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Using Gender: Issues and Perspectives

Welcome to *Gender: Issues and Perspectives*. Please read these pages before you begin. They will help you to use your book correctly and get more from this course.

There are ten chapters in this book. Every chapter looks at how gender relates to a different theme or issue - *work, leadership or religion*, for example. The texts in each chapter are from many different sources - reports, studies, interviews and websites. Often, we have adapted the language to make them easier to understand. Every source is cited so, in most cases, you can check them and get more information if you wish.

The chapters all have a similar structure; an introduction page gives you an explanation of the theme, language and goals of the chapter. The following texts then expand on the main chapter topic and give you information from both a local and a regional perspective. We have included statistics to give you a better idea about some of the issues, and there are gender-related cartoons to get you thinking about some of the issues in the chapter. There are exercises and activities to help you process, analyse and apply the ideas in the texts.

Below and on the next page is a guide to the different sections of the book. We hope that you enjoy using this book and that it helps you in your understanding of different gender issues and perspectives.

Mote Oo Education, 2013

Read the *Chapter Themes and Ideas* before you start. They will prepare you for the main concepts in the chapter.

a. Before a chapter:

Look at the *Key Words and Phrases*. These are the main points of the chapter. Familiarity with these words and phrases will help you to understand the meanings and ideas in the texts, as well as other material you may encounter on these topics. If there is no direct Myanmar translation, we provide an explanation of the concept.

Look at the *Knowledge and Skills* goals for the chapter. These will help you to identify the most important areas of learning and help you monitor your own progress through the book.

Before you start Chapter 4...

Chapter Themes and Ideas - Education
Chapter four focuses on issues surrounding gender in education. We explore literacy, and who has access to it. What are the social effects of literacy? Who is most likely to be literate, and in which countries? What is being done about this? We investigate access to basic, secondary and higher education, and analyse some of the barriers to it for boys and girls. What factors might prevent a young boy or girl from going to primary school? What factors might prevent a young woman or man from going to university? How might male and females experience schooling differently? How might this effect their future community and working lives? How might this impact on society generally?

Key words and phrases in this chapter:

hilly (n) - မြေထဲတွင်ရှိ နိုင်ငံတို့	barrier (v) - တားမြစ်ခြင်း	out of school (adj) - မကလေးဘဝ
developing world (n) - ဖွံ့ဖြိုးတိုးတက်နေသော ကမ္ဘာ	industrialised world (n) - စက်မှုဥစ္စာထုတ်လုပ်မှုများရှိသော ကမ္ဘာ	practical skills (n) - လက်တွေ့အသုံးပြုနိုင်စွမ်းရည်
drop out (v) - ကျောင်းမှ ဝေးကင်းခြင်း	literacy (n) - စာဖတ်စွမ်းရည်	
elders (n) - အဘိုးအဘွားများ	make a living (v) - အသက်မွေးဝမ်းကျောင်း	
enrolment (n) - စာတန်းမှ တက်ရောက်ခြင်း		


Knowledge
In this chapter, you will develop your awareness of:

- inequalities in access to basic, secondary and higher education
- literacy, and factors determining it
- differences in treatment of boys and girls in schools
- reasons students drop out of school, and the problems faced by male and female students
- subject selection in higher education

Skills
In this chapter, you will develop your ability to:

- recognise community priorities in educating boys and girls
- profile literacy in your community and globally
- assess the effects of literacy from a gender perspective
- infer the relationship between income and education
- explore gender gaps in basic, secondary and higher education
- analyse reasons students drop out of school
- propose solutions to these problems
- examine the gender breakdown of different subjects in higher education
- discuss the effects this has on workforce and community

4. Education



4.1 Inequality

A Read the quote and answer the questions.

'Educate a boy and you educate an individual. Educate a girl and you educate a nation.'
Ghanaian proverb

B Answer the questions.

1. Do you think there are more literate men or women in the world? Why?
2. What about in your communities?
3. Do you think more girls or boys go to primary school in Myanmar?

C Read the text and answer the questions on page 26.

There are more literate people around the world now than ever before. However, two thirds of the 7.4 billion literate adults are women. This has not changed in the last 20 years. Gender differences in adult literacy rates are still large in most parts of the world. However, there are reasons to be positive. In almost all countries, there is more literacy among young people than among adults. Improved education for the young will raise literacy rates of the future. The majority of young people in the world are literate. There is also an increase in gender equality in education. There is more gender equality in primary enrolment with gender gaps becoming smaller in most regions of the world. While there have been many improvements to make primary education more equal, there are still many large problems: 72 million children - 54 percent of them girls - are out of school. The evidence shows that much needs to be done to achieve primary education for all children of the world. There are now increased numbers of students in secondary education around the world. However, progress in secondary enrolment is far behind that in primary education. Compared to the primary level enrolment numbers, a much lower number of students of secondary school age attend school. Gender differences in secondary enrolment are larger and occur in more countries than at the primary level. Source: The World's Women 2010 (United Nations)

As you go through the book, you will read texts from different organisations and people. There are questions to answer and many different kinds of activities. You will do pair work, group work, have discussions, analyse data, research interesting topics, plan campaigns and interview leaders.

b. After a chapter:

Every chapter has a *Review*, and every *Review* has three activity types, to help you reflect on the issues you have just studied:

F. What do you know about HIV/AIDS?

1. How is it transmitted?
2. How can people prevent HIV transmission during sex?

G. Read the text. What are the consequences of making condoms illegal for women? This text was written in 1994. Has the law changed since then?

H. Read the text and answer the questions.

There is very little public education about HIV/AIDS in Myanmar, so women doing sex work are at high risk of getting the virus. They can also be arrested for possessing condoms if stopped by police, so usually they do not carry condoms. Condoms for women are seen as a sign of prostitution. This makes condom promotion among women extremely difficult. Men cannot be arrested for carrying condoms. Source: *Gathering Strength: Women from Burma on their Rights*, Chiang Mai, Thailand, Image Asia, 2002.

Sex workers want fair working conditions, including safe and healthy environments. They want to be respected, earn a fair salary, and have good health care. Many sex workers choose to work in the sex industry. Often, sex work pays a better salary than cleaning houses, or working in a restaurant or shop. The television and news usually show sex workers as poor and hopeless, but sex workers use their money to pay for school, support their family or to start businesses. Sex work is sometimes described as being the same as trafficking or that all sex workers have been trafficked. These ideas are based on incorrect information. It is true that some sex workers have been trafficked, but conflating sex work and trafficking causes many problems for sex workers. To understand sex work we need to listen to the voices and stories of sex workers and not to incorrect information that you may see on television or learn from people who do not know the truth. Source: *The Danger of Conflating Trafficking & Sex Work by the Sex Workers Project at the Urban Justice Center (2007)*

1. How does the media show sex workers? Is this accurate?
2. What is the difference between sex work and trafficking?

I. Choose a problem that sex workers face. Think of ways to help or solve this issue. Find an organisation that works on this issue. Research them and their work, and present your findings to the class.

Review: Sex Work

a. Ask a partner their opinion on these questions.

1. Should sex work be legal or illegal? Why?
2. Does a sex industry exist in your community? What is your opinion on it?
3. Has your opinion on sex work changed?

b. Define these concepts from this chapter.

1. sex worker
2. sex tourism
3. safe sex

c. Write a paragraph on each of these topics.

1. Why people become sex workers.
2. The difficulties and dangers of sex work.
3. What can be done to improve conditions for sex workers.

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Opinion Questions. Work in pairs. Listen to your partner's opinion on these questions, then give your opinion to your partner.

Defining Concepts. These are some of the main ideas from the chapter. Without looking at the texts or glossary, define them in your own words.

Writing. Write a paragraph about one or more of these topics. Use your own ideas as well as the material in the texts.

c. When you finish the book:

We hope that you don't stop thinking about gender issues when you finish this book. To help you make change, there is a short *Conclusion* chapter. In this chapter, we ask you to:

- analyse gender in Myanmar today
- think about what you have learned from this book
- identify a change you want to make
- try to make the change and evaluate your success

10. Conclusion

10.1 Gender in Myanmar today

A. Read the quote and answer the questions.

1. Do you feel that this is true in Myanmar today?
2. Do you think that it was true for all men and women in Myanmar before?
3. What has changed?
4. What is the cause?
5. How would you describe the relationship between a man and woman in Myanmar today?

B. Complete the following sentences.

1. Something I would like to change about the situation for young men is...
2. Something I would like to change about the situation for young women is...
3. One thing my community can do better for women/men is...
4. I think everybody should...
5. No one should be forced to...
6. I can support gender equality by...

C. Look at this cartoon. What is it saying? How does it relate to your community?

D. Draw a cartoon about a gender issue in your community.

"Men, who has the energy, is the volatile spirit. He is also the sensitive one, easily hurt and humiliated. He is less able to bear the injustices of life, is trusting, and easily fooled by others. Women is the conservator and guide. Not easily tricked, she is the negotiator and trader: she looks after difficult situations, advises her husband at all times and sets the price for trade purchases."
M M Khinng

"M M Khinng (1916-1990) was a teacher and anthropologist. Her books *Burmese Family* (1948) and *The World of Burmese Women* (1964) describe life for women in the post-colonial era.

10.2 What have you learned?

A. Complete the following sentences.

1. The best thing about being a young woman is ...
2. The best thing about being a young man is ...
3. Gender equality means that ...
4. To achieve gender equality we (all citizens, this group) need to ...

Compare these to your answers from 1.4 C. Have your answers changed? How?

B. In groups, choose a chapter. Look back at the learning goals from the beginning of the chapter. Divide the list of learning goals between the group members. Each group member looks back on these goals, and decide how much you achieved of the goal. Discuss these goals as a group. Make a group presentation about the chapter.

10.3 Creating change

A. Choose three issues from this module that interest you. In pairs, discuss:

1. Is this issue relevant to your immediate community?
2. Can you practically do anything about this issue?

Choose one issue that is relevant, and that you can do something to help.

B. Research the issue.

1. What are the main effects of the issue in your community?
2. What are some international responses to this issue?
3. What organisations, if any, are working on this issue?
4. What are they doing?

C. Make a list of things you can do on this issue. Decide which is the most practical.

D. Write a table of problems, and solutions to these problems, with these actions.

problems	solutions
we might face opposition from non-supportive members of the community.	we could explain to them what we are doing, and how it benefits the community.

E. What is goal of your action? Write a goal statement, e.g.

- To raise awareness of the effects of gender-based violence
- To share news about homophobia in the community
- To educate high school students about the gender gap in salaries internationally and in our community

F. Do your action.

G. Evaluate your action. Did it achieve its goals?

make posters and put them up everywhere
send letters to newspapers
street theatre
volunteer with a community group
fundraise
run a workshop
teach about it at a school
graffiti
hold a photography competition

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Before you start Chapter 1...

Chapter Themes and Ideas - Introduction

This chapter examines the ideas of gender and sex, and the difference between them. What makes us boys and men, or girls and women? Is it biology, or the way we are raised and the society we are raised into? What roles and behaviour do our communities expect from us? What happens to people who step out of these roles - what difficulties might they face? The last part of this section looks at gender rights and gender equality. We examine the struggle for women's rights and the issues important in feminism, and also the lesser-known field of masculism and men's rights.

Key words and phrases in this chapter:

abortion (n) -

ကိုယ်ဝန်ဖျက်မှုလုပ်ရပ်၊
ကိုယ်ဝန်ဖျက်မှု

abuse (n) - မတရားသုံးခြင်း၊

တလွဲသုံးခြင်း

bill of rights (n) - နိုင်ငံသားများ

တရားမျှတမှုရရှိစေရန် စောင့်ရှောက်
ကာကွယ်ထားသော ဥပဒေများ

child custody (n) -

ကလေးကိုထိန်းသိမ်းစောင့်ရှောက်မှု

contraception (n) - သန္ဓေတားခြင်း

discrimination (n) -

ခွဲခြားဆက်ဆံခြင်း၊
ခွဲခြားရှုမြင်ဆက်ဆံခြင်း

equality (n) - တန်းတူညီမျှမှု

exploitation (n) -

ခေါင်းပုံဖြတ်အမြတ်ထုတ်ခြင်း

feminine (adj) - မိန်းမဆန်သော

feminism (n) - ယောက်ျားများ
နှင့်တန်းတူအခွင့်အရေးရလိုသည့်
အမျိုးသမီးဝါဒ

gender (n) - ယောက်ျား ဖြစ်မှု၊
မိန်းမဖြစ်မှု

gender-based violence (n)

- ယောက်ျား၊ မိန်းမ ဖြစ်ခြင်းပေါ်
အခြေပြုအကြမ်းဖက်မှု

gender bias - ယောက်ျားဖြစ်မှု၊

မိန်းမဖြစ်မှု အပေါ် ဘက်လိုက်ခြင်း

gender role (n) - ယောက်ျား၊

မိန်းမအခန်းကဏ္ဍ

hormones (n) - ဟော်မုန်း

ဓာတ်များ

masculine (adj) -

ယောက်ျားဆန်သော

masculism (n) - အမျိုးသား ဝါဒ

sex (n) - လိင်၊ အထီးအမ

socialisation (n) - ပတ်ဝန်းကျင်နှင့်
ဝင်ဆုံစေမှု၊ ရင်းနှီးကျွမ်းဝင်စေမှု

stereotype (n) - သမားရိုးကျပုံစံ၊
ပုံသေကားကျပုံစံ

reproductive rights (n) -

မျိုးပွားမှုရပိုင်ခွင့်များ

tolerance (n) - သည်းခံစိတ်ရည်ခြင်း

victim (n) ဒုက္ခသည်၊ ခံစားရသူများ

Knowledge

In this chapter, you will develop your awareness of:

- the difference between gender and sex
- the effect of gender role stereotyping on individuals, communities and society
- the role of socialisation in determining masculine and feminine roles
- changes over time in society's expectations of male and female
- some responses to gender inequality

Skills

In this chapter, you will develop your ability to:

- differentiate between sex and gender characteristics
- list characteristics and behaviour expected of female and males in your community
- reflect on the role gender played in your childhood
- describe the process of socialisation in forming masculine and feminine behaviour
- relate gender to culture
- predict changes in gender role expectations
- analyse some issues and responses to gender inequality

1: Introduction



1.1 Sex and gender

- A** Work in groups. Some groups draw a picture of a woman, and the other groups draw a picture of a man. Add as much detail as you can.
- B** Work with a group that drew the opposite sex. Compare the drawings carefully. List the differences between the drawings. Are these differences ones that people are born with, or are they differences that people learn or are taught in their lives?
- C** Read the explanations about sex and gender. Discuss the questions in a group.
1. Do the words 'sex' and 'gender' exist in your language?
 2. How do you translate them?
- D** Look again at your drawings from activity A. Can you find more examples of gender differences?
- E** Create a class definition of gender. Use this definition as you go through this book. Change the definition as you learn more.

Sex is a biological fact: children can be born - a girl or a boy. **Gender** can be seen as the ways in which we understand and live as male and female. From birth, our society and culture tell us what it means to be 'woman' or 'man'.

Source: Council of Europe

The term 'gender' is used to describe qualities and behaviours expected from men and women by their societies. Gender is not biological; girls and boys are not born knowing how they should look, dress, speak, behave, think or act.

Source: Menon-Sen, K. (1998). A Gender Mainstreaming Strategy for UNDP.

Biology determines the sex we are at birth. This is usually described as male or female. However, society and culture determine our **gender roles**. These are the socially learned patterns of behaviour that distinguish boys from girls and men from women. People learn gender roles through a process of **socialisation**. In other words, we learn what our society considers **masculine** and **feminine** as we grow up and interact with people.

Becoming a man or woman is very different today compared with 100 years ago. Boys and girls today have more freedom to explore who they are as individuals and less pressure to conform to traditional gender roles. For example, in most countries today both young men and young women can have jobs that were previously done by only one sex. Children today are given choices about the way males and females should behave and think. Many of today's gender roles are very different from when our parents or grandparents were young.

