

THE GENDER ROAD MAP GUIDEBOOK



A couple-based gender transformative
model to address unequal power relations

2014



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FOREWORD

More than two years since Oxfam and GADC staff and partners began implementing the Gender Road Map project, I am proud to see the innovative methodologies and tools that comprise the Gender Road Map model gathered into one user-friendly guidebook.

Through Oxfam's community development projects, programs promoting women's economic and political leadership, and humanitarian activities, we have become well-acquainted with the double or even triple roles that women take on. Given that many actors, including government, civil society and NGOs, have joined forces to address the issue of gender inequality for years, what is still keeping women from enjoying the same rights as men? We asked ourselves: Wouldn't it be interesting to see what happens if we try to address gender inequalities at the household level?

What Oxfam has tried to do in GRM projects is to tackle the issue of gender inequality by sitting down with couples to sensitize them to gender issues, helping them to reflect on their relationships and understand themselves better, and identifying how gender inequality exists within their families. The model helps beneficiaries to be honest with themselves and their spouses, to acknowledge the problems created by gender gaps in the home, and to see how they can solve problems concretely within their families.

The Gender Road Map project has been evaluated as one of the most successful models for promoting gender equality at the household level, improving marital relationships, reducing domestic violence and creating a safe environment for respectful communication between couples. The project will also have a positive impact on the next generation by exposing children to healthier gender relations in the family.

We sincerely hope that this guidebook will be a great resource for GRM model practitioners in their mission to close gender gaps at the household level and contribute to building a just world without poverty.

Ms. Mao Sotheary
Oxfam Country Manager

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SECTION 1:

WHAT IS THE GRM?

INTRODUCTION

Background

In Cambodia there is widespread gender inequality. As a result of deeply entrenched gender norms, women and men are assigned specific roles, responsibilities and value, which prevent them from exercising their rights equally. Cambodian women continue to be relegated to a lower status than men, not only in their families and communities, but also in society at large.

At the household level, even though Cambodian women tend to manage the family's daily expenses, their influence and leverage is mostly limited when it comes to decision-making on larger and more significant expenses. Women shoulder the main burden of housework and care-giving duties, which leaves them little time to engage in income-generating activities or community work. Concomitantly, the tasks women fulfill are not often valued or recognized as legitimate labor. Cambodian women feel a great deal of pressure to comply with strict gender norms that prevent them from working too far from their homes and, subsequently, hinder their mobility. While husbands are often responsible for exercising multiple forms of control over their wives, a woman's behavior and activities may also be strictly patrolled by parents or other family members or relatives. Cambodian women also continue to suffer from high rates of domestic violence. Due to underreporting,

it is difficult to know the exact figures, but according to the UN's multi-country Study on Men and Violence in Asia and the Pacific released in 2013, 12% of 1,812 Cambodian men interviewed reported committing physical violence against women. About 21% of those who had been in a relationship said they had raped a partner. Women seldom speak out about the violence they experience because they are expected to preserve domestic harmony and family unity.

As the household is a place where inequalities between men and women are very pronounced, it also a place where disputes and problems are likely to arise. This is why we have chosen to develop a model that works at the household level to raise awareness and promote changes in mindset and behavior in order to reduce the pervasiveness of harmful gender norms and discrimination.

Brief history of the GRM Model

Since 2012, Oxfam partners and Gender and Development for Cambodia (GADC) have been implementing a model aimed at addressing unequal power relations at the household level in Cambodia called the Gender Road Map (GRM).

Through workshops, coaching, counseling and follow-up sessions facilitated by Oxfam partners and GADC, the spouses participating in GRM activities were introduced to alternative ways of communica-

tion and interaction in regard to gender roles and relations; they learned that gender was not static but changeable and that they have the power to develop healthier relationships that challenge socially prescribed gender norms. The process of designing the gender road map gives participants the opportunity to analyze and discuss their current family situation, their roles and duties as well as their needs and expectations for the future.

In 2013, after more than one year of pilot project implementation, Oxfam, in collaboration with GADC, decided to compile lessons learned and best practices from the GRM model and develop a guidebook, which could be used by grassroots, national or international organizations as well as local government officials in Cambodia intending to work on gender issues at the household level.

In February 2014, Oxfam, GADC, and various partners and stakeholders convened a workshop to exchange ideas about the relevance and quality of the guidebook content. Together, GADC and Oxfam have designed this guidebook to be a tool for assisting other interested organizations in replicating the model.

This guidebook is the result of more than two years experience in implementing this model and several months of consultation between Oxfam and GADC and their partners and stakeholders.

Main objectives of the GRM Model

- ◁ Address unequal power relations and imbalances at the household level.
- ◁ Promote healthy and equal relationships in couples.

