-making; protection; relief and recovery
- 30.** In armed conflicts where peace processes have restarted, agreements have been reached and the agreements have been implemented, this has been associated with:
- more money spent on the peace processes
 - more women participating in the peace processes
 - more women recruited into the military forces
 - more women in political leadership positions

Exploring Gender – Final Projects

Here are some ideas for final projects for this course. There are some individual and some group projects. Depending on your knowledge of your students' levels of understanding of the subject, they could either choose one or more of these activities, or you could allocate projects and possibly topics to them.

Advocacy Project

1. In groups, students identify a gender issue they can all agree on to research that is related to their community. Possible gender issues they could consider in relation to their own community include:
 - Education
 - Health
 - Rights
 - Leadership
 - Representation
 - Workplaces
 - Pay
 - Climate Change
 - Peace and conflict
 - GBV
2. They discuss, plan and develop an awareness-raising project that they can undertake in schools or in their community to help inform about a particular gender issue they have chosen. Check they do this.
 - They should offer some potential solutions for the issue as part of their advocacy.
 - Their project should be specific and relevant to their community.
3. Their advocacy project should include some of these:
 - Speaking
 - Slides
 - Posters
 - Videos
 - Music
 - Role plays
 - Quizzes
 - Questions to the audience
 - Questions from audience
4. When they have developed their project, get them to practise it in full for you to observe and offer suggestions for any improvements as required.
5. They arrange a time and place in class, school or in the community for the groups to present their advocacy.
 - Be aware of any potential issues that could arise and that they have a plan to address these sensitively.

Note: Make sure they understand and can explain to you what their topic is and that they have sensitive and appropriate ideas for how to raise awareness about it. Remind them that their project should refer to ideas that have been identified in the course.

Research Project

Note: This project is potentially more demanding and may suit more mature students with some prior research or civil society experience. It requires some basic research skills and skills in dealing with people.

1. In groups, students identify possible thematic gender topics from the course that they could conduct a small research project on in relation to their community:

- Education
- Health
- Rights
- Leadership
- Representation
- Workplaces
- Pay
- Climate Change
- Peace and conflict
- GBV

Note: To conduct research on this topic, students may need to undertake some interviews with people who can give them different gender perspectives on the issue.

They must clearly inform anyone they interview about the purposes of the research, and explain that those people will not be identified in any way in the research. For example, in their presentation or report, participants are assigned numbers rather than names.

2. They draft an explanation of the gender issue being considered, the context in the community, different perspectives, and possible ways to address the issue if participants offer these. If they require some further guidance in conducting a small research project, they could refer to resources like these or similar:
 - *Research Skills* by Mote Oo Education, a module available from: <https://moteoo.org/en/life-and-learning-skills>
 - *Fundamentals of Research*, an online course by the Tea Leaf Center <https://edu.thetealeafcenter.org/courses/fundamentals-of-research/>
3. They collect data on their topic through interviews, surveys and other sources like online NGO reports.
4. They analyse the data and discuss what the main findings are about that topic.
 - Check that findings are based on the information they have collected.
5. They develop a presentation about the main findings of their research.
6. They present their research findings to the class or to community members.

Art Project

1. Individually or in groups, students design an art project that symbolises an aspect of gender or a particular gender issue or theme that has been outlined in this course. For example:
 - equality
 - rights
 - feminism
 - SOGIE
 - intersectionality
2. They decide on the type of art their project will be. Their art project could be in the form of:
 - Painting
 - Drawing
 - Music
 - Dance
 - Sculpture
 - Clothing
 - or other creative process.
3. They discuss their art project ideas with you first before starting work on making them.
 - Ensure they can explain how their art symbolises or demonstrates a specific gender issue or theme.
4. When they have completed their art project, organise a time and place at class, school or in the community where they can display or perform their work.
5. Invite other classmates and/or community members to the art event.