Source: Academic Listening Encounters, life in society (growing up male or female) by Cambridge University Press

- F** Read the text and answer the questions.
1. How do we learn about masculinity and femininity?
 2. How have gender roles changed?
- G** When you were a child, what did your family, friends and teachers tell you about the behaviour of men and women?
- H** How do you think gender roles will be different in the future?

1.2 Sex and gender characteristics

A Read the examples of sex characteristics and gender characteristics. Look at the characteristics and decide if they are sex or gender characteristics, or if they are a combination of both.

Sex characteristics

- Men and women have different sex organs.
- Women have breasts and can feed their babies with milk, but men cannot.

Gender characteristics

- In Vietnam many more men than women smoke because female smoking has not traditionally been considered appropriate.
- In Saudi Arabia men are allowed to drive cars while women are not.

1. In most of the world, women do more housework than men.
2. Women can become pregnant and give birth to children, but men cannot.
3. Men generally have bigger bones than women.
4. In most countries women earn much less money than men.
5. Women are more emotional than men.
6. Men are stronger than women.
7. **Hormones** make men and women behave differently.
8. Men are more aggressive than women.
9. Men are better at sports than women.



B Discuss the reasons for your answers.

C List gender characteristics of men and women in your country/community.

D Complete the following phrases:

1. In my country most men...
2. In my country most women...
3. Men often...
4. Women often...
5. In my community men can _____, but women cannot.
6. In my community women can _____, but men cannot.

E Look at these characteristics of personality and follow the instructions.

kind shy independent emotional brave
bad-tempered helpful sporty
intelligent a leader gentle a good listener

1. Discuss which you think are more masculine qualities, and which more feminine.
2. Why do you hold those views? Where do you think they come from?

1.3 Culture

A Answer the questions.

1. What is culture?
2. How are culture and gender related?
3. How do you think culture and gender are related in your community?

B Read the text and check your answers.

Culture is a people's way of life, their views of the world, their spiritual and religious beliefs, history, arts, language and literature, social institutions, and social and personal relationships. Culture is the way we compare our human similarities and human differences. Almost every part of our lives is influenced by our culture. Because culture strongly influences human identity and behaviour, we can use it to look at gender differences.

Our cultures create gender differences between men and women. Gender differences are defined as *masculine* for men and *feminine* for women. Masculine and feminine characteristics are usually seen as opposite, such as strong/weak, and assertive/compliant.

Source: Reardon, B. 2001. Education for a Culture of Peace in a Gender Perspective.

C Divide the class into two groups of equal numbers.

Group A - think of nouns, verbs and adjectives connected to being a woman.

Group B - think of nouns, verbs and adjectives connected to being a man.

In turn, write your words on the board. Don't repeat words.

D Look at the words on the board. Discuss:

1. What do you notice about the words connected with women? With men?
2. What are the similarities and differences?
3. Which words apply to both men and women? Why? Which words do you think apply to only men? Only women? Why?
4. If we changed the title MEN to WOMEN and changed WOMEN to MEN, are there words that do not fit? Why do you think this? Do you all agree?

E Read the text and look at the pictures. In groups, answer the questions.

1. What are the positive and negative effects of gender stereotyping?
2. What kinds of toys do boys and girls play with where you live? What games do they play?
3. In your community, what kinds of clothes do families dress their daughters and sons in?
4. What did your family teach you about how to be a man or how to be a woman?
5. What are some gender stereotypes in your country/community?



People are flooded with gender **stereotypes** their entire lives. Once a new baby's sex is revealed, they are dressed in either blue or pink, given gifts of trucks and soldiers or dolls and animals, and referred to as strong and alert or soft and delicate. Actions and ideas such as these are only the first of many gender stereotypes that a new child will encounter throughout their lifetime. Males are expected to demonstrate certain characteristics and behaviours that are 'masculine', while females are held accountable for being 'feminine'.

Source: Malszecki, G. Race, Class, and Sexuality (4th Ed.). Pearson Prentice Hall: New York. 2010.

1.4 Gender equality and women's rights

A What is an *International bill of rights for women*?

B Read the texts about gender equality and women's rights then answer the questions.

CEDAW: The International Bill of Rights for Women

The Convention on the Elimination of All Forms of **Discrimination** Against Women (CEDAW) was adopted in 1979 by the United Nations and is often described as an international **bill of rights** for women. It defines discrimination against women. It sets up an agenda to end such discrimination and to achieve **equality** between men and women by ensuring women's equal access to, and equal opportunities in, political and public life. CEDAW is the only human rights treaty that affirms the **reproductive rights** of women.

CEDAW aims to protect women's rights to:

- vote, engage in political activity and run for political office
- have equal opportunities in work and employment
- access education and health care
- make decisions about their own bodies
- own property and land
- live free from violence, abuse, discrimination and **exploitation**

The Convention has been ratified by 180 states, making it one of the most ratified international treaties. State parties to the Convention must submit periodic reports on women's status in their respective countries.

Source: <http://www.unfpa.org/rights/women.htm>

1. Do you see evidence in your communities that these rights are not available to women? Make a list of examples.
2. What do you think needs to be done to achieve greater equality for women?



C Complete the following sentences.

1. The best thing about being a woman is ...
2. The best thing about being a man is ...
3. Gender equality means that ...
4. To achieve gender equality we (this group) need to...
5. To achieve gender equality we (everyone in the world) need to ...

Put these on the wall and read other students' sentences.

Achieving Gender Equality: International Commitment

Gender equality is important to a world of equity and **tolerance**. But **gender bias** remains common in every region of the world. We can see discrimination when girls and women are denied education or work, when sons are preferred over daughters, and in the prevalence of **gender-based violence**. Women have the right to shape their own lives – and the lives of their children – in the household, the workplace and politics."

Source: *The Double Dividend of Gender Equality*, UNICEF

1.5 Feminism and masculism

A Discuss the questions.

1. What is feminism?
2. Is it important?
Can it benefit your community?
3. How do people criticise feminism?
Who criticises feminism?

B Read the text. Does it support your answers from **A**?



What Is Feminism?

It is the belief that women are and should be treated as intellectual and social equals to men. The basic idea of **feminism** is that biology should not dictate intellectual and social functions, capabilities and rights. Feminists fight against the idea that people are controlled by and limited to their biology.

Some rights and freedoms that feminism focuses on are reproductive rights, freedom from gender-based violence, empowering women to take up leadership roles, work equality and education access.

Some basic ideas of feminism:

- Reproductive rights - every woman has a right to have as many or as few children as she chooses or is able to. This includes access to affordable and safe contraception and abortion.
- Gender-based violence - women have a right to be free from gender-based violence.
- Leadership - women, equally with men, should be able to take up leadership roles in community life, politics and business.
- Women's right to work - feminism supports women's right to work and to be paid the same amount for the same work as men and to be treated equally by employers.

Adapted from: <http://www.urbandictionary.com/define.php?term=feminism>



C What is masculism?

D Read the text and answer the questions.

1. How does masculism relate to feminism? Does it support it or contradict it?
2. Is masculism useful in your community?

E How do you think these issues relate to feminism? To masculism?

1. Gender-based violence
2. Employment
3. Stereotyping
4. Reproductive rights

What Is Masculism?

Masculism is the belief in equality for men. Masculists want equality in areas where men are unfairly treated and stereotyped. They argue that men are negatively portrayed in the media. The media often shows men as violent and as the aggressors in conflicts, and shows women as victims of male abuse. Masculists state that violence towards men in the media is seen as humorous, yet is taken more seriously when the abuse is directed at women. They also address other issues regarding men's rights such as **child custody**, health expenditure, spousal abuse, suicide rates amongst men, education and employment.

Adapted from <http://www.urbandictionary.com/define.php?term=Masculism&defid=3392194>



Review: Introduction

a. Ask a partner their opinion on these questions.

1. Are feminism and masculism necessary? Why?
2. What qualities and characteristics are women expected to have in your community? Why?
3. What qualities and characteristics are men expected to have in your community? Why?

b. Define these concepts from this chapter.

1. stereotype
2. reproductive rights
3. feminism

c. Write a short paragraph on each question.

1. What is the difference between sex and gender?
2. How does your community teach boy and girls to be men and women?
3. What are women's rights?
4. How are feminism and masculism similar? How are they different?

Before you start Chapter 2...

Chapter Themes and Ideas - Community and Family

This chapter focuses on communities and the roles women and men play in them. It looks at families - what is family? Who makes decisions in families? What do children learn from their mothers about gender roles for women? What do they learn from their fathers about gender roles for men? It looks at community decision making, the types of decisions made by men and women and the effects these decisions have. We examine the institution of marriage, the people and processes involved in partner selection and the roles played out within both traditional and modern marriages. Lastly, there is a practical project exploring changes in gender roles over generations.

Key words and phrases in this chapter:

arranged marriage (n) - မိသားစုမှ စီစဉ်ပေး၍ အိမ်ထောင်ပြုခြင်း

decision-making (n) - ဆုံးဖြတ်ချက်လုပ်ငန်းစဉ်

empowered (adj) - အစွမ်းအစရှိစေခြင်း

female-headed household (n) - အမျိုးသမီး ခေါင်းဆောင်သော အိမ်ထောင်စု

home owner (n) - အိမ်ပိုင်ရှင်

household purchases (n) - အိမ်ထောင်စုသုံးပစ္စည်းများ ဝယ်ယူခြင်း

housewife (n) - အိမ်ထောင်ရှင်မ

impact (n) - ထိရောက်မှု၊ အကျိုးသက်ရောက်မှု

identity (n) - ကိုယ်ပိုင်သီးသန့်လက္ခဏာ

life-partner (n) - ဘဝဖော်

participation (n) - ပူးပေါင်းပါဝင်လုပ်ဆောင်ခြင်း

social pressure (n) - လူမှုရေးအရ ဖြစ်ပေါ်သက်ရောက်သော ဖိအား

Knowledge

In this chapter, you will develop your awareness of:

- gender roles in family and community
- decision-making processes in family and community
- types of decisions made in family and community
- the institution of marriage, including arranged marriage
- changes over generations in gender, marriage and family roles

Skills

In this chapter, you will develop your ability to:

- summarise the roles men and women have in your community
- relate gender roles in families to community decision making
- assess the impact of gender roles in the upbringing of children
- investigate decision-making in families
- explore effects of decisions on different sections of communities
- analyse the role and effects of arranged marriage
- compare and contrast gender roles in marriage between generations
- report on inter-generational beliefs on gender, marriage and family

2. Community and Family



2.1 Men and women's roles in the community

A What do these cartoons say about the role of men and women in the house/family?

B Is this the attitude that some people in your family or community have to gender roles?

C What roles do you think men and women should have in the family?

D Draw a picture that shows men and women in the way that you seen them as part of the family/household. Put your picture up.



E Look at other students' pictures, and discuss. What examples of gender roles do you see in these pictures?

F Read the text and answer the questions:

1. How can men fight gender discrimination?
2. Did you grow up with both men and women in your household?
3. What does your community tell men about what kind of father they should be?

Children are cared for the best when the relationships between men and women in the household are respectful, when men and women share responsibilities, and when the care and supporting of children involves both parents.

Men play an important role in promoting equal **decision-making** in the family. By being a part of shared decision-making and by caring for the women in their family, they can help fight gender discrimination in their families and communities.

A recent study of family life from a male perspective showed that most men want to be good fathers and care for their children. But fathers often receive different information from different community members about their responsibilities as parents. **Social pressure** and cultural pressure can have a strong influence on parents' involvement with their children. The message that some men learn is that it is not a father's duty to become greatly involved in the lives of young children.

Source: Brown, Janet, and Gary Barker, 'Global Diversity and Trends in Patterns of Fatherhood



2.2 Household decision-making

A Where do married women participate least in household decision-making: Southeast Asia, South Asia or Africa? Read the text and answer the question.

The percentage of married women who make important decisions in the household is low in Asia, although not as low as it is in Africa. South-East Asian women (from countries like Cambodia, Indonesia and the Philippines) have more decision-making power with regard to household purchases than do women from countries in South Asia (such as Bangladesh, India and Nepal). 75 percent of South-East Asian women usually make their own decisions (or decide with their husbands) about major household purchases but only about 50 percent of women do in South Asian countries.

Source: United Nations Statistics Division 2010

B What are household purchases?

C Make a list on the board of all decisions made by families in your community. Think about who makes these decisions in your family.

All students should come to the board and write 'E' by the decisions that are made equally by men and women in the family, 'M' by the decisions made by men and 'W' by decisions made by women.

Discuss the results in a group.

D Discuss the questions in a group.

1. What effects does this have on your family/community?
2. If you have children: How do you like decisions to be made?
If you don't have children: How would you like family decisions to be made?
3. What do you/would you teach your children about the role of men and women in the family?



E In groups, draw a large outline of a child on a large sheet of paper. Leave empty space inside and outside for writing.
Write on the inside all of the characteristics you can think of that a healthy/happy child should have.
Examples - *care, intelligence, fun, curiosity, energy, humour, love, courage*, etc.
Present your drawing to the class.

F Draw or write (around the outside) the parts of society/community that a child needs to support these characteristics.
Examples- *intelligence (school), health (hospital or doctor), fun (friends/games)*, etc.
Present your drawings to the class.
Discuss how families and communities can help all children to grow up healthy and happy.
Is there anything about this picture that would be different for girls and for boys?

2.3 Women's participation in the community

A Who can create change for women? Which people are best at this?

B Read the text and answer the questions

Women's participation in the community

Ideas about gender in a society can and do change. The most important creators of change are women themselves. Through social groups women can talk and work with each other, share their economic and human resources, and together decide how their resources can be used or invested. Women who come together to fight discrimination can have a big impact on their communities. By publicly fighting against discrimination and helping other women to fight for their social, economic and political rights, women's groups can begin to create social change that promotes the rights of the girls and women of the future.

Social groups help women participate in decision-making at the community level. Where women's access to community resources is very restricted, women work together to help provide each other and children with food, water, childcare, medicines and labour for farming.

Source: *The State of the World's Children (2007) UNICEF*



1. According to the text, who are the most important creators of change for women?
2. Why do you think this is?
3. Where do women give support to each other?
4. What kinds of change can women create?
5. Are there groups like this in your community? What do they do?

C Compare your answers to **A**, and the answer to **B1**. What do you think?

D What is the *head of a household*? What is a *female-headed household*?
Are there many female-headed households in your community?

E Read the texts and answer the questions.

1. Why do some households become 'female-headed' households?
2. If a woman lives with her husband, can she still be the head of the household?
3. What does 'empowerment' mean?
4. How can women's empowerment benefit their children?

a. Female-headed households

Female-headed households are all very different. There are many reasons why a household may be female-headed. Some women choose to head households independently and some do it because they have to. The reasons why a woman heads a household may determine its economic status.

A woman may have decided not to marry at all, or she may have chosen to leave her partner. She may head the household due to personal or economic reasons as is the reason for many widows, abandoned wives, or married women who become household heads when their partners work far away.

Source: The State of the World's Children (2007) UNICEF



b. "Evidence shows that women **empowered** to make household decisions are more likely to send their children, especially girls, to school."

Source: UNICEF

2.4 Marriage in Myanmar

A According to tradition in your community, what things should and shouldn't a 'good' woman do?

B Read the text and answer the questions

1. Who in your community decides what women should and shouldn't do?
2. The text says that women in Myanmar face great pressures to marry? Do you agree? What pressures do they face?
3. Do men face the same pressures? Different pressures? Compare the pressures men and women face and discuss.

C What do you want in a partner/wife/husband? Would/did you want your parents and community to help you find one?

As in all countries, communities in Myanmar have standards for behaviour based on gender. The standards define what is 'normal'. Customs and social traditions dictate what women should or should not do. Many of these are based on the ideas that women are not independent, and that they must rely on men in their day-to-day lives.

In a variety of situations, women's identities are secondary to men's, particularly to their husbands.'