Specific objectives

- ◁ Raise awareness amongst couples and increase their knowledge on key gender concepts and issues.
- ◁ Deconstruct pervasive gender stereotypes and norms.
- ◁ Guide couples to reflect on significant aspects of their lives and support their empowerment to achieve their own vision.
- ◁ Help couples identify issues and challenges in their relationships and ways to address them.
- ◁ Help spouses improve their communication and engage in joint decision-making.

VISION AND APPROACH

Our vision

The end goal of the GRM model is to achieve gender equality. We know it is a long and arduous process and that it requires changes to be made at every level: institutional/policy, community, household and individual. While the GRM model focuses at the household level, it represents only one initiative among many, all working toward a common goal. Substantive gender equality cannot be obtained without creating an enabling environment that promotes equal power relations between women and men.

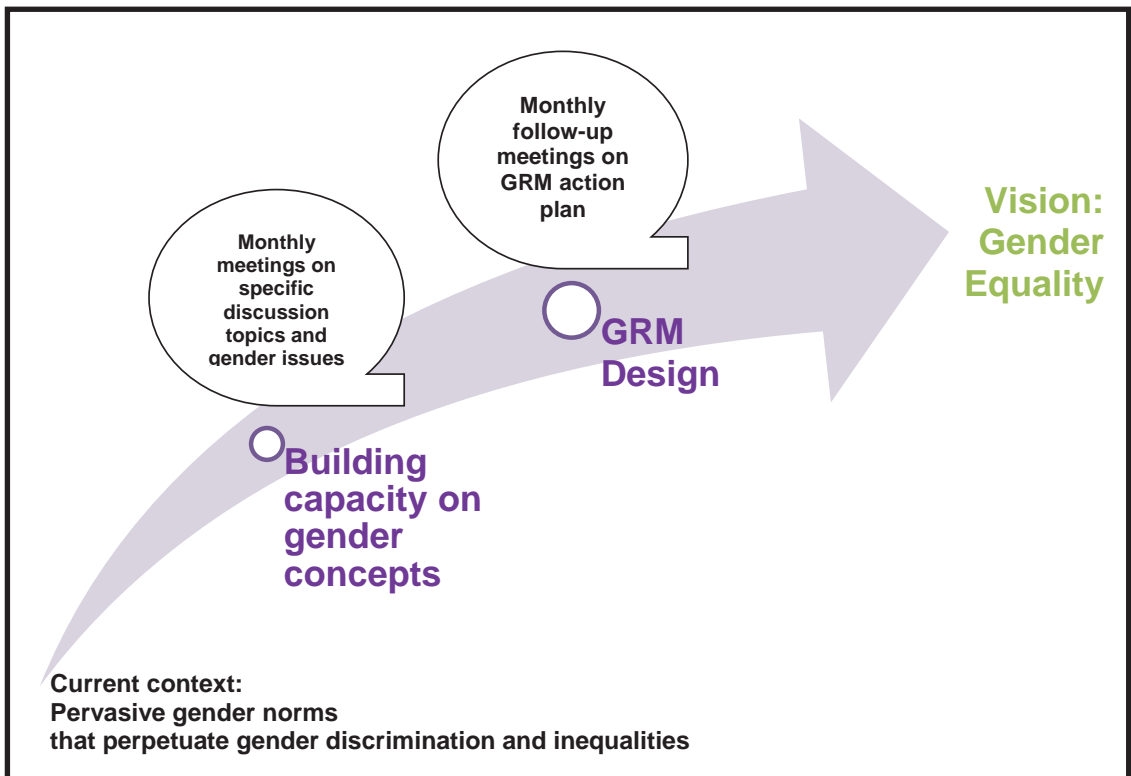
This model is about paving the way to gender equality for couples (especially the most vulnerable and marginalized)

through a process that includes knowledge dissemination about gender concepts and a reflection, goal-setting and behavior change process involving both spouses.

What do we mean by “gender transformative approach”?

By gender transformative approach, we mean an approach that challenges existing unequal gender norms, gender relations and power imbalances that create inequalities between women and men. Transforming gender norms to promote power sharing, equal control of resources, equal decision-making and support for women’s empowerment will create lasting changes at the individual and collective levels.

GRM MODEL IMPLEMENTATION



GRM Step-by-Step Process

Step 1: The first step of the GRM process is to build the capacity of participants on gender concepts through a two-day workshop.

(See Section 2: Learning about gender)

Step 2: The second step is to conduct monthly meetings with participants in order to discuss the main gender issues they are facing at the household level. These meetings will take the form of group discussions.

(See Section 3: Continuing the conversation)

Step 3: The third step consists in guiding couples in the design of their family gender road map.