Self-Study Project

1. Students identify a gender issue relevant to their community or country.
 - If possible, they discuss their topic ideas with a teacher or people well informed about the topic.
2. They research their topic, consulting relevant sources of information such as books, reports, online sources and/or interview some informed people about the topic.
3. They write a short essay or develop a slide presentation about the gender issue they have chosen.
 - Their project should consider or identify some important ideas that have been identified in this course. If possible, they offer some potential solutions for the issue.
4. Check that the essay/presentation:
 - Has a clear main idea related to the course and some supporting points.
 - Has an organised structure in presenting these ideas.
 - Refers to some different sources of information such as books, reports, interviews, etc.
 - Offers a way, or ways, to improve or change an issue.



Exploring Gender – Appendix (Extra Activity Handouts)

Extra Activity 1.1: Teach Each Other Definitions

1. **Sex** refers to the biological characteristics that define humans as female or male. (*Training manual, National Commission for Women and Children, Royal Government of Bhutan 2020*)
2. **Sex** refers to the biological and physiological characteristics that define humans as female or male. These sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, but these characteristics tend to differentiate humans as females or males." (*European Institute for Gender Equality*)
3. **Sex** refers to biological differences between males and females (e.g. gonads, sexual organs, chromosomes, hormones). (*Council of Europe 2016*)
4. Biological **sex** refers to the classification of living organisms, including humans, as male or female, based on physical and physiological characteristics such as reproductive anatomy, chromosomes, hormone levels and secondary sexual characteristics. Biological sex is typically assigned at birth based on observable physical traits, such as genitalia, and is determined by a combination of genetic, hormonal and developmental factors. It is important to note that biological sex is not always binary, as some individuals may be intersex, meaning they have variations in their reproductive or sexual anatomy that do not fit typical definitions of male or female. (*Chat GPT, 20/02/24*):
 - a. **Gender** is not necessarily defined by biological sex: a person's gender may or may not correspond to their biological sex. Gender is more about identity and how we feel about ourselves. (*Council of Europe 2016*)
 - b. **Gender** describes the economic, political and cultural attributes and opportunities associated with being male or female. The social definitions of what it means to be male or female vary among cultures and change over time. Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviours, values and relative power and influence that society ascribes to the two sexes on a differential basis. Gender is an acquired identity that is learned, changes over time, and varies widely within and across cultures. Gender is relational and refers not simply to women or men but to the relationship between them. (*Training manual, National Commission for Women and Children (NCWC) Royal Government of Bhutan 2020*)
 - c. **Gender** is the socio-cultural definition of a girl/boy or man/woman given by society. Our societies define what girls and boys should wear, how they should be treated and what their rights and responsibilities will be. (*Udemy, Fundamentals of gender equality*).
 - d. **Gender** refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. (*UN Women*)

Extra Activity 2.1: Gender Equality in ASEAN

Gender Equality in the Association of Southeast Asian Nations (ASEAN) 2019

- In ASEAN, 56% of women and 79% of men participate in the labour force.
- 4% of women and 13% of men aged 15-24 were neither in school or in work.
- 58% of women earned less than their partner.
- 33% of births are unattended by a medical professional.
- 4% of women and 3% of men have completed no education.
- 20% of parliament seats are occupied by women.
- 24% of middle and senior management in the private sector are women.
- 16% of girls marry before turning 18.
- 9% of women and girls have experienced physical and/or sexual violence by an intimate partner within the previous 12 months.
- 48% of researchers in ASEAN are women.
- 85% of agricultural land holders are men.

(based on ASEAN Gender Outlook 2021)

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(based on ASEAN Gender Outlook 2021)



Extra Activity 2.1: Gender Equality in Myanmar

1. What percentage of Myanmar's population is female?
a. 46.4% b. 50.1% 53.2%
 2. What was the percentage of women elected in the 2020 elections?
a. 18% b. 25% c. 44%
 3. What percentage of ward and village tract administrators are women?
a. 0.6% b. 2.5% c. 13%
 4. In the global Gender Inequality Index of 191 countries, where is Myanmar?
a. 78th b. 106th c. 125th
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a. 78th b. 106th c. 125th

Extra Activity 2.3: Quotes from Religions

- a. “When the Buddha came on the scene 2500 years ago, the society that the Buddha was preaching in was a male-dominated society. If he stressed feminist viewpoints, nobody would have listened to him. The important thing is that now, for the past thirty years, we have worked to change that.”

The Dalai Lama

- b. “Man and woman, equal in dignity, are called to collaborate, not only in marriage and the family but also in society.”