Marriage, for example, is considered the normal state for women in Myanmar, and young women often face great pressure from their families to marry.

Source: Gathering Strength: Women from Burma on their Rights, Chiang Mai, Thailand, Images Asia; 2002

D Read the text and answer the questions.

Arranged Marriage in Myanmar

In Myanmar, if people have problems in their marriages, it is often because it is an **arranged marriage** and the young people haven't had time to get to know each other before they are suddenly together. Some children are very obedient and will submit to this, even when they really don't want to marry the other person. I really hate this system. Also the husband's family always ask the girl's qualities, like "Can she cook, can she clean?" This is ridiculous! It's really bad. Men should be looking for **life-partners**, not maids! They should choose their wives out of love not because they need someone to work for them.

Source: *Gathering Strength: Women from Burma on their Rights, Chiang Mai, Thailand, Images Asia; 2002*



1. What does the writer think is the problem with arranged marriage?
2. What do you see as the advantages and disadvantages of arranged marriage?
3. Do you agree with the woman?
4. Is arranged marriage common in Myanmar?



2.5 Change

A Speak with an older person. Ask them to describe what was expected of men and women when they were young. Ask them what has changed in the expectations of men and women.

B Present your findings to the class. Discuss the results.

Review: Community

a. Ask a partner their opinion on these questions.

1. In your house, who makes the major decisions? Why?
2. Is marriage important to you? Why?
3. What are the benefits and drawbacks of living in a female-headed household?
4. Should the tradition of arranged marriage be encouraged or discouraged? Why?

b. Define these concepts from this chapter.

1. decision-making
2. participation
3. social pressure

c. Write a short paragraph on each question.

1. How does your community see the role of men and women in a family?
2. Do you think women and men participate equally in community decision-making? Why/why not?
3. Have ideas on the role of husbands and wives changed over time? How?

Before you start Chapter 3...

Chapter Themes and Ideas - Work

In Chapter Three we examine the role gender plays in working life and the economy. What work is traditionally done by men? Why? What work is traditionally done by women? Why? Which of these jobs are better paid? Is there a gender gap in income? Locally or globally? We explore different types of work - the service sector, professional jobs, paid and unpaid work and analyse the gender breakdown of workers. We look at work conditions for people with children, and investigate some of the issues faced by working parents. There is a section on working in the family and community. Who does this? Is it 'real' work? Should it be paid or unpaid? We finish by surveying labour force participation, and looking at it globally and in our communities.

Key words and phrases in this chapter:

domestic work (n) -

အိမ်တွင်းလုပ်ငန်းများ

female-dominated (adj) -

အမျိုးသမီးလွှမ်းမိုးမှု

gender wage gap (n) -

ယောက်ျား ဖြစ်မှု၊ မိန်းမဖြစ်မှုအပေါ် မူတည်သော လုပ်ခလစာကွာဟမှု

job market (n) -

အလုပ်အကိုင်ဈေးကွက်

labour force participation (n) -

လုပ်သားဈေးကွက်တွင် ပါဝင်မှု

male-dominated (adj) - အမျိုးသား

လွှမ်းမိုးမှု

service industry (n) - ဝန်ဆောင်မှု

အခန်းကဏ္ဍ

status (n) - ရာထူး၊ အခြေအနေ၊

အဆင့်အတန်း

segregation (n) -

သီးသန့်ခွဲထားခြင်း

working conditions (n) -

အလုပ်ခွင် နေရာ

workload (n) - အလုပ်တာဝန်

Knowledge

In this chapter, you will develop your awareness of:

- gendered participation in jobs and job sectors
- paid and unpaid labour
- the division of household labour
- differences in working conditions and wages/salaries
- global and local labour force participation

Skills

In this chapter, you will develop your ability to:

- recognise jobs and sectors usually dominated by male and female workers
- classify jobs into different sectors
- differentiate between paid and unpaid labour
- analyse and discuss the nature of paid and unpaid work
- explain the gender gap in labour force participation and wages
- apply global labour force and salary norms to your community
- survey your community's labour force participation

3. Work



3.1 Men's or women's work?

A Look at the cartoon. What comment is being made about perceptions of men and women's capabilities?

B Look at the list of jobs and answer the questions.



*secretary postman musician police officer
soldier teacher artist hairdresser cleaner
mechanic farmer shop owner weaver
professor miner taxi driver doctor nurse
politician builder cook waiter model electrician*

1. What jobs are usually done by men?
2. What jobs are usually done by women?
3. What jobs are done by men and women?
4. Can you think of other examples?
5. Which jobs have a higher salary? Which jobs have a lower salary?
6. What do you think are some reasons for this?
7. Do you think women would like to do some jobs that men do?
8. Do you think that men would like to do some jobs that women do? Can they? Why or why not?
9. How often do you see female taxi drivers or male nurses? Why?



3.2 Defining work

A Write a class definition of the word work.

B Read the text. Do you want to change your definition ?

In my community, women work very hard. I wake up at 3 am every day! I have to collect water when the government distributes it. If we don't get that water, I have to go down the hill to get it. It's very heavy, but I must carry it by myself. This usually takes me a long time. When I come back home I pound and cook the rice. After that my husband gets up. He eats breakfast, but most of it is gone by the time I am done washing, so I usually eat a very small breakfast. We walk to the paddy fields together with other families. The women have to lead the way, carry the children and other things as well. And when we come back from the paddy fields or work, the women have to carry the children and the firewood. The men only carry their hunting rifles. And when the women arrive, they have to cook, wash, feed the pigs and do everything. The men can come back and sleep or talk to the neighbours.

Even now, most of the men in my village will not go into the kitchen. They won't cook and they won't wash. They just sit in the front room.

Source: Gathering Strength: Women from Burma on their Rights, Chiang Mai, Thailand, Images Asia; 2002

C Answer the questions.

1. Does all the work this woman describes fit your class definition of work?
2. Do you know people who have similar experiences as this woman?
3. Is this similar to your family or other families in your community?
4. Do you think housework should be shared more equally between all members of a family? How?

D Look at the pictures. Are these jobs likely to be paid or unpaid? Should these jobs be paid or unpaid?



3.3 Sharing the workload equally

A What types of work do women do more than men? What types of work do men do more than women? Read the text and check your answers.

Over the years, women have entered traditionally **male-dominated** occupations. However, they are still rarely employed in jobs with **status**, power and authority or in physical labour occupations. Women are under-represented in government, as senior officials and managers, craft workers, and machine workers. They are heavily over-represented as office workers, professionals, and **service industry** and sales workers. Job discrimination has resulted in a persistent gender gap in salary everywhere. The gender gap in salary is closing slowly in some countries but it has not changed in others.

Women still take care of most of the responsibilities for the home: caring for children and other family members, preparing meals and doing other housework. In all regions, women spend at least twice as much time as men on unpaid **domestic work**. Employed women give an unreasonable amount of their time to paid work and family responsibilities; women's total paid and unpaid work hours are longer than men's in all regions.

Young girls are more likely than boys to do unpaid work within their own household. In the less developed regions, many young girls aged 5-14 have a large amount of household chores, including care-giving, cooking and cleaning. Older girls work even longer hours on household chores. While boys also do household chores, their participation is not as high as that of girls. Moreover, girls generally work longer hours than boys, whether they are doing housework only, employment only, or both. Long hours of work affect children's ability to participate fully in education. Analysis shows that school attendance declines as the number of hours spent on household chores increases – and this affects more girls than boys.

Source: The World's Women 2010 (United Nations, New York)

B What is the main reason for the gender gap in salary?

C Are these similar in your community?

1. A gender gap in salaries.
2. Women with paid jobs also do more unpaid housework than men.
3. Girls do more housework than boys.

D What is the main point of this cartoon?

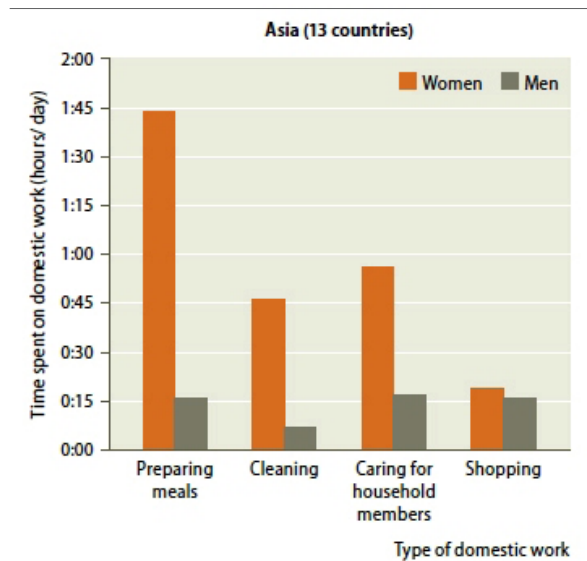


E Read the text and discuss the questions.

1. Do you agree with the opinions in the text and the previous cartoon?
2. Do you know of other examples that might support or disagree with them - that women do more household work than men?

F What information does this chart provide? Does the information surprise you?

Time spent on domestic work by region and sex, 1999-2008



Source: *The World's Women 2010*

There are some men who like to carry the kids around. Some fathers, when they have time, are very affectionate and when they do have time, they like to come home and carry the kids around... You do see that. But major things, being with the children all day, feeding, bathing them, mostly women do that. Women do the cooking and cleaning. You rarely see a Myanmar guy in the kitchen. You rarely see a Myanmar guy going to the market to buy groceries. You rarely see a Myanmar guy washing all the clothes for the family. It's mostly women. If you're really lucky, you might have a man who washes his own clothes!

Source: *Women's voices, 1999*

- G** List all of the kinds of household work done in your family. Write how many hours are spent on each job per day by men and by women. Make a chart for your family.

H Answer the questions.

1. How does your family compare with families in other Asian countries? How are they similar? How are they different?
2. What kinds of housework do you do? What kinds of housework do you not do?
3. What is considered men's housework and what is considered women's housework?
4. Is there any type of housework that you don't do that you would like to do?
5. What is your opinion of this?

I Do these pictures match your ideas about who should do the different kinds of housework?





◀ Is this kind of work available in your community? If so, who does it, men, women or both? Is there a difference in the wages between men and women?

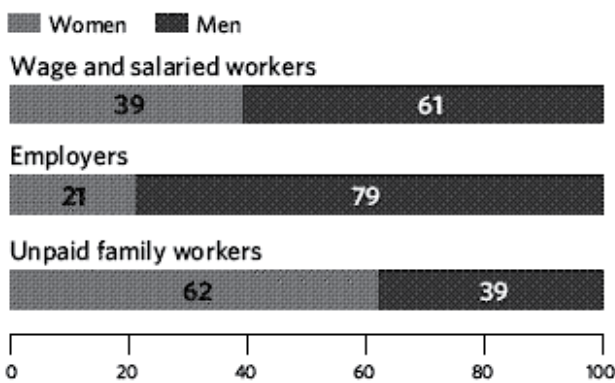
3.4 The gender gap

A Read the data or text. Explain it to the class.

The pay gap between women and men tends to be wider in Asian countries compared with Latin American and developed countries. In four out of the six countries in Asia-Pacific that have data available, women's average wages in the manufacturing industry are approximately 30 percent lower than men's. The Republic of Korea has one of the largest **gender wage gaps** in the world: women's wages in that sector are more than 40 percent lower than men's.

Adapted from: The World's Women 2010

More women than men work in low-status jobs



Share of women in total employment by job status, 1990-2002 (Percentage)

Source: The World's Women 2010

A gender gap in salary reflects inequalities that affect mainly women. A gender salary gap exists in all countries of the world; although, the situation may be quite different in each country. There are also significant variations in the gender salary gap from one job to another.

Common reasons for a gender pay gap include:

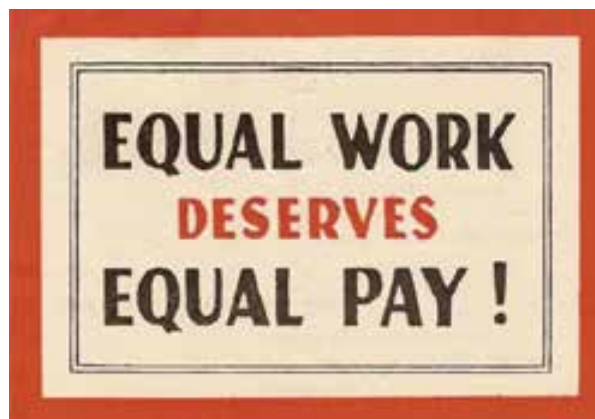
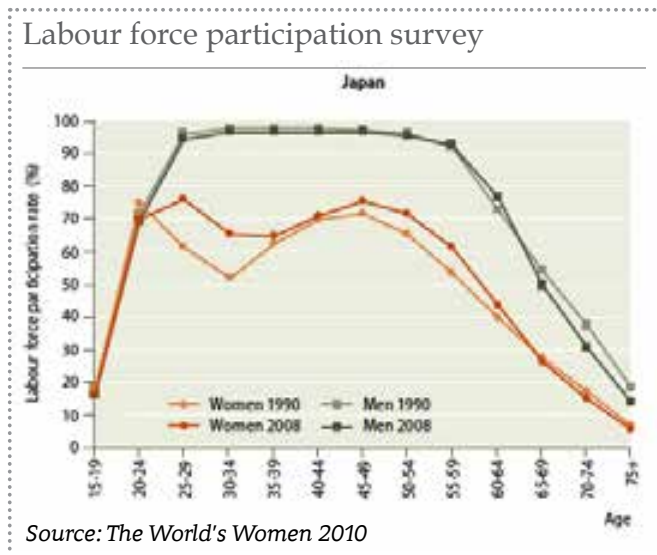
1. **segregation** in the **job market**
2. traditions and stereotypes that influence choice of education, profession and career
3. the difficulty of balancing work and private life.

Source: European Commission 2007

B Answer the questions.

1. How can you explain women's lower earnings?
2. Do you see evidence of this in your communities?
3. If women spend more time on household tasks, what effect do you think this has on their ability to participate in the job market?
4. Do you think we should promote more equality in the job market? How?

C What information does this graph provide?



D Make a **labour force participation** survey for your family and friends.

- Interview as many people as you can. Get information about the age, gender and work status of each person.
- Bring your findings to the class, and make a class chart.

E Compare similarities and differences with the information from Japan. What are some reasons for the similarities and differences?

Review: Work

a. Ask a partner their opinion on these questions.

1. Are there any jobs that men shouldn't do? Why?
2. Are there any jobs that women shouldn't do? Why?
3. Should colleagues of the opposite gender be paid different amounts to you? Why?

b. Define these concepts from this chapter.

1. domestic work
2. working conditions
3. gender wage gap

c. Write a short paragraph on each question.

1. What types of paid work are usually done by men and women in your communities? Why is this?
2. What types of unpaid work is usually done by men and women in your communities? Why is this?
3. Do men and women have equal rights in the workplace? What are some issues?

Before you start Chapter 4...

Chapter Themes and Ideas - Education

Chapter Four focuses on issues surrounding gender in education. We explore literacy, and who has access to it. What are the social effects of illiteracy? Who is most likely to be literate, and in which countries? What is being done about this? We investigate access to basic, secondary and higher education, and analyse some of the barriers to it for boys and girls. What factors might prevent a young boy or girl from going to primary school? What factors might prevent a young woman or man from going to university? How might males and females experience schooling differently? How might this effect their future community and working lives? How might this impact on society generally?