(See Section 4: Designing the Gender Road Map)

Step 4: The fourth step is to guide couples in the development of their action plans and to hold monthly follow-up sessions to monitor progress.

(See Section 5: Taking action)

Time frame and resources needed

Based on our experience, the GRM model requires a long implementation period as the process of changing behavior and mindset takes time. The longer the time devoted to the process, the more likely that lasting and sustainable change will occur.

The exact length of the implementation period should be based on the discretion of the GRM facilitators/implementers depending on their human and financial resources available as well as the unique needs and challenges in the community in which they are working.

The success of such a model is largely dependent on committed, gender-sensitive staff. The more couples you have, the more facilitators you will need.

Limitations

- This model is not meant to be employed with too many couples at once and therefore is not suitable for organizations wishing to reach large target populations.
- This model is not a social work intervention. We do, however, encourage hiring the services of or seeking advice from social workers for additional support.
- This model focuses on couples only – it has not been designed to work with other family members such as children or grandparents.

Opportunities

We encourage development practitioners to build on this model and develop new tools and methods aiming to address gender inequalities and power imbalances not only at the family, but also at the community, level.

Lessons learnt from GRM pilot projects

- It is important for the facilitators to help beneficiaries focus on family and gender relations when thinking of their long-term vision. In our past experience, we noticed that most beneficiaries would focus on short-term economic improvement or material gains. Facilitators must be able to demonstrate the advantages of greater gender equality in the household as a major contributing factor to livelihoods improvement.
- It has proven difficult for beneficiaries to identify the root causes of the problems they experience at the household level. In many cases, beneficiaries have assumed that preventing the over-consumption of alcohol is the solution to their problems. It is crucial to help beneficiaries go deeper in their reflection and to begin to associate power dynamics and gender norms as the root causes of many of their issues.

BENEFICIARY SELECTION

Target beneficiaries

Our GRM experience is with vulnerable couples facing various issues (e.g. poverty, domestic violence, gambling, alcohol abuse, etc.) as target beneficiaries. This model can be adapted to include female-headed households, people with disabilities, indigenous people, LGBT (Lesbian, gay, bisexual and transgender) and other marginalized groups. We leave it to

the project managers and implementers to adopt an inclusive approach that will help them reach the most vulnerable groups.

It is important to clearly explain the objective and process of the GRM to the potential target beneficiaries so they can make an informed decision about their participation. They must be aware that the GRM entails opening up about challenges they experience in their family relationships and requires a strong commitment to work on improving or changing those issues that they are unsatisfied with.

Criteria for couples

We suggest that the facilitators/implementers choose the number of couples who will participate in the GRM activities carefully, as time-consuming, targeted efforts and close support is necessary to implement the GRM model.

We recommend giving priority to the following couples:

- ◁ Vulnerable couples facing various challenges (poverty, domestic violence, gambling, alcohol, etc.)
- ◁ Young couples (they may be more enthusiastic or open to considering participation in a program that helps them develop skills to improve their relationships)
- ◁ Couples who do not migrate so both spouses can participate in the activities
- ◁ Couples who are actively engaged in livelihoods projects

Baseline survey

The GRM facilitators/implementers should conduct a baseline survey to assess the initial situation of the couples selected as beneficiaries. Data can be collected through interviews with the couples, but it is a good practice to interview the spouses separately in order to promote free and candid expression.

Questions for the couples can address the following topics:

- Income earning
- Activities/tasks carried out inside and outside the home
- Issues and challenges experienced in the family
- Health issues

* A detailed baseline survey form can be found at the end of this section (see Annex 1).

We advise conducting an endline survey (using the same questions) at the end of the implementation period in order to assess the couple's situation after participating in the GRM.

Family Profile

We recommend developing a profile for each couple/family taking part in the GRM initiative. This document can serve as a monitoring tool to capture the evolution/progress of each couple. This family profile should be based on information collected from the baseline survey

Important: We advise the facilitator(s) to write a report following each activity with the couples (gender training workshop, monthly meetings, GRM Design and Follow-up) in order to document the key highlights about the spouses' participation and

interaction with each other. This report should be included in the family profile.

The family profile must remain confidential in order to preserve the privacy of each couple.

Working with couples in crisis

Working with couples who face critical challenges is not an easy task. It is very important for the GRM facilitators/implementers to take the time to build **trust** with the couples, especially with those experiencing **domestic violence**. Indeed, we noticed that these couples can be reluctant to participate – especially men – since they are afraid to be blamed or judged. It is therefore crucial to adopt a non-confrontational approach and to maintain a positive attitude as much as possible. At the same time, it is important to remain firm about pointing out harmful behaviors.