Pope Benedict XVI

- c. “We have a mandate from our creator to live in peace as men and women. Men have not learned to treat women in the light of God’s mercy.”

Imam Johari Abdul Malik, Dar Hijrah Islamic Center

1. How do the perspectives of The Dalai Lama, Pope Benedict XVI and Imam Johari Abdul Malik reflect the historical context in which their respective religious teachings were delivered?
2. In what ways do these quotes challenge traditional gender roles within their religious communities?
3. How have these religious leaders addressed the issue of gender equality within their teachings, and what impact has it had on their followers?
4. How might these quotes guide individuals in promoting gender equality within their own religious and societal contexts?
5. Discuss how these quotes emphasise the importance of collaboration between men and women in various aspects of life. How can this principle be applied in modern society to promote gender equality and harmony?
6. What role should religious and religious leaders play in promoting equality for men, women and LGBTIQ individuals?

Extra Activity 2.3: Interview a Religious Leader

Perceptions of Gender Equality

1. What is your understanding of the concept of gender equality?
2. What is your perspective on gender equality and the rights of men and women in Myanmar, particularly within religious practices?
3. How do gender stereotypes impact the involvement of women and men in religious institutions in Myanmar?
4. What roles do women usually fulfill during religious ceremonies and rituals in Myanmar, and are there any restrictions that impede their engagement in religious teachings?

Cultural and Religious Influences on LGBTIQ

5. How does your religion, as practised in Myanmar, address the rights and acceptance of individuals who identify as LGBTIQ in areas such as marriage and participation in religious ceremonies?
6. Are there any specific scriptures or teachings in your faith that support or acknowledge the rights and inclusion of the LGBTIQ community, and if so, could you provide examples or insights?
7. How do your religious teachings and practices influence perceptions and treatment of the LGBTIQ community, including any potential restrictions or challenges they may face?

Challenges and Recommendations

8. Have you seen any improvements in gender equality within your religious community in Myanmar, including progress towards inclusivity for the LGBTIQ community?
9. How do you understand the relationship between religion and gender discrimination in Myanmar society, and what factors shape this dynamic in your perception?
10. What do you think is essential for promoting gender equality within your religious practices in Myanmar, including ensuring rights and acceptance for the LGBTIQ community, and what obstacles do you face in this pursuit?

Extra Activity 3.2: Environmental Influences on Masculinity

Understanding environmental factors that influence masculinity helps us to break down discriminatory barriers, foster empathy and support individuals in their authentic gender identity.

Influences on Masculinity	
Environmental Factors	Examples
Cultural: Cultural norms for each sex, gender and sexuality	Religion, Laws, Policies, Family Upbringing, Media
Social/Economic: The social and economic conditions within which norms of masculinity operate	Poverty, Race/Sex Hate Crimes, Inadequate School Resources, Inadequate Health Services, Threat of Deportation in Undocumented Families, Inequitable Wages for Women, Mental Health/Trauma
Systemic: Systemic ideas about appropriate or inappropriate masculine expression	Classism, Ableism, Systemic Racism, Sexism, Homophobia and Patriarchy

Do these explanations of environmental influences on masculinity refer to cultural, social or systemic factors? Add them to the diagram.

1. The family environment, including parenting styles and expectations, significantly influences the development of masculine identity and helps shape gender roles.
2. Difficulties due to poverty can significantly influence masculine identity by shaping societal expectations and opportunities for financial success and stability.
3. Class-based discrimination and inequalities influence access to resources and opportunities, shaping how individuals navigate their identities.
4. Patriarchal structures, with men holding primary power, contribute to the reinforcement of traditional masculinity.
5. Religious beliefs and practices significantly influence the formation of gender norms and expectations.
6. Mass media is a powerful cultural factor, communicating dominant gender narratives through music, film, television, the internet and social media.
7. Hate crimes based on sex can lead to fear and insecurity, impacting individuals' expression of masculinity and identity navigation.
8. Perceptions of masculinity can be influenced by ableism, impacting how society views and values expressions of strength, resilience and capability.
9. Sexism reinforces gender norms and expectations, impacting how masculinity is defined and perceived within societal structures.
10. Homophobic attitudes and discrimination affect how individuals express their masculinity, particularly for those who may face societal pressures to conform to heterosexual norms.