Key words and phrases in this chapter:

bully (v) - အနိုင်ကျင့်သူ၊ ဗိုလ်ကျသူ	harass (v) - ဒုက္ခပေး၊ နှောင့်ယှက်၊ အနိုင်ကျင့်သည်	make a living (v) - အသက်ရှင်ရပ်တည်မှုအတွက် အလုပ်လုပ်ခြင်း
developing world (n) - ဖွံ့ဖြိုးဆဲ နိုင်ငံများ	industrialised world (n) - စက်မှုလုပ်ငန်းတိုးတက်သော နိုင်ငံများ	out of school (adj) - ကျောင်းထွက်ခြင်း
drop out (v) - ထွက်သည်၊ နှုတ်ထွက်သည်	literacy (n) - စာတတ်မြောက်ခြင်း	practical skills (n) - လက်တွေ့အသုံးကျသော အရည်အချင်း၊ ပညာရပ်
elders (n) - သက်ကြီးဝါကြီးများ		
enrolment (n) - စာရင်းသွင်းခြင်း၊ ကျောင်းအပ်ခြင်း		

Knowledge

In this chapter, you will develop your awareness of:

- inequalities in access to basic, secondary and higher education
- literacy, and factors determining it
- differences in treatment of boys and girls in schools
- reasons students drop out of school, and the problems faced by male and female students
- subject selection in higher education

Skills

In this chapter, you will develop your ability to:

- recognise community priorities in educating boys and girls
- profile illiteracy in your community and globally
- assess the effects of illiteracy from a gender perspective
- infer the relationship between income and education
- explore gender gaps in basic, secondary and higher education
- investigate differences in treatment of boys and girls in schools
- analyse reasons students drop out of school
- propose solutions to these problems
- examine the gender breakdown of different subjects in higher education
- discuss the effects this has on workforce and community

4. Education



4.1 Inequality

A Read the quote and answer the questions.

**‘Educate a boy and you educate an individual.
Educate a girl and you educate a nation.’**

Source: African proverb **Ghanian proverb**

1. What do you think is meant by this?
2. Do you agree?

B Answer the questions.

1. Do you think there are more illiterate men or women in the world? Why?
2. What about in your communities?
3. Do you think more girls or boys go to primary school in Myanmar?



C Read the text and answer the questions on page 26.

There are more literate people around the world now than ever before. However, two thirds of the 774 million illiterate adults are women. This has not changed in the last 20 years. Gender differences in adult **literacy** rates are still large in most parts of the world. However, there are reasons to be positive. In almost all countries, there is more literacy among young people than among adults. Improved education for the young will raise literacy rates of the future. The majority of young people in the world are literate. There is also an increase in gender equality in education.

There is more gender equality in primary **enrolment**, with gender gaps becoming smaller in most regions of the world. While there have been many improvements to make primary education more equal, there are still many large problems: 72 million children – 54 percent of them girls – are **out of school**. The evidence shows that much needs to be done to achieve primary education for all children of the world.

There are now increased numbers of students in secondary education around the world. However, progress in secondary enrolment is far behind that in primary education. Compared to the primary level enrolment numbers, a much lower number of students of secondary-school age attend school. Gender differences in secondary enrolment are larger and occur in more countries than at the primary level.

Source: The World's Women 2010 (United Nations)

1. Are there more illiterate men or women in the world?
2. Which age group has the highest literacy rates? How will this affect the future?
3. Why do you think there are fewer students in secondary education than in primary around the world?
4. What do you think the gender gap at secondary level is, and why do you think this?

D What information does this chart provide?

Percentage of illiterate men and women in countries around the world

Country	Men	Women
India	18%	35%
Indonesia	6%	14
Iran	17%	30%
South Korea	1%	4%
Myanmar	7%	14%
Laos	17%	37%
Cambodia	16%	36%
Pakistan	32%	60%
Philippines	8%	8%
Bhutan	40%	56%
Papua New Guinea	37%	50%
Mongolia	4%	3%
Vietnam	4%	8%
Thailand	6%	10%
Afghanistan	12%	21%
Bangladesh	39%	48%

Source: https://www.cia.gov/library/publications/the-world-factbook/fields/print_2103.html



E Answer the questions.

1. What does this chart tell you about illiteracy?
2. Do you think this information is accurate? Why/ why not?
3. Why do you think that there are big differences in literacy in different regions?
4. Are many people illiterate in your community?
5. What are some reasons for this?



F Read the quote and discuss the questions.

‘Currently, an average of only 43 percent of girls of the appropriate age in the developing world attend secondary school.’

Source: The State of the World's Children 2007 (UNICEF)

1. Do you think this is true in your community? Are there equal numbers of boys and girls in school?
2. If there are not equal numbers, what do you think is the reason?

G Discuss the questions.

1. Why do girls stop attending school?
2. Why do boys stop attending school?
3. What jobs/work do they do when they leave?

H Look at the table and answer the questions.

1. Check your predictions from C. Were you correct?
2. What does the table tell you about girls and boys attending secondary schools in these countries?
3. Why do you think in some of the countries in the table there very few boys and girls attending secondary school?

Enrolment in Secondary Schools for Boys and Girls

Country	Boys %	Girls
Cambodia	30	19
Fiji	73	79
Indonesia	54	54
Laos P.D.R.	38	32
Mongolia	72	83
Myanmar	36	34
Papua New Guinea	27	21
Philippines	54	65
Vanuatu	27	28

Source: *The State of the World's Children, UNICEF, 2006*

4.2 Girl-friendly schools, boy-friendly schools

A Are girls and boys treated the same at school?

What are some advantages and disadvantages girls have?

What are some advantages and disadvantages boys have?

B These texts are from teachers and students around the world. Read the texts, and add any information from the texts to the table.

Boys		Girls	
Advantages	Disadvantages	Advantages	Disadvantages



"Teachers always spend more time with the boys in class. Why is that?!"

A 13 year-old student from Myanmar

"Most girls were better than boys in my class, and most teachers were women too. Actually, if there was a teacher's pet, that would usually be a girl too. Although boys were understood or forgiven easily if they did something naughty or bad and girls were supposed to know better."

A teacher from Myanmar

Studies show that if teachers believe girls to be less intelligent than boys, they treat boys and girls differently. Male students often receive better treatment and are given time to learn and play at school. Girls are often encouraged to obey and serve the boys, and sit close to the back of the classroom. In some communities, girls are assigned cleaning work in schools while the boys play in the schoolyard.

Girls get higher grades than boys in much of the **industrialised world**. This is different in the **developing world**, however, where boys usually achieve higher grades on school exams than girls.

Source: State of the World's Children 2007 (UNICEF)

"When I was at school it always seemed like boys had more fun. They got to do more activities and learnt **practical skills**, while we [girls] had to learn sewing and cooking."

A teacher from the UK

In many countries there are equal numbers of girls and boys attending school. But girls and boys often get treated differently. Some boys say that teachers bully them. Girls say they get less attention from teachers. Girls also say that male students **harass** them at school or on the way to or from school.

Source: <http://www.ungei.org/gap/reportPacific.html>

C Look at your list of advantages and disadvantages. Which are similar to schools in your community?

D Answer the questions.

1. Why do you think some teachers treat girls and boys differently?
2. Do you think teachers should treat boys and girls differently? How?
3. What do you think might be the reasons for the differences in different parts of the world?
4. What effects can different treatment have on each student, and on their communities?

E Read the texts and answer the questions

Htoo Htoo Eh is 16. He lives in Thailand with his parents. When he lived in Myanmar, he missed a few years of school and now he is much older than most children in his class. He feels he is too old to be in school but he is only in year 6. Also, he needs to help his family **make a living** so he decided not to continue to year nine but get a factory job instead.



Sandar is 15. She lives in a small village. She was doing really well at school and wanted to become a teacher. But she got pregnant and had to get married. She still wanted to continue going to school, but in her village, **elders** believe that it is not appropriate for girls who are pregnant or married to go to school. She was very disappointed that she had to **drop out** from year 9.

1. Do you know of similar situations in your community?
2. How do you think Htoo Htoo Eh and Sandar feel about their situation?
3. Do you think there are many girls and boys like this in your country?

F What can be done to help people like Htoo Htoo Eh and Sandar continue their education?

4.3 Higher education

A Do more men or women go to university? Are there subjects that mostly men study? Are there subjects that mostly women study?

B Read the text. Is this situation the same in your community?

Because of the recent increase in numbers of students in universities, women's enrolment at the university level is now much higher. In the past, men had much higher university enrolment numbers around the world but today more women than men attend university in many regions.

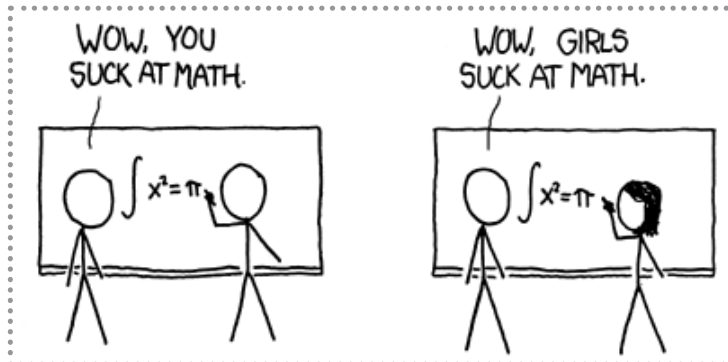
The difference between men and women at the university level is seen in the numbers of men and women studying different subjects. Women study more in the fields of education, health, social sciences, humanities and art, while very few study science and engineering.

Source: *The World's Women 2010*

C Answer the questions.

1. What were your favourite subjects at school?
3. Do Myanmar men and women study the same subjects as described in the text or different ones, and why do you think this is?
4. Do you consider some subjects to be more 'masculine' and some to be more 'feminine'?
5. What impact might this have on gender equality in jobs?
6. Can you think of any other gender issues in the Myanmar university system?

D Look at the cartoon. What does it say about males and females in education?



Review: Education

a. Ask a partner their opinion on these questions.

1. Have you had experience of gender bias in the education system? If yes, can you explain more about how it made you feel?
2. What can be done to make schools better for both boys and girls?
3. In your experience, do girls of boys do better at school? Why?

b. Define these concepts from this chapter.

1. literacy
2. drop out
3. practical skills

c. Write a short paragraph on each topic.

1. What are some effects of illiteracy?
2. Why might boys or girls not attend primary school?
3. Why might they not attend high school?

Before you start Chapter 5...

Chapter Themes and Ideas - Religion

This chapter looks at religion and its relation to gender. Most religions have rules or guidelines for men and women. Where do these come from? What are their objectives? We study the main religions in Myanmar and Asia, and explore some of their teachings, leadership and views on society. There is a section on atheism and gender, and gender roles in societies which are less religious. Does religion encourage a gender divide? Lastly, we question how major religions are responding to changes in society's attitudes to gender norms. We finish with a practical project interviewing a religious leader and presenting their views.

Key words and phrases in this chapter:

atheist (n) - ကိုးကွယ်မှု
ဘာသာဝါဒမဲ့သူ

collaborate (v) -
ပူးပေါင်းဆောင်ရွက်သည်

dignity (n) - ဂုဏ်၊ ဂုဏ်သိက္ခာ

family name (n) - မိသားစုအမည်၊
မျိုးရိုးအမည်

heritage (n) - အမွေအနှစ်

insecurity (n) - မသေမချာ၊
လျော့ရိုလျော့ရဲ

invasion (n) -
ကျူးကျော်ဝင်ရောက်ခြင်း

norm (n) - သတ်မှတ်ချက်

oppressive (adj) - ကြမ်းတမ်းသော၊
ဆိုးရွားသော

societal health (n) -
ပြည်သူလူထုကျန်းမာရေး

spiritual (adj) - စိတ်ပိုင်းဆိုင်ရာ၊
ဘာသာရေးပိုင်းဆိုင်ရာ

Knowledge

In this chapter, you will develop your awareness of:

- major world religions and their ideas on gender
- the role of religion in creating and maintaining gender norms
- different religions teachings on gender, society and leadership
- non-belief and gender equality
- changes in religions' attitude to gender equality

Skills

In this chapter, you will develop your ability to:

- identify gender rules from your religion and major world religions
- describe key ideas from major world religions relating to gender
- compare and contrast views on gender across different religions
- assess the role of religion in defining gender norms in your community
- analyse the relationship between religious belief, non-belief and gender equality
- explore and discuss religions' role in changing ideas on gender equality
- interview a religious leaders and summarise their views on gender

5. Religion



5.1 Religion and gender roles

A Look at the cartoon. Why are these women wearing these clothes?

B List some religions you know. Are there any clothes rules for men or women? Complete the table.

	<i>Men</i>	<i>Women</i>
Christian		
Muslim		
Buddhist		
Other religions		

A nun can be covered from head to toe in order to devote herself to God, right?

But, then, if a muslim girl does the same, why is she oppressed?



C Think of your religious community, or a community with which you are familiar. Answer the questions.

1. Are the religious leaders mostly men or women?
2. Are there places that men or women cannot go? (for example, parts of religious buildings etc).
3. Are there rules about how men and women should behave?
4. What are the reasons for these rules?
5. What would you like your religious community to teach young boys and girls about gender?

D Read the quotes from religious people around the world. Which religions are they from?

Religion	Society	Leadership	Teachings

E For each topic heading, makes notes of the beliefs people have.

Society

- "For my mother, being a woman is a way of paying back for her sin in a previous life. She was very upset when I was born. She wanted her first born to be a son, because boys are the favour of fortune. However, I am sure a lot of women today are happy being women, unlike my mum and other women of her generation. I don't feel like I am inferior, and I don't believe a lot of other women today feel that."
- "I have learned from my religious community that ALL humans are equal in the eyes of God, but my society still often discriminates against women."
- "My small community is trying to raise awareness and bring examples of women from our Islamic **heritage** and show the real image of Islam regarding women. I am personally working with women and forming groups to discuss these issues and work to support women to become conscious of our true self worth."
- "It was only with the **invasion** of foreigners on our country that changes occurred which affected the position of women. Each community built a fortress of social **norms** to protect their women – resulting in the rigid systems, child marriages and the shaving of widows heads to make them look unattractive."

Leadership

- "Most of the highest leading roles are still held by men. I wonder if they fully understand the needs of women, especially in terms of our opinions on social issues."
- "Even between monks and nuns there is gender discrimination. A nun cannot sit at the same level as a monk. I don't think the Buddha taught such discrimination between men and women."
- "Today, most Sikh women hesitate to participate in the foreground. They have the right to perform all **spiritual** duties, but few women manage gurdwara affairs, take the hukam, organize events, give sermons. To an outsider, it definitely looks like a male dominated religion and society."



Teachings

- h. "I remember growing up and hearing of a bird and its two wings - how man and woman are those wings. If the wings are not balanced or equal then the flight of the bird will not be as high nor as smooth."
- i. "Men and women are equal in the eyes of God, but both have different responsibilities according to their needs. Women have their independence and have the right to keep their **family names**, property and ownership, while men have to provide them with their needs and take care of them."
- j. "It is time that Buddhist teachings are applied to modern society, reflecting a positive mixture of old and new for what we expect of our women."

F For each topic heading, discuss the questions:

1. Does your religious community have the same ideas?
2. Which ideas are similar across several religions?

G What other things do you know about these religions, or other religions? What else do they say about women's and men's roles? Put these in your table.

5.2 Non-religion and gender

A Do you know people who do not have a religion? What percentage of people, worldwide, are Muslim? Christian? Buddhist? What percentage of people have no religion?

B Read the text and answer the questions.

Nations with high numbers of **atheists** are often the most equal in the world, and very religious nations are often the most **oppressive**. According to the 2004 Human Development Report's "Gender Empowerment Measure," the ten nations with the highest levels of gender equality are all nations with high percentages of non-belief. The bottom ten are all very religious nations with not many atheists. Countries with the most female members of parliament are usually countries with high levels of atheism (such as Sweden and Denmark) and countries with the fewest female members in parliament are highly religious countries (such as Pakistan and Nigeria).

In many societies atheism is growing, but in the poorest nations with the highest birth rates, atheism is hardly noticeable.

It is unlikely that atheism creates a healthy society, or that religions cause an unhealthy one. **Societal health** seems to cause atheism, and societal **insecurity** seems to cause belief in God.