Some tips for the facilitators/implementers:

- Show respect
- Be patient
- Listen

SELECTING FACILITATORS

The task of selecting GRM facilitators is a crucial one. These persons should have existing competencies and skills as well as specific character traits (see below). The effectiveness of the GRM process can be undermined if these criteria are overlooked, since successful GRM implementation depends largely on the skills, qualities and attitude of the facilitators. There is also a great responsibility that must be undertaken when working with couples who experience serious issues, and this should

always be borne in mind, not only by the GRM facilitators, but also by the person responsible for the implementation of such an initiative.

A good GRM Facilitator

Has...

- a strong understanding of gender concepts and issues
- a commitment to achieving gender equality
- a background in social work or psychology, when possible
- excellent communication and interpersonal skills
- a mature sense of ethics and responsibility
 -time (to prepare, implement, follow-up and for reporting)

Is...

- Humble
- Committed
- Patient
- Resourceful
- Respectful

Code of conduct for GRM facilitators

1. Do not get involved in a conflict (or potential conflict) arising between spouses or between beneficiaries as you must be perceived as neutral. If you happen to be in the middle of a conflict, try to act as a mediator.
2. Seek advice from gender-based violence specialists where gender-based violence issues arise. Do not provide counselling – only specialists should intervene in the situation. (See Chab Dai Referral Directory p.X)

3. Seek advice from child protection specialists where child protection issues arise. (See Chab Dai Referral Directory p.X)
4. If you are planning to visit a couple in crisis in their home and you do not feel comfortable to go on your own, ask permission to invite another facilitator from your team to accompany you.
5. Do not share any information about the couples with people who are not involved in the GRM. Respect the couples' right to privacy.

USING THIS GUIDEBOOK

Who is this guidebook for?

This guidebook has been developed for local and grassroots NGOs implementing livelihoods and/or gender projects and who are interested in working at the household level using a gender transformative approach.

This guidebook documents GRM experiences and implementation in Cambodia, and it has subsequently been designed with specific consideration for replication by Cambodian organizations. However, we hope that this material can be adapted for use in other contexts in Asia, Africa, the Middle-East, Latin America or elsewhere.

How is this guidebook organized?

The guidebook is divided into five different sections. The first section provides essential information to understand the GRM model, while the other four sections each constitute one step in the implementation process.

Section 1 – What is the GRM?

This section explains the objectives, approach and principles of the GRM model and gives details about the implementation process. It also provides recommendations based on pilot testing in Cambodia.

Section 2 – Learning about gender

Section 2 provides facilitators with a series of exercises that can be used to discuss gender concepts with beneficiaries. The following topics are covered: sex and gender, gender stereotypes, gender roles and division of labor, gender stereotypes, decision-making and gender equality. An organization that decides to implement the GRM model can also use its own training materials to discuss gender concepts with the beneficiaries. The materials provided here are for organizations who do not have such materials or who wish to diversify their approach to gender trainings.

Section 3 – Continuing the conversation

In this section, facilitators are provided with exercises to discuss the main gender issues faced by couples at the household level. The exercises will be carried out during monthly meetings organized with the beneficiaries. Since the issues are numerous and vary from one target group to another, it is impossible for this section to cover all the issues identified by beneficiaries. The following topics have been chosen because they are generally considered relevant and important issues in Cambodia: communication in couples, gender-based violence and alcohol use and consumption. Organizations who want to discuss other issues can develop

their own exercises and/or use existing materials.

Section 4 – Designing the Gender Road Map

This section is the core of the GRM model. It includes a description of 4 tools that will help to guide couples in the design of their family gender road map: Visioning the Future and the Present, Empowerment Map, Challenge Action Tree and Dream Diamond.

Section 5 – Taking action

This section provides guidelines for the facilitators to accompany the couples in the development of their action plans and to hold monthly follow-up sessions to monitor progress.

Sections 2, 3 and 4 contain exercises that are designed for use with beneficiaries. They all have the same structure: objectives, materials, activity steps, key messages and tips for facilitators. At the end of each exercise, the facilitators should use the key messages to wrap-up the discussion and highlight the main points for beneficiaries to focus on. The facilitation tips also provide useful instructions on how to ensure the smooth delivery of activities.

Many of the exercises are based on existing training materials and have been tailored to fit the Cambodian context. We encourage creativity among users of this guidebook and urge you to feel free to modify the exercises and add your own personal touch.

All the exercises have been adapted in order to be inclusive of people with literacy limitations.