Extra Activity 4.2: Analyse the Scenario

A woman and her two children have to flee from their home due to war. They were separated from the rest of their family and community. They want to seek safety in a town for which they need to pass a checkpoint.

When the woman reaches the checkpoint, the soldier in charge asks her for money to let her pass, but she doesn't have any money or valuables to offer to him to pay the bribe. In response, the soldier tells her that he'll allow her to pass if she has sex with him.

The woman feels like she doesn't have any other option and reluctantly agrees in order to reach safety for her and her children. The experience is painful for her and she tries not to cry in front of her children.

1. What forms and expressions of power can you see in this scenario?
2. Did the woman consent to sex?
3. Is this gender-based violence? Why or why not? If so, what kind of gender-based violence is it?

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Extra Activity 4.3: Ways to Help

Ma Khai, 28, a migrant worker in Thailand, faces abuse from her husband. The situation escalated from verbal to physical abuse. She escaped to a friend's house a couple of times but her husband always finds her and begs her to go back. He promises her that he won't hurt her again, but that doesn't last long, the abuse continues. Despite reaching out to the community leader multiple times, Ma Khai was told that marital conflicts were normal, and she needed to think about her two children if she considered divorcing her husband. Her neighbors hesitated to get involved, seeing domestic violence as a family matter. Afraid to involve the police due to a lack of legal documentation and language barriers, Ma Khai now feels hopeless and uncertain about where to turn for help.

1. As a leader in Ma Khai's community, how would you address her situation?
2. If you were Ma Khai's neighbor and she screamed for help during an incident of abuse by her husband, how would you respond to her situation?

Extra Activity 4.3: Ways to Help

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1. As a leader in Ma Khai's community, how would you address her situation?
2. If you were Ma Khai's neighbor and she screamed for help during an incident of abuse by her husband, how would you respond to her situation?

Extra Activity 4.3: Solutions to GBV

1. Prevention and Education

- Launch comprehensive awareness campaigns to inform the public about the different forms of GBV, their impact, and prevention strategies. Use media, social platforms and community events.
- Integrate GBV education into school curriculums to foster understanding and respect from a young age. Teach about healthy relationships, consent and gender equality.

2. Legal and Policy Framework

- Strengthen and enforce legislation targeting all forms of GBV. Ensure that laws are comprehensive and include clear definitions and penalties.
- Improve law enforcement by training police and legal professionals to handle GBV cases with sensitivity and respect.
- Support victims' rights through legal frameworks that provide protection, access to justice and compensation.

3. Support Services

- Establish 24/7 helplines and counseling services for GBV survivors, offering immediate support and assistance.
- Create safe shelters and support facilities for survivors to escape abusive environments and receive necessary resources.
- Provide legal aid to help survivors navigate the legal system and seek justice.

4. Empowerment and Advocacy

- Empower survivors through programmes that offer skill development, education and economic opportunities, helping them regain independence and rebuild their lives.
- Support advocacy groups that work to raise awareness, conduct research and push for policy changes related to GBV.

5. Digital Safety and Support

- Educate individuals about digital safety and how to protect their online privacy. Promote the use of privacy settings and reporting tools on digital platforms.
- Collaborate with tech companies to develop and enforce policies against online harassment and abuse, providing effective tools for reporting and addressing these issues.

6. Research and Data Collection

- Invest in research to understand the prevalence, causes and impacts of GBV, using data to inform policies and interventions.
- Improve data collection systems to track GBV cases, identify trends and address gaps in response strategies.

7. Community and Cultural Change

- Promote gender equality across all societal sectors, including workplaces, homes and public spaces. Address the root causes of GBV, such as gender inequality and power imbalances.
- Challenge and change harmful cultural norms and practices that perpetuate GBV, including traditional gender roles and discriminatory practices.

Extra Activity 6.1: Feminist Movements

Around the world feminist movements have a shared commitment to challenging gender inequality, advancing women's rights and promoting social justice on a global scale. While the concept of waves in feminism originated in the Western context, feminist movements worldwide have evolved in response to diverse social, political and cultural contexts, addressing a wide range of local and global issues.