Source: *Cambridge Companion to Atheism: Phil Zuckerman, Atheism - Contemporary Rates and Patterns*



1. What, according to the text, is the relationship between belief in a god and gender equality?
2. Does the information in the text surprise you? Why or why not?
3. Why do you think atheist countries have better gender equality than very religious countries?
4. Do you think that achieving gender equality might be easier in an atheist community? Why or why not?

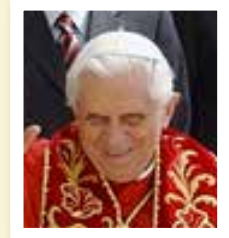
5.3 Religion and equality

A Read the quotes. Do you agree or disagree with them?



- a. "When the Buddha came on the scene 2,500 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 in 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 Al Hijrah Islamic Center

B In groups, discuss the quotes and answer the questions.

1. Do these religious communities practice that religion as described above?
If not, what are the differences?
2. What role should religions and religious leaders play in promoting equality for men and women?

C In groups, write a quote expressing your religion's view on and gender equality.

D Interview a religious leader about their views on gender equality. Ask for a quote stating his or her opinion.

or

Read religious texts. Find texts that show examples of gender bias and discrimination.

Find texts that show examples of gender equality.

Review: Religion

a. Ask a partner their opinion on these questions.

1. Does your religion treat men and women equally?
2. How much power do female religious leaders have in your community?
3. Would having more female religious leaders make a difference to the religion?

b. Define these concepts from this chapter.

1. religion
2. heritage
3. atheist

c. Write a 200-300 word essay on the following topic.

How does your religion see men's and women's roles?
What is your opinion of this?

Before you start Chapter 6..

Chapter Themes and Ideas - Leadership

Chapter Six looks at different aspects of leadership. Starting with governments, we examine the gender makeup of governments around the world. Which countries have greater gender balance in government? What are the characteristics of these countries? Is it important to have both women and men represented in government? The next section is localised decision making, where we analyse a selection of decision making processes. Who do they affect? How do they affect things? We then look at community-based leadership. We analyse a sample of community-based organisation around the world working for greater gender equality. What makes such a group successful? What challenges do they face?

Key words and phrases in this chapter:

advocacy (n) - ထောက်ခံ၊
အားပေးမှု

awareness-raising (n) -
အသိအမြင်တိုးတက်ရေးပညာပေးခြင်း

electoral process (n) -
ရွေးကောက်ပွဲဆိုင်ရာ လုပ်ငန်းစဉ်

family law (n) - မိသားစုအဆင့်
လိုက်နာရန် ဥပဒေများ

head of state (n) - နိုင်ငံ၏
ခေါင်းဆောင်

life experiences (n) -
ဘဝအတွေ့အကြုံများ

national parliament (n) - အမျိုးသားပါလီမန်၊
အမျိုးသားလွှတ်တော်

representation (n) -
ကိုယ်စားပြုခြင်း

social media (n) - လူထုမီဒီယာ

stability (n) - တည်ငြိမ်မှု

Knowledge

In this chapter, you will develop your awareness of:

- gender balance and imbalance in national governments
- reasons for gender imbalance in local and national decision-making
- the effects on society of gendered decision-making
- examples of community-based activism on gender issues
- some challenges faced by female leaders

Skills

In this chapter, you will develop your ability to:

- outline the gender makeup of national governments around the world
- interpret charts on women's participation in government by continent
- discuss the value of gender balance in decision-making on a local and national level
- assess the effects of gendered decision-making
- apply examples to support your opinion from your own experience
- analyse case studies of community-based leadership from around the world
- discuss the challenges women can face in leadership roles

6. Leadership



6.1 Gender and government

A What percentage of the world's members of parliament are men?

B What is the meaning of this cartoon?



C Draw a similar cartoon, showing a world where there is equal gender **representation** in governments.

D Read the quote. What percentage of Myanmar's parliamentary seats are held by women?

“On average only 17 percent of parliamentary seats are held by women. Only 11 of 192 Heads of Government are women.”

Source: The World's Women 2010 (United Nations)

6.2 Women in government

A Read the text and answer the questions.

Around the world, a gender imbalance in government continues. The real question is why it matters. It matters because women's political participation and leadership are necessary for democracy to function most effectively. There are at least two reasons for this.

First, the more a government represents society as a whole, the more stable its policies are likely to be. This means that it is not only important to include women, but also people of different religions and ethnicities.

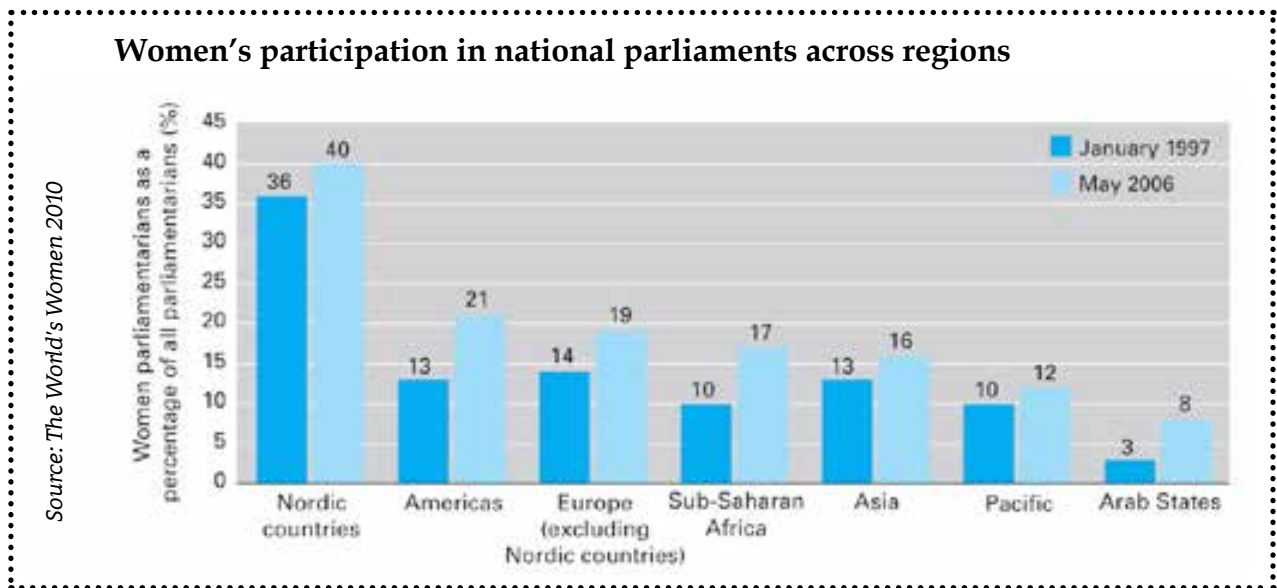
Second, a mixed-gender parliament can address the concerns of women. Of course, female politicians don't always talk about issues that are important to women, and male politicians don't always ignore these concerns. But research shows that women are more likely than men to work on policies that affect women.

Of course, women's political participation and leadership are not the only necessary factors for general peace and **stability**, but they are necessary factors. Supporters of democracy everywhere, whether in Lebanon, France, or the United States, would do well to remember that.

Source: Why Women in Politics Matter, HRW

1. According to the text, why is it important that women participate in government?
2. Which other groups, according to the text, should be represented in government?
3. Do you agree? Why or why not?
4. What issues do you think are 'important to women'?

- B** How many countries in South and Southeast Asia have had a female **head of state** (President or Prime Minister)?
- C** Which countries in South and Southeast Asia can you think of that have never had a female leader?
- D** What information does this chart provide?



E Answer the questions about the chart.

1. How has women's participation in **national parliaments** changed from 1997 to 2006?
2. What do you think are some reasons for this change?
3. What can you notice about richer and poor regions?
4. How might decision-making be different in countries with high numbers of women in parliament?

F Read the texts and answer the questions.

1. Why is women's participation in decision-making important?
2. How can women's participation in leadership contribute to social improvements?

a. **T**hree reasons women politicians are likely to have a different perspective on decision-making.

1. Women's reasons for entering politics are often different from that of men.
2. Women have different **life experiences** from men.
3. Women are more likely to see themselves as representatives of women.

Source: *State of the World's Children, UNICEF*

b. **I**ncreased participation of women in politics is necessary for improved social, economic and political conditions of their families and the entire country."

Source: *Rwandan President Paul Kagame, 2003*

G Write reasons and examples for points 1, 2, and 3 in **Text B**.



- H** Make a list of four or five recent decisions affecting your community or region, e.g. the building of a new school, a new law etc.
For each decision, complete the table.

	Decision	Were women involved?	Does the decision affect men and women equally?	Who made this decision? What % were women?	How might the decision have been different?
1					
2					
3					
4					

- I** How might female leaders have different perspectives on the following issues: *the environment; crime & laws; healthcare; education; transport?*

6.3 Community leadership

- A** Read the case studies. What changes are these groups trying to achieve?



Case Study 1 - Morocco: In 2004, the **advocacy and awareness-raising** efforts of women's rights activists persuaded government leaders to support a **family law** that is meant to address women's inequality, protect children's rights and safeguard men's dignity.

Case Study 2 - Mozambique: A campaign against child marriage by several local women's groups contributed to a new family law in 2004 that raised the legal age of marriage without parental consent from 16 years to 18 years, and with parental consent from 14 years to 16.

Case Study 3 - Myanmar: The Women's Development Network (WDN) organises maternal and children's health programs. It sets up nursery schools and provides educational materials for schools in remote areas. WDN also creates projects that allow women in remote areas to make money. The group has organised the purchase of cotton thread, loom construction, and the distribution of materials to women in some villages. The village women produce a variety of traditional woven materials and the cooperative sells the finished products. The money earned is given to the women who weave.

Case Study 4 - Afghanistan: Women's groups have provided significant support in organizing women to participate in the presidential and parliamentary elections and in monitoring the **electoral process**. They have organised workshops for women refugees in order to expand their awareness of their rights.

Case Study 5 - India: Bollywood actor Farhan Akhtar formed the organisation Men Against Rape and Discrimination in 2012. They have held concerts and make use of **social media** (Facebook, Twitter, etc) to raise awareness about rape and discrimination against women. They plan to take the campaign to schools, universities and colleges.

- B** What is different about Case Study 5? Is this unusual?

C In groups, choose one of the case studies. Do you think this is useful? Do you think it is needed in your community? Do you think it would succeed in your community? What problems might you face? Present your ideas to the class.

D Have you heard of Wangari Maathai? What do you know about her?

E Read the text and answer the questions.

1. What challenges did Wangari face as a woman because of her work?
2. What family problems did she have, and what did she say about them?
3. What did she and her group achieve for the people of Kenya?
4. Why do you think people are inspired by Wangari?



In June, 1977, Wangari Maathai planted 7 trees in memory of Kenya's national heroes. In doing this she started a movement called the Greenbelt Movement. By 1992, this national movement of over 50,000 women had planted over 10 million trees and saved thousands of acres of soil. It has spread to other countries and received an environmental award from the United Nations. The Greenbelt Movement plants trees to stop the loss of soil, to use as fuel, to make the land beautiful, and to earn income for its members. They support tree nurseries for women who raise and sell young trees to be planted on Kenya's public and private lands. They plant orange, avocado, olive and other fruit trees to be used for food. They also plant local trees, such as baobab, fig, and acacia, which had been cut down since the arrival of European colonisers.

Wangari was the first Kenyan woman to become

a professor of biology. She is a single mother of three children. Her former husband was a politician. Other politicians made jokes about him as being "unmanly" for not controlling his wife and she thinks he left her because it caused problems at his work. She says that women who are strong leaders have a difficult time in a society that has been ruled by men for many years.

Wangari and the Greenbelt Movement are doing work that helps everyone. Her movement tries to help people care for their country's land and to be an active part of the development of their nation. She has united people all over Kenya to protect their natural environment. Wangari promotes the Greenbelt Movement in many countries. She is a regular woman who is local hero that inspires people around the world.

Source: 'Planting Trees of Kenya: The Story of Wangari Maathai' by Claire Nivola (2008)

F Research a famous and inspiring woman or man. They might be involved in grassroots community action, or women's groups, or politics. Create a profile of your 'local hero', including biographical information, a description of their activities, and an explanation of why you think their action is positive.

Review: Leadership

a. Ask a partner their opinion on these questions.

1. What makes a good community leader?
2. Would your community benefit from more female leadership? Why?
3. How can more women be persuaded to take up leadership roles?

b. Define these concepts from this chapter.

1. electoral process
2. social media
3. community leadership

c. Write a paragraph on each of these topics:

1. Why there are more men than women in government?
2. What issue result from more men being in government than women?
3. What challenges do female leaders face that male leaders don't?

Before you start Chapter 7...

Chapter Themes and Ideas - Sexuality

Chapter Seven focuses on sexuality, identity and sexual orientation. These mean different things in different societies. We start by defining and analysing key terms, as they vary between cultures. We analyse some of the main issues globally and locally, and look at some responses to these. What makes people attracted to other people? What role do gender and sex play in this? What happens if you are not comfortable with the biological sex you are born with? What role do masculine and feminine norms play in gender identity? We then examine some problems faced by people whose gender identity or sexual orientation challenges the communities they live in.

Key words and phrases in this chapter:

bisexual (adj) -

လိင်တူသော်လည်းကောင်း၊
လိင်မတူသော်လည်းကောင်း
ကာမဆက်ဆံသော

gay (adj, n) -

လိင်တူချင်းကာမဆက်ဆံသော၊
ယောကျာ်းချင်း
လိင်တူကာမဆက်ဆံသော

gender expression (n) -

ယောကျာ်း၊ မိန်းမဖြစ်ကြောင်း
ထင်ဟပ်ပြသမှု

gender identity (n) -

ယောကျာ်း၊ မိန်းမဟူ၍ ခွဲခြားသတ်မှတ်ချက်

heterosexual (adj) -

လိင်မတူကာမဆက်ဆံသော

homosexual (adj) -

လိင်တူကာမဆက်ဆံသော

homophobia (n) -

လိင်တူကာမဆက်ဆံခြင်း အပေါ်
ပြင်းထန်စွာ မုန်းတီးခြင်း

intersex (adj) -

အထီးအမ
လိင်အင်္ဂါ နှစ်ခုပါသော ပုဂ္ဂိုလ်

LGBT (adj) -

လိင်တူချင်းကာမဆက်ဆံသော၊
ယောကျာ်းချင်း၊
မိန်းမချင်းလိင်တူကာမဆက်ဆံသော၊
လိင်တူသော်လည်းကောင်း၊
လိင်မတူသော်လည်းကောင်း

ကာမဆက်ဆံသော၊

လိင်ပြောင်းလဲထားသော

prejudice (n) -

တစ်ဖက်သတ်
အမြင်စွဲ

self-esteem (n) -

မိမိကိုယ်မိမိတန်ဖိုးထား ကျေနပ်နိုင်မှု

sexual orientation (n)

- လိင်ပိုင်းဆိုင်ရာ နှစ်ခြိုက်မှု
ဝိသောသလက္ခဏာ

shame (n) -

အရှက်၊ ရှက်စိတ်

transgender (adj) -

လိင်ပြောင်းလဲထားသော

Knowledge

In this chapter, you will develop your awareness of:

- a range of gender identities and sexual orientations
- language used to talk about different identities and orientations
- issues faced by LGBT communities locally and globally
- activism and advocacy initiatives of the LGBT community
- examples and effects of homophobia

Skills

In this chapter, you will develop your ability to:

- define a range of sexual and gender identities, and the language people use to describe these
- distinguish between sexual orientation and gender identity
- profile local LGBT culture
- summarise problems faced by these communities and some solutions developed in response
- relate masculine and feminine behaviour norms to gender identity
- assess expectations of masculinity on males
- identify and list examples of homophobia
- analyse the causes and effects of homophobia

7. Sexuality



7.1 Sexual orientation

- A** What are **sexual orientation** and **gender identity**? Is it important to talk about them when studying gender? Why/why not?
- B** Think about a boyfriend or girlfriend you have had in the past or a boyfriend or girlfriend you want in the future.
List what makes you attracted to that person.
Discuss your list with a partner. Did you both come up with similar answers? What are the main differences? What are the reasons for the differences?
- C** Read the texts. What are the main points?