ANNEX 1 – BASELINE SURVEY FORM FOR COUPLES EXAMPLE¹

Name	Ms. THORN Sopheap		Mr. KHUT Hongda	
Age	40 years old		43 years old	
Level of education completed	Grade 5		Grade 10	
Place of living	Village : Sandan Commune : Sandan District : Sambor Province : Kratie			
Occupation	Farmer		Farmer	
Children	Number: 3			
	Name	Sex	Age	At school
	Sanary	F	21	No
	Vandara	M	years old	Yes
Ngy	F	16	Yes	
		years old		
		8 years old		
		old		
Health issues in the family	Yes (details)/No: NO			
Source of income (Individual)	Labor: 800, 000 riels per year Vegetables selling: 500,000 riels per year		Labor: 1, 200, 000 riels per year	
Source of income (Family)	Rice selling: 2, 000,000 riels per year Remittances from their daughter: \$20 per month			
Participation in another project	Yes (details) / No: YES		Yes (details) / No: YES	
	<ul style="list-style-type: none"> - She has been actively participating in an organic agriculture project with the organization CED since 2013. - She has been part of a savings group since 2012. 		<ul style="list-style-type: none"> - He has been actively participating in an organic agriculture project with the organization CED since 2013. 	
Activities/task carried out inside and by the house	<ul style="list-style-type: none"> • Cooking • Laundry • Cleaning the house • Taking care of the kids • Feeding the pigs • Growing vegetables 		<ul style="list-style-type: none"> • Watering the home garden • Taking the kids to school • Repairing the house and agricultural tools 	
Activities/tasks carried out outside the house	<ul style="list-style-type: none"> • Collecting firewood • Buying food • Attending savings group 		<ul style="list-style-type: none"> • Working on the family rice field and other rice fields (preparing the land, ditching, plowing and 	

¹ All the information is fictional.

	<p>meetings</p> <ul style="list-style-type: none"> • Working on the family's rice field and other rice fields (weeding and harvesting) • Selling vegetables to the market 	<p>putting fertilizers and pesticides)</p> <ul style="list-style-type: none"> • Buying fertilizers, pesticides and agricultural equipment
For the next section, each spouse should answer the questions separately.		
<p>Issues and challenges experienced at the household level:</p> <ul style="list-style-type: none"> - Do you think your husband/wife cares about you? - Is there good communication in your couple? - Do you feel satisfied with your marital life? 	<ul style="list-style-type: none"> - Not enough money - Not enough savings for healthcare - She is responsible for most of the housework and she thinks it is a lot but that it is normal for women. - The hospital is very far. - She feels that she does her thing, her husband does his thing. They do not talk much. - She thinks that her husband drinks too much when it is not the busy season. 	<ul style="list-style-type: none"> - Not enough money; difficult to earn money - Needs to use a lot of fertilizers and pesticides because of the bad quality of the soil (it is expensive). - Not many job opportunities in the village. - There is no high school close to the village. - He thinks that his wife does not really care about him. - He thinks that his wife is never satisfied with whatever he does and provides for the family.
<p>Conflict resolution:</p> <ul style="list-style-type: none"> - How do they try to resolve the issues they are experiencing in their couple relationship? 	<ul style="list-style-type: none"> - <i>"I stay quiet when I am unhappy with my husband."</i> 	<ul style="list-style-type: none"> - <i>"I think my wife should listen to me because she does not know much since she has low education".</i>
<p>Gender norms and stereotypes:</p> <ul style="list-style-type: none"> - In your opinion, what are appropriate behaviors and attitudes for men and for women? 	<p>Appropriate behavior/attitude for women:</p> <ul style="list-style-type: none"> - Women should be good at housework. - Women should not get too high an education. - Women should listen and pay respect to their parents. <p>Appropriate behavior/attitude for men:</p> <ul style="list-style-type: none"> - Men have to be brave. - Men must get high education. - Men must be willing to take challenges and risks. 	<p>Appropriate behavior/attitude for women:</p> <ul style="list-style-type: none"> - Women should get married at early age (not more than 25 years old). - Because they are weak, women need protection. - Women should not talk too much. <p>Appropriate behavior/attitude for men:</p> <ul style="list-style-type: none"> - Men must be brave. - Men must get high education. - Men must have a social life and a strong network.

SECTION 2:

LEARNING ABOUT GENDER

INTRODUCTION

The starting point of the GRM process is to familiarize participants with basic knowledge and concepts related to gender. This step is crucial to make sure that participants are able to identify the root causes of the gender inequalities and power imbalances they face as couples. We believe it is extremely important to allocate sufficient resources (people and time) for this capacity building component of the GRM process.

Objectives

- Develop gender awareness among the participants
- Build their understanding of basic gender concepts
- Encourage development of gender analysis skills among participants

Time frame

We recommend that facilitators conduct a two-day training workshop with participants.

Notes for facilitators

Gender is a complex and often controversial topic. At times it may generate resistance among participants. Managing resistance constructively requires facilitators

to listen carefully and to be attentive to the group atmosphere and dynamics. Most importantly, it requires facilitators to create a climate in which participants feel they can freely express their thoughts, reservations and fears without being judged. Participants are usually open to expressing their thoughts and experiences if they feel that their opinions are welcome and valued.