First Wave Feminism: The seeds of present-day global feminism were sown during the first wave of feminism in the late-19th and early to mid-20th centuries. It primarily focused on achieving women's suffrage and political equality. While the suffrage movements in the United States and Western Europe are well-known, similar struggles for political rights emerged in other parts of the world. For example, in countries like New Zealand, Australia and parts of Latin America, women won the right to vote during this period. However, first-wave feminism was often limited by its focus on the concerns of privileged, primarily white women.

Second Wave Feminism: The second wave of feminism emerged in the 1960s and 1970s. It expanded the scope of feminist activism to encompass a broader range of issues, including reproductive rights, workplace equality and violence against women. This wave witnessed significant global engagement, with women from diverse backgrounds mobilising for change. In countries like India, Japan and Nigeria, women's movements challenged patriarchal norms and advocated for gender equality within their respective societies.

Third Wave Feminism: The third wave of feminism, which began in the 1990s, emphasised intersectionality and diversity, recognising the interconnectedness of gender with race, class, sexuality and other dimensions of identity. This wave saw the emergence of global networks and coalitions, with feminists from different regions collaborating to address shared concerns. Issues such as violence against women, human trafficking and LGBTIQ rights gained prominence within the global feminist agenda. In Latin America, for example, the movement advocated against femicide and GBV and for reproductive rights.

Fourth Wave Feminism: The fourth wave of feminism, which is ongoing, is characterised by digital activism and grassroots organising, facilitated by social media and online platforms. This wave has seen increased visibility and participation from young women and marginalised communities, who use digital spaces to amplify their voices and mobilise for change. Global feminist movements are increasingly interconnected. Activists are using digital technologies to share knowledge, build solidarity and advocate for gender justice on a global scale. It supports decolonial perspectives, challenges power imbalances, and builds increasing solidarity between the Global North and Global South. Topics range from intersectionality, gender-based violence, body positivity, economic empowerment, environmental and climate justice to political representation.



Extra Activity 7.2: Video: Gendered Peace Negotiations

1. How does the idea of peace-making need to change?
 2. Who needs to be included in peace negotiation?
 3. What excuses have been used to exclude women from participation in peace negotiations?
 4. Globally, what has been a feature of gendered peace negotiations?
 5. What are ways to ensure inclusion of women in peace negotiations?
 6. What areas of peace processes do women have particular areas of expertise?
 7. What issues related to the roles of women outlined in the video are similar to conflicts and peace processes in your country?
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Extra Activity 7.3: Roleplay: Navigating Gender Identities During Conflict in Ardentia

Background: Ardentia is a fictional country located in Southeast Asia, characterised by ethnic diversity and a long history of political unrest. In recent years, tensions between the government and ethnic minority groups have escalated into armed conflict, leading to widespread displacement, human rights abuses and social chaos. The conflict has left communities fractured or displaced, and individuals struggling to survive amidst the violence and uncertainty. These are some individuals who are trying to navigate the conflict:

1. Aung Kyaw, a young man from a rural village, is compelled to join the government forces to fulfill his family's expectations of traditional masculinity. He grapples with the pressures to demonstrate strength and bravery on the battlefield, even as he witnesses the toll of violence on his fellow soldiers and on civilians.
2. Mai, a non-binary individual, struggles to find acceptance and safety in a society bound by rigid gender norms. Displaced from their home due to the conflict, Mai faces discrimination and violence, both from armed groups and within humanitarian aid settings. They navigate the challenges of accessing essential services while advocating for recognition of their gender identity.
3. Sita, a woman from an ethnic minority community, assumes leadership roles within her community's resistance movement. Despite facing systemic barriers and gender-based violence, Sita mobilises women to participate in peacebuilding efforts and advocates for their inclusion in decision-making processes. She embodies resilience and defiance in the face of oppression.
4. Seng, a gay man living in an urban center, faces persecution and violence from both state and non-state actors due to his sexual orientation. Forced to conceal his identity for fear of reprisal, Seng finds support within underground LGBTIQ+ networks. Despite the risks, he works covertly to document human rights abuses against LGBTIQ+ individuals and advocate for their protection.