Sexual Orientation involves our emotional, sexual and romantic feelings towards other people. This means the people we want to have sex with and start relationships with. We can have a sexual orientation towards the same gender as ourselves (**homosexual**), the opposite gender (**heterosexual**) or both genders (**bisexual**). Sexual orientation is diverse. Words for sexual orientations are different in history and around the world. Different cultures have different ways of understanding sexual orientation. In English speaking countries, there are four words that are common when we talk about sexual orientation - lesbian, **gay**, bisexual and **transgender**. These are often abbreviated to **LGBT**.

Source: David Gilbert, Researcher

BURMA Burma Marks First Ever LGBT Day

By LAWI WENG / THE IRRAWADDY | Thursday, May 17, 2012 |



Burma marks its first ever event celebrating lesbian, gay, bisexual and transgender (LGBT) culture on Thursday. The event will include Members of Parliament, NGOs, academics, health

workers, as well as speeches, entertainment, education videos and a play about gay discrimination.

Most members of the LGBT community who spoke to The Irrawaddy agreed that LGBT activists are more confident of speaking out now that a program of political reform has taken root in Burma.

“However, we are still discriminated against,” said Aung Myo Min from the advocacy group Human Rights Education Institute of Burma. “Especially in rural communities where people lack education, discrimination is still common.”

Last year, the first ever LGBT-targeted programme appeared in Burmese—“Colours Rainbow TV,” which focuses on LGBT news from locally and around the world.

Source: adapted from <http://www.irrawaddy.org/archives/4461>

7.2 Gender identity

A What do you call people who were born male but feel their true gender is female? What do you call people who were born female but feel their true identity is male? What difficulties might they experience because of their gender identity?

B Read the text. Compare your answers from **A** with the text.



The hijras in India say they are a third gender – they were not born as women or men. Many hijras suffer from discrimination, but some hijras have been successful. In 2000, Shabnan Mausi became India's first hijra member of parliament.

Everybody has a biological sex. It is usually male or female. New babies get registered with the government as boys or girls. In many cultures, boys are given male names and girls are given female names.

Most people are happy with their sex from birth. Their gender is the same as their sex. Many people who are born male feel and behave in a masculine way.

Some people feel that their gender does not fit their sex. They may be born female but feel that their true gender is male. Or they are born male and feel that their true gender is female. In English, these people are called transgendered. A male-to-female transgendered person is born male but may live, behave and see themselves as a woman.

Sometimes, it is unclear what sex babies are when they are born. Their bodies have male and female features. These people are called **intersex**. To register births, doctors need to decide whether a baby is male or female. For intersex babies, it is very difficult for doctors to choose the sex. Sometimes, doctors do surgery on babies so they fit either a male or female sex.

Many intersex people do not want to fit into the gender they were given at birth. Some change their gender later in life. Others refuse to choose one gender. Instead they feel that they belong to both genders.

Source: <http://www.stonewall.org.uk/>

C Read the text. What is the main idea?

D Look at the underlined words. List some examples for each that are traditionally considered masculine or feminine.



Gender expression means characteristics and behaviours that are socially defined as 'masculine' or 'feminine', such as clothes, hair, movement, speech and social interactions. Societies and cultures vary widely. Some characteristics may be accepted as masculine, feminine or neutral in one culture but may not be seen the same way in another culture.

Source: http://www.hrc.org/issues/gender_identity_terms_definitions.asp

- E** In English we use the words gay and lesbian to refer to homosexual identities. What words are used in Myanmar? How are they different?
Read the text.

Sexual orientation and gender identity in Myanmar

In Myanmar society, sexual orientation and **gender identity** are different from the English speaking world. In Myanmar, there are five categories that are commonly used by gay, lesbian and transgendered people:

- » **Tha nge:** Tha nge are male. They usually have a sexual orientation towards women. Some tha nge also have a sexual orientation towards men who are apone or apwint.
- » **Apone:** Apone are male. They usually have a sexual orientation towards tha nge. Some apone also have a sexual orientation towards other apone and apwint. Apone have masculine bodies and often behave in a masculine way. They are apone because it is not easy to see that they are gay. Many apone do not use the word 'gay' when they talk about themselves.
- » **Apwint:** Apwint are also male. They usually have a sexual orientation towards tha nge. Some apwint also have a sexual orientation towards apone. Apwint behave in a feminine way. They often wear women's clothes and sometimes their bodies look female. Some apwint use the word 'gay' to talk about themselves.
- » **Lesbian:** Lesbians are female. They have a sexual orientation towards women. Some lesbians are tomboys and dress and behave in a masculine way, while others are feminine.
- » **Women:** Women are female. They usually have a sexual orientation towards men. Some women also have a sexual orientation towards lesbians.

If Myanmar people do not follow their biological gender, they often suffer harassment and violence. Apwint, apone and tomboys are often bullied at school, at home and in public. Some bullying involves name calling, such as *achauk* and *bo bya*. Some apwint and tomboys are victims of violence at home or in public. Tomboys and apwint are also vulnerable to sexual violence. For tomboys, violence can involve 'corrective rape', where the male rapists think they can make tomboys feminine.

Many parents of apwint disapprove of their son's gender identity. This can cause **shame** and depression. Some families reject their children, even making them homeless. Tomboys and apwint also face discrimination at work. Many tomboys and apwint do not want to identify and dress as their biological gender. Some employers only accept staff wearing uniforms that fit their biological gender. Some tomboys, apone and apwint are blocked from promotion.

Same sex marriage does not have legal status in Myanmar, so couples wanting to marry (or divorce) do not have the same rights as heterosexual couples.

Source: David Gilbert, Researcher

- F** What challenges do apone, apwint and lesbians face?
- G** How is sexual orientation different from gender identity?



▲ An advertisement for a gay and lesbian night in a Yangon nightclub.

7.3 Masculinity and gender identity

A What behaviour and characteristics does your community see as *masculine* and *feminine*? Look back at your lists from 7.2 **D** for ideas.

What are some positive and negative consequences of traditional masculine and feminine gender stereotypes?

B Read the text and answer the questions. Does it support any of your ideas in **A**

Issues about masculinity are more complex and confusing than in the past. From childhood, boys see powerful messages about what it means to 'be a man'. Most boys learn to act in a particular way. For many young men, being unable to prove their masculinity could make them feel 'less of a man', or be seen as less of a man in their community.

This can have terrible effects on a man's health and **self-esteem**. Most young men learn to ignore or hide important parts of their personality. They learn that by acting strong they get respect. Young men in most places in the world are told they should be strong, intelligent, sexy and in control of every part of their lives. In reality however, young men can feel weak, unintelligent, unattractive and not in control. Learning about the pressures men receive and how they feel can help us to understand the difficulties men face in society.

Research shows that men feel pressured to show their strength and masculinity, and they often take risks to show it. Health statistics related to behaviour show high levels of dangerous driving, fighting, violence, alcohol abuse and crime in young men. Young men are aware of the dangers, but many feel that risk-taking behaviour is necessary for them to show their masculinity.

Source: Gender Matters (2007) by the Council of Europe

C Discuss the questions.

1. Are boys in your community encouraged to act strong?
2. Are men expected to prove themselves using violence or risk taking?
3. Do women in your community play a role in encouraging men to take risks? How?
4. How does your community see women who take risks?

7.4 Homophobia

A What is homophobia? Why does it exist?

B Read the text and answer the questions.

1. What are some examples of homophobia?
2. What is the most serious form of homophobia mentioned in the text?
3. Are there laws against homosexuality in Myanmar?
4. What is your opinion about this? Do you think the law should be changed? Why?



Homophobia is hatred, fear and discrimination of gay, lesbian, bisexual, transgendered and intersex people.

There are many different forms of homophobia. Sometimes homophobia involves violence. An example of this is when lesbians are raped by men to 'make them heterosexuals'. Another example of homophobia is people losing their jobs or being refused jobs because they are gay.

Language can also be homophobic. Homophobic language is the use of words to insult people because of their sexual orientation and gender identity.

Examples of homophobia can be seen in the community, in families, in religious institutions, in the media, in law and in government. There are now ten countries in the world where the death penalty is used against gay men. There are many more countries where being gay is illegal.

Source: International Day Against Homophobia; stonewall.org.uk.

C Look at the situations. Which are examples of discrimination?

1. An employee often makes homophobic jokes in the staff room at work.
2. A 15 year old boy is being bullied at school because people think he dresses and acts feminine.
3. A gay couple are on holiday, and go to a hotel. The hotel manager says they are full, but really there are rooms available.
4. A transgender woman (male to female) is not allowed to use the women's toilet at her place of work. Her manager defends this by explaining that other staff aren't happy.
5. A lesbian woman prefers to wear trousers and male shirts. Her employer tells her she must wear the company uniform of blouse and skirt.

D Discuss each situation. Who is being discriminated against, why and how? What can be done about it?

E Read the text and answer the questions.

A Burmese migrant, Moses, spoke out about the homophobia he faced when he lived in a refugee camp in Thailand. He said he heard anti-gay sermons from Christian preachers in Mae La camp close to the Burma-Thailand border. Also, he said: 'The families of my Buddhist [LGBT] friends don't accept them.' Families of gay or lesbian people blamed them for soiling the family name and race,' wrote Moses. 'The Muslims are very **prejudiced** too. They wouldn't allow gays to attend the mosque.'

Moses said that he got verbally abused everyday when he lived at the camp and sometimes people would grab him and take his clothes off in the middle of the road. Nobody who saw that would help him, said Moses. They supported these bullies, saying it's only if they keep doing things like this that gay or lesbian people would change their sexual orientation.'

Burmese LGBT rights activist living in Thailand, Myo Min, confirmed that LGBT people are persecuted at the refugee camps.

'We are working for better protection with the UNHCR [UN High Commission for Refugees] and camp authorities,' said Min. 'We call for more security but still many threats are going on.'

Recently a shop owned by a lesbian woman was destroyed overnight, with a letter filled with gay hate saying the people who did it would come back and rape the woman and her sister.

Moses said he worries about returning to Myanmar because of homophobia. 'I can't even imagine what my future is going to be. All I want is to carry on with my studies and live in a place that recognizes me as a full human being, regardless of my sexual orientation.'

<http://www.gaystarnews.com/article/homophobia-rife-refugee-camps-thailand-burmese-migrants-say010513>

1. List examples of homophobia listed in the article.
2. Why do you think Moses is afraid to return to Myanmar?
3. What could be done to help Moses's situation?

Review: Sexuality

a. Ask a partner their opinion on these questions.

1. Has your understanding of LGBT issues changed? How?
2. Have your opinions about LGBT issues changed? How?

b. Define these concepts from this chapter.

1. gender identity
2. LGBT
3. self-esteem

c. Write a paragraph on each of these topics:

1. gender identity
2. sexual orientation
3. masculinity
4. homophobia

Before you start Chapter 8...

Chapter Themes and Ideas - Gender-based Violence

This chapter addresses the problem of gender-based violence. What is gender based violence? How widespread is it? Who are the victims of GBV? Who are the perpetrators? Why do people do it? Why do people tolerate it? We outline some of the most common types of GBV - intimate-partner violence, sexual violence and sexual harassment, and look at the statistics behind it. We finish the section with a look at a Yangon-based campaign against sexual harassment, and discuss effective strategies to run similar campaigns.

Key words and phrases in this chapter:

condom (n) - ကွန်ဒုံး

forced marriage (n) -

အတင်းအကျပ်အိမ်ထောင်ပြုစေခြင်း

identification documents (n)

- မည်သူမည်ဝါဖြစ်ကြောင်းထောက်ခံချက်များ

intimate partner (n) -

အလွန်ရင်းနှီးသော မိတ်ဆွေ၊ အိမ်ထောင်ဖက်၊ ခင်ပွန်း

legal protection (n) -

ဥပဒေကြောင်းအရ ပေးသော ကာကွယ်မှု

non-violent campaign (n) -

အကြမ်းမဖက် လှုပ်ရှားမှု

perpetrator (n) - ပြစ်မှုကျူးလွန်သူ

sex objects (n) -

ကာမသားကောင်အဖြစ် သဘောထားခံရသူ၊ အမျိုးသမီး

sexist (adj) - မိမိနှင့်

လိင်မတူသူများကို ချိုးနှိမ်လိုသော

sexually transmitted

disease (n) - လိင်မှတစ်ဆင့်

ကူးစက်တတ်သောရောဂါများ

sexual harassment (n) -

လိင်ကိစ္စနှင့်ပတ်သက်၍ နှောင့်ယှက်စော်ကား အနိုင်ကျင့် ခံရခြင်း

slavery (n) - ကျွန်အဖြစ်၊ ကျွန်ဘဝ

tolerate (v) - သည်းခံသည်

trafficking (n) - လူကုန်ကူးခြင်း

violate (v) - နှောင့်ယှက်သည်၊

ချိုးဖောက်သည်

Knowledge

In this chapter, you will develop your awareness of:

- gender-based violence, and the factors contributing to it
- the role of the media, tradition and social pressure in tolerance of gender-based violence
- intimate partner violence in different parts of the world
- sexual violence and its effects
- sexual harassment, and some techniques to prevent it

Skills

In this chapter, you will develop your ability to:

- recognise the characteristics of gender-based violence
- identify situations involving gender-based violence
- analyse the role of tradition, social pressure and the media in gender-based violence
- classify scenarios into economic, verbal, sexual and physical violence
- measure the spread of intimate-partner violence across continents and age-groups
- investigate factors that encourage perpetrators of gender-based violence
- assess the effects of gender-based violence on individuals and communities
- explore the contributing factors in a successful campaign against sexual harassment
- plan a campaign against sexual harassment

8. Gender-based Violence



8.1 Violence against women

A What is gender-based violence? Make a class definition.

B Look at the cartoon. Who are the people? What is the cartoon suggesting about the role of the police?



C In groups, answer the questions.

1. What are some forms of violence against women?
2. Who are the most common perpetrators of violence against women?
3. Do you think the media contributes to violence against women? How?

D Read the text. Did your answers from **C** agree with the text?

Violence against women happens everywhere in the world, but in some areas more women experience more violence than in others. Women become victims to different forms of violence – physical, sexual, verbal and economic – within their homes and outside. **Perpetrators** of violence against women are most often their **intimate partners**. Women are abused physically and sexually by their partners at different rates throughout the world, but abuse happens in all areas.

In many parts of the world, traditions and customs put pressure on women to accept violence from their husbands. It is often with no reason or for 'bad behaviours' like burning the food, going outside without telling their husband, or arguing. In many places, women accept these as reasons for the violence.

Violence against women is an obstacle to the achievement of equality, development and peace and it **violates** the rights and freedoms of women. Violence against women comes from historically unequal power relations between women and men. It is supported by traditions and customs that give women a lower place in the family, workplace, community and society, and it is made worse by social pressure.

Common social pressures include the shame given to women for discussing violence they are victims of; women's lack of access to **legal protection**, information or aid; weak laws to punish violence against women; weak police action to protect victims; and low levels of education to teach people about this kind of violence. Movies and television show violence against women – rape, sexual **slavery** or the use of women and girls as **sex objects** – and this contributes to the high levels of violence. Societal acceptance of violence against women negatively affects communities, in particular children and young people.

Source: The World's Women 2010 (United Nations, New York)

E Answer the questions.

1. According to the text, what is the main cause of violence against women? Do you agree with this?
2. Why do many women accept this violence?
3. How do you think this violence affects children? How do you think it affects communities?

F What factors encourage some men to perpetrate violence? Read the text.

Too often, boys and young men are shown examples of **sexist** behaviour. Too often, boys and young men are taught to connect masculinity with the use of violence and dominance over women. Too often, such behaviour is met with silence and tolerated by other men, which makes gender inequality and negative stereotypes seem normal.