Tips for facilitators:

- Always carefully plan the sessions. Consult Annex 9 to see the list of flipcharts to prepare in advance. You will save time if all the materials are ready prior to the training.
- We recommend holding this training workshop with no more than 10 couples at a time. If you can rely on the support of another skilled facilitator, you can increase the amount to 20 couples.
- Allocate sufficient time for questions and discussion.
- Follow the learning rhythm of the beneficiaries – do not try to go too fast.
- Do not hesitate to plan extra exercises to reinforce the knowledge gained.
- Make sure to emphasize the key messages highlighted in every session.

ICE-BREAKER- NAME MEANING	
Objective	1. Raise awareness on the fact that in many cultures (notably in the Khmer culture), names reflect characteristics related to gender expectations.
Time	20 minutes
Materials needed	<ul style="list-style-type: none"> - Masking tape - Markers - Flipcharts
Activity Steps	<ol style="list-style-type: none"> 1. On a flipchart, draw three columns with the following titles: <i>Names associated with feminine traits / Names associated with masculine traits / Neutral names.</i> 2. Ask each participant the following questions: <i>What is your name? What is its meaning or where does it come from? Who chose it?</i> 3. Write each name in the corresponding column. 4. Ask participants the following question: <i>Do you think that the name given to a person is influenced by social expectations for women and men?</i> 5. Give examples of names that reflect the social expectations for women and men. Examples: <ul style="list-style-type: none"> • Cambodian female names such as Chakriya, Kalyan, Sopheap, Bopha, Thida, Rachana, Kunthea refer to characteristics, behaviors, attitudes or skills perceived as pertaining to women. E.g. beautiful, modest, skilled to carry out reproductive tasks, etc. • Male names like Oudom, Sambath, Rattanak, Rithy, Phanha, refer to characteristics, behaviours, attitudes or skills perceived as pertaining to men. E.g. strong, productive, leaders, etc. 6. Highlight key messages.
Key messages	<ul style="list-style-type: none"> - In many countries, females are given names that are associated with stereotypes related to 'feminine' traits/features; similarly, males are given names that are associated with stereotypes related to 'masculine' traits/features. - Thus, names reflecting particular characteristics for women and men tend to reinforce gender stereotypes and gender roles.
Facilitation tips	<ul style="list-style-type: none"> - Keep the wording very simple. - Try as much as possible to provide concrete examples of the impact of name meaning.

SESSION 1 – INTRODUCTION

Objectives	<ol style="list-style-type: none"> 1. Introduce the purpose of the gender training workshop. 2. Understand participants' expectations for the workshop. 3. Create an enabling environment for the participants to speak freely. 4. Set ground rules.
Time	20 minutes
Materials needed	<ul style="list-style-type: none"> - Flipchart with the title “Expectations” on it - Small pieces of paper - Flipcharts - Masking tape - Markers
Activity Steps	<ol style="list-style-type: none"> 1. Start with an ice breaker game or song. 2. Suggest rules for the entire training (time keeping, participation, talking and listening...). 3. Remind participants of the objectives of the GRM Project. 4. Encourage the participants to ask questions about the Project. 5. Review the agenda with the participants. 6. Ask participants to write one expectation for this workshop on a piece of paper. This can be something they would like to discuss during the session, something they would like to learn, etc. If the participants cannot write, they may simply share their expectations orally. 7. Ask participants to come and stick their expectations on the flipchart and share with the group. 8. Explain to participants that at the end of the day, we will compare what we have actually learned with our initial impressions to see if we have met the expectations. 9. Put the flipchart aside, but it should still remain visible to everybody.
Key Messages	<ul style="list-style-type: none"> - It is important that participants feel free to speak out and to share their ideas. - We are not here to judge the thoughts and opinions of other people, but to discuss and find solutions together.
Facilitation tips	<ul style="list-style-type: none"> - Be ready to help participants who do not know how to write or who do not feel comfortable with writing. Help them to either capture their idea on a piece of paper or encourage them to share their expectation orally. - Make sure that all the beneficiaries feel that their inputs are important and valued.