However, many men disagree with violent behaviour towards women and would take action if they believed other men would support them. Men can also be deeply hurt by violence against the women they care about.

Source: UN Secretary General Ban Ki-Moon, UNITE to end violence against women



G Do your ideas from **F** agree with Ban Ki-Moon's?

8.2 What is gender-based violence?

A Brainstorm kinds of gender-based violence. Make a list on the board.

B Read the case studies and answer the questions.

Case Study 1: Sita is fifteen, and lives with her uncle. Her uncle makes her do all the household cleaning and cooking. At night he locks her in her room and doesn't allow her to leave, because he is afraid she might run away. He says it is her duty to work for him, as he is an older male relative.

Case Study 2: Some of the men in Sarah's office often make rude comments to her. They stare at her body, make sexual comments to her, and threaten to touch her. Sarah is unhappy and uncomfortable about this. She is thinking about leaving her job.

Case Study 3: Daw San San's husband often beats her. Sometimes he beats her because he doesn't like the meal she has cooked for him. Sometimes he beats her because the children are too noisy. Sometimes he beats her because he doesn't like her clothes.

Case Study 4: Mi Hla Hmaing is a high school student. She takes the bus to school each day. Sometimes on the bus, men try to touch her. When the bus is crowded, it is hard for her to avoid these men. She really hates the journey to school.

Case Study 5: Naw Wah comes from a poor village near the border with Thailand. She wanted to make money to help her family. One day a woman offered her a job in Bangkok- she told Naw Wah she could earn good wages working in a factory. The woman took her to Bangkok. She was raped and forced to be a sex worker. She didn't speak Thai or have any **identification documents** and was afraid to escape.

Case study 6: Aye Thandar and her husband have three children together. Aye Thandar likes to gamble at friends' houses. Sometimes she loses all the money her husband gave her for household purchases, and once she sold her daughter's bike and gambled with the money. Her husband gets angry when she gambles and sometimes he hits her. She always hits him back and then both of them punch and kick each other.

1. Which cases do you consider to be a form of GBV? Why or why not?
2. Which ones are physical? Sexual? Verbal? Economic?
3. Which ones can happen in public? Private?

C Discuss your answers as a class. Update the class definition of GBV if necessary.

8.3 Intimate partner violence

A Discuss the questions.

1. What is intimate partner violence?
2. Why do some people not see intimate partner violence as a rights violation?
3. Why do victims of intimate partner violence find it difficult to leave?

B Read the text and check your answers.

Intimate partnership violence is the most common type of gender-based violence, and it is very different from violence that occurs among strangers. Seeing intimate partner violence as a family issue has stopped people from seeing it as a rights violation.

A question often asked about intimate partner violence is 'why doesn't she/he leave?' There is no simple answer because partner violence is very complex. It involves physical, psychological, emotional and economic forms of abuse. Victims often feel helpless, worthless and powerless. They often are financially dependent on the abuser, face social pressures and have no safe place to go if they leave the abuser.

Victims often have been taken away from the support of family and friends by the abuser so they feel isolated. They commonly fear more violence to them and their children. Often society says that 'some kind of father is better than no father for your children.' Often the abuser will blame the victim for the abuse or say that it is their right to harm the victim. These are some reasons that it is often difficult and dangerous to get out of an abusive relationship.

Source: Gender Matters (2007) by the Council of Europe

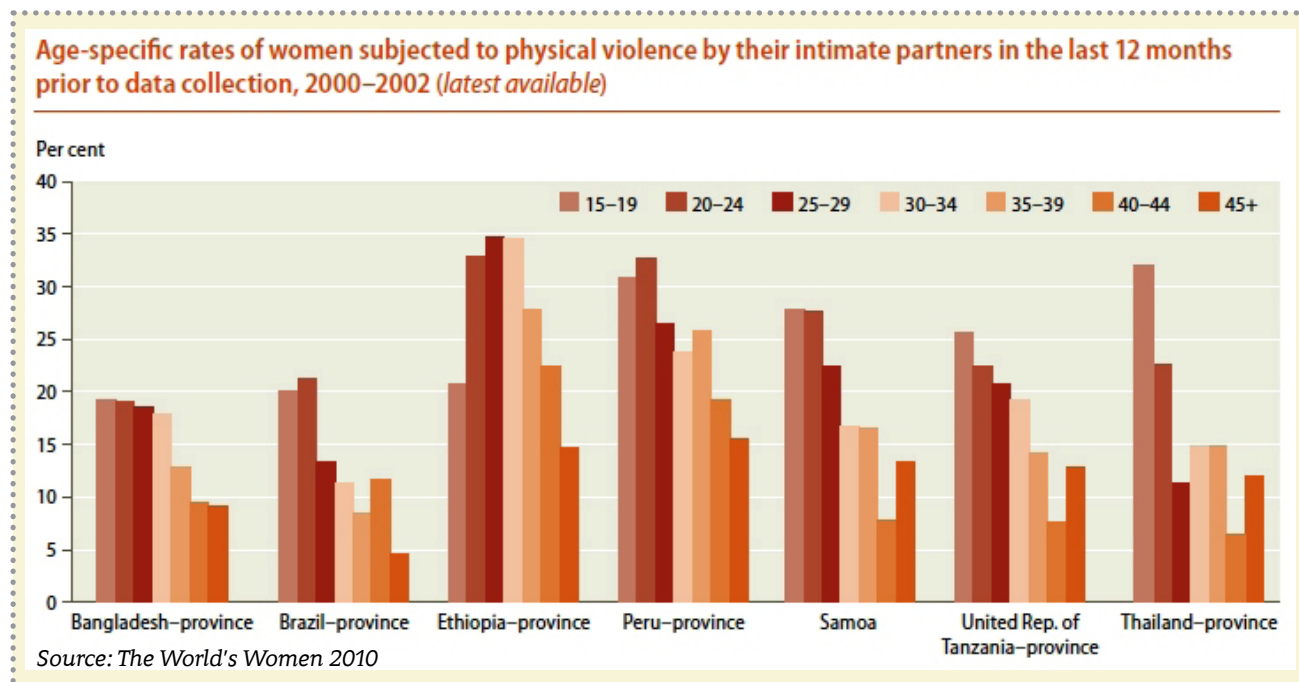
C Read the text. In situations like this, what could be done to help end the violence? Who could help?



"Everybody was jealous of me because of my boyfriend. He was very popular at school - charming and handsome, always polite with teachers, respectful to parents. But sometimes, when we were on our own and I did something he did not like (like going out with the girls), he would shout at me. Later came the kicks and shoves. I could not tell anybody I knew because all my friends, my parents, and his parents were so impressed with what a nice guy he was."

Source: testimony from a young Hungarian GBV victim (NANE hotline, Hungary)

C Look at the chart. What information does it provide?



D Answer the questions.

1. Which age group is most at risk for partner violence?
2. Why do you think this is?
3. What age group do you think is most at risk in your country/your community?

8.4 Sexual violence

A What is sexual violence?

How many women, globally, experience sexual violence from an intimate partner?

- i. 5% ii. 10% iii. 25% iv. 50%

B Read the text and check your answer.

Sexual violence occurs everywhere in the world. It is very common. Many studies show that almost 1 in 4 of women experience sexual violence by a partner, and up to 1 in 3 teenage girls report their first sexual experience as being forced.

Sexual violence has an impact on physical and mental health. It causes physical injury, and can cause sexual and reproductive health problems. The impact on the mental health of a person can be serious. Individuals sometimes lose the support of their families and friends after becoming victims of sexual violence. There are many other types of sexual violence. Some of these include: rape within marriage or dating relationships; rape by strangers; rape during war; sexual abuse of mentally or physically disabled people; sexual abuse of children; **forced marriage**, including the marriage of children; forcing someone not to use **condoms** (or other forms of protection against **sexually transmitted diseases**); forcing someone to have an abortion; forced **trafficking** of people for sex work.

Prevention of sexual violence is more effective in countries where people work together. Governments, police, health care workers, community organizations, and people all across society must work together if there is to be any change in the amount of sexual violence seen in a society.

Source: *World Report on Violence and Health, WHO*

C The text talks about *types of sexual violence, the effects of sexual violence and preventing sexual violence*. What does it say about these things? Write notes in a table.

Types of sexual violence	Effects of sexual violence	Preventing sexual violence
<i>rape by strangers</i>	<i>physical and mental health problems</i>	

8.5 Solutions

A What role can men play in preventing gender-based violence?

B Read the text and answer the questions.

For many years, women around the world have led actions to prevent and end violence, and today more and more men are joining them in support. Men have an essential role to play as fathers, friends and community leaders, in speaking out against violence against women. Importantly, men can provide positive role models for young men and boys, based on healthy models of masculinity.

Men must teach each other that real men do not hurt or oppress women – and that a woman's place is not just in the home or the field, but in schools and offices.

Source: UN Secretary General Ban Ki-Moon, UNITE to end violence against women

1. Why are men likely to be effective in preventing gender-based violence?
2. What can men close to you - friends, family, community and religious leaders - do to help change the views and ideas of men (and women) about gender-based violence?
3. What can women do to prevent gender-based violence?
4. What can all people do to prevent gender-based violence?



C What is sexual harassment? Is it a problem in your community?

D Read the text. What problem is the whistle campaign addressing? What solutions does the text mention? Is the problem similar in your community?

Whistle campaign a hit on city buses

By Cherry Thein | Monday, 27 February 2012



Volunteers distribute whistles and pamphlets near Sule Pagoda on February 21. Seng Mai / The Myanmar Times

A campaign to fight **sexual harassment** on Yangon's bus lines has companies, drivers and politicians all joining in the effort. Under the "whistle for help" campaign, about 150 volunteers have been distributing whistles and pamphlets to women at eight busy bus stops in Yangon. The pamphlet instructs women to blow the whistle when they experience sexual harassment on the bus.

"Please go and help the women who blow whistle and let's stop this unacceptable behaviour," the pamphlet said.

In response to the campaign, Parami bus line began offering women-only services during the morning and evening rush hours, when buses are crowded and women more likely to experience sexual harassment.

The campaign has also proven popular with commuters, with many requesting additional whistles to hand out to their friends, family and colleagues.

Regular commuter Ma Nyein Nyein said a few men made her regular commute a nightmare.

"On one occasion I felt something behind me but I couldn't move because the bus was so crowded, we were like sardines. I was nervous and angry but I couldn't move. At the same time, a man greeted me – hey *nyimalay* [little sister], long time no see, how are your parents and so on," she said.

"He came close to me so that the other guy behind moved away. It was incredible. I didn't know him at all. I smiled at him and he smiled back and nodded as though he understood the situation. This is how some men respect women. My experience is not as bad as some of my friends. I welcome the whistle campaign."

Bus drivers and conductors have also expressed support and encouraged the group to expand their campaign.

U Tun Aung, a driver on the No 51 line, said sexual harassment had been **tolerated** on buses for too long and he praised the "whistle for help" organisers for devising an effective, **non-violent campaign** to stop it.

Campaign committee member Daw May Pale Thwe said she was grateful for the support of the bus lines and their staff. "I was amazed. [Drivers] willingly helped us by stopping their bus" so that volunteers could distribute whistles and pamphlets, she said.

Many are now encouraging the group to expand the campaign outside Yangon.

Adapted from: Cherry Thein, Myanmar Times Volume 31, No. 616, 2012

E What factors make this campaign successful?

F Here is a list of possible solutions to the problem of sexual harassment. What are the problems with each solution? How effective are these solutions?

1. Not allowing women to go out by themselves.
2. Making sexual harassment a serious crime, where perpetrators get long jail sentences.
3. Encouraging women to not tolerate it - to defend themselves and speak out about it.

G In groups, think of a campaign to stop sexual harassment. Think of what type of harassment you are addressing and a way to fight it. Present your ideas to the class.



Review: Gender-based Violence

a. Ask a partner their opinion on these questions.

1. What kind of GBV occurs in your community?
2. Who should be responsible for preventing GBV? Why?
3. What can you do to help prevent GBV in your community?

b. Define these concepts from this chapter.

1. intimate partner
2. perpetrator
3. sexual harassment

c. Write paragraphs answering these questions.

1. How common is gender-based violence?
2. Why do some people perpetrate GBV?
3. Why do some victims and communities tolerate GBV?

Before you start Chapter 9...

Chapter Themes and Ideas - Sex work

The final chapter looks into sex work, and the lives and issues of sex workers. What is the extent of the sex work industry in Southeast Asia? Who are the sex workers? Why do people become sex workers? Who uses sex workers' services? What problems do sex workers face? Through case studies of Myanmar sex workers, we look at the various conditions of sex work. We examine some of the risks and dangers faced by many sex workers and discuss some ways to improve conditions in the industry. We finish with a practical research project, looking at an organisation working on sex worker rights and/or conditions.

Key words and phrases in this chapter:

brothel (n) - ပြည့်တန်ဆာအိမ်

elite (adj) - အထက်တန်းအလွှာ

freelance (adj) - အလွတ်တန်းအလုပ်လုပ်သူ

HIV transmission (n) - HIV ရောဂါပိုးကူးစက်ခြင်း

pimp (n) - ပြည့်တန်ဆာထိန်း

prostitution (n) - ပြည့်တန်ဆာမှု

sex industry (n) - ပြည့်တန်ဆာလုပ်ငန်း

sex tourism (n) - ကာမဆက်ဆံရန် ကမ္ဘာလှည့်ခရီးသည်များ လာရောက်ခြင်း

sex worker (n) -

ပြည့်တန်ဆာအလုပ်ဖြင့် အသက်မွေးဝမ်းကြောင်းပြုသူ

stigma (n) - မတရား ချိုးနှိမ်သော အမြင်

Knowledge

In this chapter, you will develop your awareness of:

- the local and regional sex work industry
- the reasons people become sex workers
- working conditions for sex workers
- dangers and risks to sex workers
- organisations working on sex workers' rights and conditions.

Skills

In this chapter, you will develop your ability to:

- profile the sex industry locally and in Southeast Asia
- compare and contrast working conditions of sex workers
- analyse the reasons people take up sex work
- investigate some of the risks and dangers faced by sex workers
- distinguish between forced or trafficked sex work and those who take up sex work by choice
- relate sex work to legal systems
- explore some ways to improve conditions for sex workers
- research an organisation working for improved conditions or rights for sex workers

9. Sex work



9.1 The Sex Industry in Southeast Asia

- A What do you know about the sex work industry?
- B Read the quote. Why do you think people become sex workers?
- C Read the text and answer the questions.

“Sex work is the same as other work, and sex workers are the same as other people. I am always kind and helpful to people. Some sex workers are rude and violent, but this is because they are unhappy and angry with their lives.”

Source: Yangon sex worker, Yee Yee Soe, Yangon. June, 2011



Sex work in Asia has grown large enough to discuss from an economic point of view. The **sex industry** provides employment and income to large numbers of people. It is also different

from in the past because of different kinds of customers, changes in law and because of various international groups connected to the sex industry. Sex work is highly organised and connected to the tourist industry, the hotel industry, the sale of cigarettes and liquor, and other common businesses.

In the Philippines and Thailand, **prostitution** is illegal but the governments support the growth of tourism. Women are often encouraged to go to cities and to other countries to work, and to send money home to their families. These

actions and attitudes have contributed to the growth of sex work in these countries. Few job opportunities for people with no education and few government programs to help the poor also contribute to the growth of sex work in societies. **Sex tourism** also brings many customers from other countries to Southeast Asian countries.

There are many reasons why people become **sex workers**. Some people choose to become sex workers because they want to, some need to make money and have no education, and some are forced to become sex workers or tricked. Often people become sex workers to support their families. The working conditions are different for every sex worker. Some have a very good working situation and are happy with their work, while some have been forced into sex work and are treated as slaves.

Source: The Sex Sector: The economic and social bases of prostitution in Southeast Asia by Lin Lean Lim, International Labour Organization, 1998.

1. What are the economics of the sex industry?
2. What are some reasons that the sex industry has grown in some countries?

- D Add more reasons to your list from B.

9.2 The lives of sex workers

A Read the text and answer the questions.

1. Why did Yee Yee Soe become a sex worker?
2. What is a pimp?
3. How has her life changed over the last few years?

Yee Yee Soe is 32. She became a sex worker eight years ago. She started sex work because her husband left her when their child was born. She had no money and needed to support her child and herself. When she started, she had a **pimp** and he took her to the discos to find customers. He took most of her money from her so she changed and became **freelance**. Now she works in the nightclubs but she has no pimp.

Her customers are foreign and Myanmar. In the past, some Myanmar customers were violent towards her. She says that Myanmar men tried to make her afraid because if a sex worker is afraid, she will give sex for free.

Before, Yee Yee Soe felt very bad about her job and what she did, but now she doesn't worry. She uses the money to support her family, and sex work will pay for her daughter's education when she is older. However, in her family, only her cousin knows what her job is.

Source: Yangon sex worker, Yee Yee Soe, Yangon. June, 2011

B Do you think sex workers have a choice about the job they do? Why/Why not?



C Read the text. Discuss your answers to **B**.

Prostitution and the idea of 'choice'

Most of the people who sell sex in Asia do so because of economic and social inequality and few life chances. Especially in the poorer countries of the region, they have no other realistic option. Some are physically forced into sex work and a large number of women in **brothels** have been trafficked. These trafficked women may receive only a tiny amount of the money paid by clients.

However, in male-dominated societies (in which women have limited access to economic resources) sex work gives uneducated and unskilled women a much higher income than they can obtain in any other occupation. This is also true for male sex workers. **Elite** sex workers in both developed and less developed countries can earn lots of money in a very short time.

Source: WHO, Sex Work in Asia, July 2001

D Read the three case studies. For each case, write:

1. the reason(s) they became a sex worker.
2. whether or not they had a choice to become a sex worker.

Case Study 1: Twet Twet

Twet Twet is 34. Ten years ago a man raped her. She didn't want shame in her family so she married the rapist. She became pregnant but her husband didn't support her. She asked her father to support her but he told her he didn't have much money and to get a job.

Her friend told her about a job. Twet Twet didn't know her friend was related to a pimp. At first, her friend didn't talk about sex work. She talked about working in a 'shop'. Her friend told her again and again to go there to make money. Twet Twet agreed, but it wasn't a shop, it was a brothel. She wasn't allowed to leave for two years. She became pregnant because the brothel didn't give contraception to the sex workers. When she knew she was pregnant, she ran away, had an abortion and found a new brothel to work in. Now she works on the streets



of Yangon. The streets are dangerous for sex workers but she is free, and can make between 3000 and 18,000 kyat per day. She experiences **stigma** from her father and people in the community. They shout at her and call her hurtful names.

Twet Twet says: "I try to be friends with people in the community, but they don't understand and they think I'm bad. I want them to see me as a person."

Case study 2: Myo Gyi

Myo Gyi is 30. He started selling sex part-time in 1997. He lived in an area of Yangon where men sold sex and he knew that people made money from it. Sometimes he met men for sex. In 2001 his parents died and he moved in with his aunt. He had to take care of his aunt and himself so he started selling sex full-time. His customers are Myanmar and foreign. In 2008 he became a peer educator at a local NGO. Now he only sells sex part-time again.

Myo Gyi's family don't know about his job. He has never experienced any violence from his customers and experiences no stigma from the community.

Myo Gyi says: Selling sex is not a bad job. For me, it is only about money. Sex work helped me learn English and other skills, and make friends. It is a step towards a better life.



Case study 3: Htwe Htwe

Htwet Htwe is 26. She is transgendered. She works in a beauty parlour and she sells sex part time. She became a sex worker to make extra money. She and her friends sometimes go over to Kandawgi to meet men and to find clients. If men have fun with Htwe Htwe, they pay her or buy her a meal. One day, when Htwe Htwe was alone, a group of seven men came to her, attacked her and raped her. They didn't use condoms when they raped her. After, the men left her on the side of the lake. Htwe Htwe didn't go to the police because she believes that some policemen don't like transgendered people, and she was scared the police might arrest her instead of helping her.

E What could be done to improve the situation for Twet Twet, Myo Gyi and Htwe Htwe?

9.3 Dangers to sex workers

- A** What risks and dangers do sex workers face? What are some ways to reduce these risks?

Risks and dangers	How to reduce them
getting the HIV virus	condoms, education about safe sex



- B** Read the text. Add new information to the table.

In their work and lives, sex workers experience high levels of violence. Sex workers more often become victims of physical abuse, sexual assault, rape and harassment. Violence against sex workers is a violation of their rights just the same as any other person.

Like many people, sex workers become victims of violence from their intimate partners and other family members. But some perpetrators of violence are quite different for sex workers than they are for other people. Sex workers experience violence in their workplace. They can be abused by sex business owners and from customers. Violence from customers often happens when a sex worker refuses to have sex without a condom.

Sex workers often work in dangerous areas where criminals also work. Police in many countries often do not help sex workers who are victims of violence. In many areas of Asia and the Pacific sex workers are attacked and sometimes even raped by police officers. Unfortunately, the violence sex workers receive every day is mostly ignored and sometimes supported by people in their societies.

Sex workers are often in situations that put them at increased risk of violence. Sex workers who are not part of any group and work on the street are at highest risk. This situation is made worse because sex work in many countries in Asia is illegal. Sex workers in these countries work in more hidden places and people begin to think of them as criminals. In countries with laws against sex work, there is more violence by police, health service providers, and the general public, against people that work in the sex industry.

Source: Building Partnerships on HIV and Sex Work UNFPA (2011)

- C** Answer the questions.

- How is violence against sex workers different from violence against other people?
- What are some reasons that sex workers are at a high risk of violence?
- What are some of the effects of making sex work illegal?

- D** Read the text. Add new information to the table in **A**.

- E** What is the situation for sex workers in Myanmar? What dangers do they face?

Police Law Booklet

In India (and other countries in Asia), there is no law that says police officers can attack sex workers. But sex workers often receive abuse by the police. Because no one was helping them, they developed their own program.

The sex worker organization VAMP created a small book with pictures and information for the police about what the police can and cannot do by law. Sex workers carry the small book with them and show it to the police to remind them of the law.

VAMP also personally welcomes new senior police officers to the area and gives them a copy of the book. Sex workers feel more confident with the book. Because of VAMP, many sex workers in India have begun to have better relationships with the police.

Source: Building Partnerships on HIV and Sex Work UNFPA

F What do you know about HIV/AIDS?

1. How is it transmitted?
2. How can people prevent **HIV transmission** during sex?

G Read the text. What are the consequences of making condoms illegal for women?

This text was written in 1998. Has the law changed since then?

H Read the text and answer the questions.

There is very little public education about HIV/ AIDS in Myanmar, so women doing sex work are at high risk of getting the virus. They can also be arrested for possessing condoms if stopped by police, so usually they do not carry condoms.

Condoms for women are seen as a sign of prostitution. This makes condom promotion among women extremely difficult. Men cannot be arrested for carrying condoms.

Source: Gathering Strength: Women from Burma on their Rights, Chiang Mai, Thailand, Images Asia; 2002

Sex workers want fair working conditions, including safe and healthy environments. They want to be respected, earn a fair salary, and have good health care. Many sex workers choose to work in the sex industry. Often, sex work pays a better salary than cleaning houses, or working in a restaurant or shop. The television and news usually show sex workers as poor and hopeless, but sex workers use their money to pay for school, support their family or to start businesses.

Sex work is sometimes described as being the same as trafficking or that all sex workers have been trafficked. These ideas are based on incorrect information. It is true that some sex workers have been trafficked, but confusing sex work and trafficking causes many problems for sex workers. To understand sex work we need to listen to the voices and stories of sex workers and not to incorrect information that you may see on television or learn from people who do not know the truth.

Source: The Danger of Conflating Trafficking & Sex Work by the Sex Workers Project at the Urban Justice Center (2007)



1. How does the media show sex workers? Is this accurate?
2. What is the difference between sex work and trafficking?

I Choose a problem that sex workers face. Think of ways to help or solve this issue. Find an organisation that works on this issue. Research them and their work, and present your findings to the class.

Review: Sex Work

a. Ask a partner their opinion on these questions.

1. Should sex work be legal or illegal? Why?
2. Does a sex industry exist in your community? What is your opinion on it?
3. Has your opinion on sex work changed?

b. Define these concepts from this chapter.

1. sex worker
2. sex tourism
3. safe sex

c. Write a paragraph on each of these topics.

1. Why people become sex workers.
2. The difficulties and dangers of sex work.
3. What can be done to improve conditions for sex workers.

10. Conclusion



10.1 Gender in Myanmar today

A Read the quote and answer the questions.

1. Do you feel that this is true in Myanmar today?
2. Do you think that it was true for all men and woman in Myanmar before?
3. What has changed?
4. What is the same?
5. How would you describe the relationship between a man and woman in Myanmar today?

B Complete the following sentences.

1. Something I would like to change about the situation for young men is...
2. Something I would like to change about the situation for young women is...
3. One thing my community can do better for women/men is...
4. I think everybody should...
5. No one should be forced to...
6. I can support gender equality by...

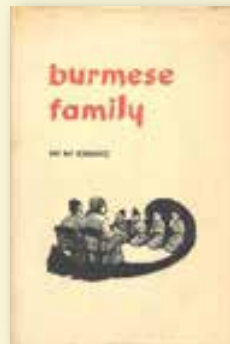
C Look at this cartoon. What is it saying? How does it relate to your community?

D Draw a cartoon about a gender issue in your community.

"Man, who has the energy, is the volatile spirit. He is also the sensitive one, easily hurt and humiliated. He is less able to bear the injustices of life, is trusting, and easily fooled by others. Woman is the conservator and guide. Not easily tricked, she is the negotiator and trader. She looks after difficult situations, advises her husband at all times and sets the price for trade purchases."



*Mi Mi Khaing**



* Mi Mi Khaing (1916-1990) was a teacher and anthropologist. Her books 'Burmese Family' (1948) and 'The World of Burmese Women' (1984) describe life for women in the post-colonial era.



10.2 What have you learned?

A Complete the following sentences.

1. The best thing about being a young woman is ...
2. The best thing about being a young man is ...
3. Gender equality means that ...
4. To achieve gender equality we (all citizens, this group) need to ...

Compare these to your answers from 1.4 C. Have your answers changed? How?

B In groups, choose a chapter. Look back at the learning goals from the beginning of the chapter. Divide the list of learning goals between the group members. Each group member looks back on these goals, and decide how much you achieved of the goal. Discuss these goals as a group. Make a group presentation about the chapter.

10.3 Creating change

make posters and put them up everywhere

A Choose three issues from this module that interest you. In pairs, discuss:

1. Is this issue relevant to your immediate community?
2. Can you, practically, do anything about this issue?

send letters to newspapers

Choose one issue that is relevant, and that you can do something to help.

B Research the issue.

1. What are the main effects of the issue in your community?
2. What are some international responses to this issue?
3. What organisations, if any, are working on this issue?
4. What are they doing?

street theatre

volunteer with a community group

C Make a list of things you can do on this issue. Decide which is the most practical.

D Write a table of problems, and solutions to these problems, with these actions.

fundraise

problems	solutions
<i>we might face opposition from conservative members of the community.</i>	<i>we could explain to them what we are doing, and how it benefits the community.</i>

run a workshop

teach about it at a school

E What is goal of your action? Write a goal statement, e.g.

- To raise awareness of the effects of gender-based violence
- To learn more about homophobia in the community
- To educate high school students about the gender gap in salaries internationally and in our community

graffitti

F Do your action.

hold a photography competition

G Evaluate your action. Did it achieve its goals?

Picture Acknowledgements.

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36				
37	Agência Brasil	Dilma Rousseff, presidenta do Brasil, e Hillary Clinton, secretária de Estado dos Estados Unidos. Brasília, 1º de janeiro de 2011.	http://commons.wikimedia.org/wiki/File:Dilma_Rousseff_and_Hillary_Clinton_2010.jpg	CC Attribution 3.0 Brazil
37	Claude TRUONG-NGOC	Remise du Prix Sakharov à Aung San Suu Kyi par Martin Schultz au Parlement européen à Strasbourg le 22 octobre 2013.	http://commons.wikimedia.org/wiki/File:Remise_du_Prix_Sakharov_%C3%A0_Aung_San_Suu_Kyi_Strasbourg_22_octobre_2013-08.jpg	
37	unknown	unknown	unknown	unknown
37	World Economic Forum	DAVOS/SWITZERLAND, 26JAN12	http://en.wikipedia.org/wiki/File:Hina_Rabbani_Khar_-_World_Economic_Forum_Annual_Meeting_2012.jpg	CC Attribution-Share Alike 2.0 Generic
38	unknown	Iraniam women fighting for their rights	http://uncovering-irans-history.wikispaces.com/Class+Structure+in+Iran+Hannah+Gordon	unknown
38	unknown	Moroccan women protest in the streets for equality on National Women's Day in Morocco.	http://chelseakittajour470.blogspot.com/	© ADFM
38	unknown	A conference back at our children's center in southern Mozambique	http://www.irisglobal.org/news/newsletters/view/faith-love-and-joy-in-the-bush#19	© 2014 IRIS Global.
38	unknown	unknown	unknown	unknown
39	meaduva	Wangari Maathai	https://www.flickr.com/photos/meaduva/2926928576/	CC Attribution-NoDerivs CC 2.0 Generic
41	David Goehring	Headband	https://www.flickr.com/photos/carbonnyc/3048463345/	Attribution 2.0 Generic
41	unknown	LGBT logo and rainbow	unknown	unknown
41	unknown	unknown	unknown	unknown
42	unknown	unknown	unknown	unknown
42	William Murphy	Dublin Gay Pride Parade 2011 - Before It Begins	https://www.flickr.com/photos/infomatique/5870693337/	CC Attribution-ShareAlike 2.0 Generic
44	unknown	unknown	www.homophobiaday.org	unknown
47	unknown	No abuse	http://www.cubahora.cu/sociedad/sumando-voces-desde-cuba	unknown
47	unknown	unknown	unknown	unknown
48	World Economic Forum	Ban Ki-moon - World Economic Forum Annual Meeting 2011	http://commons.wikimedia.org/wiki/File:Ban_Ki-Moon_Davos_2011.jpg	CC Attribution-Share Alike 2.0 Generic
49	unknown	unknown	https://www.pinterest.com/wrcommission/16-days-of-activism-against-gbv-2012/	unknown
51	unknown	unknown	unknown	unknown
53	unknown	unknown	unknown	unknown
53	unknown	unknown	unknown	unknown
53	unknown	unknown	unknown	unknown
55	unknown	unknown	http://yaldapashai.wordpress.com/2010/09/	(c) Yalda Pashai
55	unknown	unknown	unknown	unknown
56	unknown	unknown	unknown	unknown
57	unknown	unknown	unknown	unknown
57	Charles Fox	Male escort, Mumbai	http://www.charles-fox.com/2013/01/21/further-press-for-mumbai-male-masseurs	© Charles Fox Photo-journalism.
57	unknown	unknown	unknown	unknown
58	unknown	Child sex worker, Bangladesh	http://www.burnmagazine.org/essays/2011/12/gmb-akash-the-bitterest-pill/	unknown
59	unknown	Sex workers in India	http://www.ledaway.org/	unknown
60	Thomas Hedden	Solidarity demonstration in Poland	http://commons.wikimedia.org/wiki/File:Solidarity_1984_August_31.png	Public Domain
60	unknown	bikini/burkha	http://www.feminineandpurple.com/	unknown

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If we have missed anyone from this list, we apologise. Please get in touch, and we will add your name.