SESSION 2 – SEX AND GENDER

Objectives	<ol style="list-style-type: none"> 1. Understand the difference between gender and sex. 2. Understand the implications of these two concepts in daily life.
Time	45 minutes
Materials needed	<ul style="list-style-type: none"> - Small pieces of paper (green and yellow) - Flipcharts with two columns (labeled “Changeable” and “Not changeable”) - Pieces of paper with the following words on them: “Biological”, “Social”, “Sex”, and “Gender”. The papers should be big enough to eventually stick on the flipchart. - Masking tape - Markers - Flipchart on the differences between gender and sex (see annex 1) - Printed handouts on the differences between gender and sex (see annex 2)
Activity Steps	<ol style="list-style-type: none"> 1. Introduce objectives. 2. Ask participants the following question: <i>What are the specific characteristics of men and women? (Examples of characteristics: bodies, personality, behaviors, types of work they do, things they like, things they are good at, etc.)</i> 3. Ask participants to write the answers on small pieces of paper (yellow paper for women’s characteristics and green paper for men’s characteristics). If people do not know how to write, they can draw the differences on the pieces of paper. 4. Remind the participants that they should write/draw different types of characteristics (as listed above). 5. Ask the participants to stick the papers on the flipchart in the column they think is appropriate: “Changeable” or “Not changeable”. 6. Go over every characteristic and explain why it is changeable or not changeable (changeable= because it is a social construct, and not changeable= because it is biological). 7. Stick the paper with the word “Biological” on top of the label “Not changeable” and stick the paper with the word “Social” on top of the label “Changeable” on the flipchart. 8. Show the prepared flipchart on the differences between gender and sex (see annex 1) and explain the differences. Also distribute a copy of annex 2. 9. Explain why we did this activity (see Key Messages). 10. Ask participants if they understand and if they have any questions or comments.

<p>Key Messages</p>	<ul style="list-style-type: none"> - Gender differences can be changed. Women’s lower status to men is due to gender (social, cultural), not to sex (biological); therefore, women’s status can be improved. - Women are not born with a lower status. - We sometimes think that the differences between men and women are a result of biological aspects (sex), but in fact, they are due to cultural and social aspects (gender). - Gender norms and expectations vary according to time and place. Examples: <ul style="list-style-type: none"> • Traditionally, wood collection in Cambodia is the job of men, but in Vietnam, it is the job of women. • Traditionally, Cambodian families were very protective of their daughters, but now, with the changing economy, families often send their daughters to work in other provinces or abroad. • In nuclear families, we can see that more men are helping with household chores, while in extended families, these tasks are still usually carried out by women. • In Central Cambodia, collecting water and firewood is considered the role of men, while for ethnic minorities it is the role of women.
<p>Facilitation tips</p>	<ul style="list-style-type: none"> - It is preferable in some contexts to ask beneficiaries to draw the specific characteristics of women and men instead of writing in order to be as inclusive as possible and to not discriminate against those who do not know how to write or read. - As an alternative, facilitators can use pictures or images to depict these characteristics on the flipchart.

Beneficiary Testimony

“I attended the first training alone, and after that I tried to convince my husband to join the group, but he said no, so the facilitator came back to our house and spoke to my husband. He refused because he has only grade 2 education – he cannot read and write. But I finished grade 4 and I cannot read and write either. I explained to him that it was easy and we would not be in trouble with the writing. Then he accepted.”

Wife in Sandan Village, Sandan Commune, Kratie

“I wanted to learn from this project but I also hesitated, I did not know the methods, I was afraid about reading and writing, which I cannot, and I was very nervous about that. But then it went smoothly and no need to read. We saw pictures and made drawings”.

Wife in Thom Village, Sandan Commune, Kratie

SESSION 3 – GENDER STEREOTYPES

Objectives	<ol style="list-style-type: none"> 1. Identify gender stereotypes in our lives 2. Understand the effect of gender stereotypes on our lives.
Time	60 minutes
Materials needed	<ul style="list-style-type: none"> - Flipcharts - Handouts on gender stereotypes (see annex 3) - Markers - Masking tape
Activity Steps	<ol style="list-style-type: none"> 1. Present the objectives of the session. 2. Split the group into two. Tell one group to identify the expectations they have for their sons. The expectations can be related to the roles they play in the family or to what they expect a son to do in the future. Ask the second group to do the same exercise with expectations for their daughters. 3. Ask the two groups to come back in plenary and share their answers. 4. Ask the whole group to answer the following questions: <ul style="list-style-type: none"> • Are the expectations for your sons and daughters the same? • How do they differ? • Why do people usually have different expectations for their sons and daughters? • Where do you think that these expectations come from? 5. Write or draw all the answers from participants on the flipchart or whiteboard and make the point that parents have these expectations about boy and girl children based on the influence of society. 6. Explain that expectations about what it means to be a boy/girl/man/woman are called gender stereotypes. Distribute the handout on gender stereotypes to explain the concept (see annex 3). 7. Explain how gender stereotypes have an impact on the lives of women, men, girls and boys and on the achievement of gender equality. Use the key messages below to guide your conversation.

Key Messages

- Gender stereotypes normalize particular forms of femininities and masculinities that can create false assumptions about the capabilities of girls/women and boys/men. They perpetuate the idea that men and women are limited to specific, separate roles and have different capacities.
- Gender stereotypes are ideas and assumptions, not facts. They are linked to gender (social), not sex (biological).
- Gender stereotypes create inequalities between women and men. Some examples:
 - Girls can be deprived of an education because their parents believe that education will be more useful for boys than girls, as in the future, men will have a job and women will stay at home to take care of the family.
 - Women can be confined to low-skilled and low-wage jobs because they believe that it is not suitable for women to occupy important positions.
 - Men can be discouraged from spending time with their children because they believe it is women's work.
- Both men and women are responsible for reinforcing gender roles and stereotypes, and therefore, both men and women must be responsible for deconstructing them.

SESSION 4 - GENDER ROLES AND DIVISION OF LABOR

Objectives	<ol style="list-style-type: none"> 1. Understand the concept of “gender roles”. 2. Understand how gender roles influence the division of labor between women and men. 3. Understand how gender roles can be a burden for women or men and create inequalities between the two. 4. Reflect on productive, reproductive and community work.
Time	60 minutes
Materials needed	<ul style="list-style-type: none"> - Flipchart: 24-Hour Chart (see annex 4) - Markers - Masking tape - Handouts on the three types of work (see annex 5)
Activity Steps	<ol style="list-style-type: none"> 1. Introduce session objectives. 2. Ask participants the following questions: 1) <i>What activities do your family members do every day, from the time you wake up to the time you go to bed?</i> 2) <i>Who is usually responsible for each activity (women, men, girls, boys)?</i> 3. According to the responses, write each activity on the blackboard or flipchart in the proper column: women, girls, men and boys. Try to encourage participants to list all activities commonly carried out in a 24 hour timeframe (preparing breakfast, cooking, washing, feeding the baby, going to the market, going to work, preparing lunch and dinner, attending village meeting or cultural events like weddings or funeral etc.) (see annex 4 for an example). An activity can take place in many locations. 4. Show the prepared flipchart on the three types of work (see annex 5) and explain the differences between reproductive work, productive work and community work. 5. Go over the list you have made and ask the participants to underline each activity in one of the following three colors: red for productive work, blue for reproductive work and black for community work. 6. Ask the participants to look at the table and observe the different tasks of women, girls, men and boys. 7. Ask the following questions: <i>Do women, girls, men and boys do the same amount of reproductive work, productive work and community work?</i> What are the differences? Explain that women, girls, men and boys are all capable of doing any type of work and that the current division of labor within the household is based on gender roles (social), not on sex (biological). 8. Explain why it is important that these three types of work are equally shared between women, girls, men and boys. 9. Ask the participants if they understand and if they have any questions or comments.

Key Messages

- Gender roles are related to gender and not to sex. They are constructed by society.
- Since gender roles are learned, women, girls, men and boys have the capacity to perform any of these roles and they can perform them equally well.
- Gender roles influence the division of labor between women, girls, men and boys and this can create inequalities between them.
- In general, people consider women's and girls' work to be "small" and insignificant, like housework, and men's and boys' work to be "big" and important, like earning income. However, all of these tasks are essential for ensuring the wellbeing of individuals, families and communities. Both productive and reproductive work is equally important.
- It is important to share housework and field work to have a better repartition of time between men and women. This will result in more time for women to participate in community activities, more leisure time, more time to rest, improved health, more quality time for men with their children, etc.

Beneficiary Testimony

"We learned that women have 100 hands, and we understood about remunerated and non-remunerated work. Now we help each other more and I contribute more to housework tasks. Before we had arguments and we did not speak to each other for 3 or 4 days. Now we use nice words with each other and the children, sometimes we find the time to go fishing together and my wife says she does not feel tired when we are together.

*The project has brought us more happiness"
Husband in Sandan village, Sandan commune, Kratie*

SESSION 5 – DECISION-MAKING

Objectives	Explore power imbalances in decision-making and understand the advantages of equal decision-making power between women and men.
Time	150 minutes
Materials needed	<ul style="list-style-type: none"> - Flipchart with the decision-making table (see annex 6) - Color cards - Flipcharts - Markers - Masking tape
Activity Steps	<ol style="list-style-type: none"> 1. Explain session objectives. 2. Ask participants to brainstorm about the meaning of the word “decision”. For your reference, the Merriam-Webster online dictionary defines decision as “a choice that you make about something after thinking about it: the result of deciding”. 3. Ask participants to think about answers to the following questions: <ul style="list-style-type: none"> • Have you ever made a decision? • What decision was it? • Could you share with us some details about the process that led you to make that particular decision? 4. Invite a female participant to share her answers and then do the same with a male participant. It is important to emphasize <i>who</i> made the final decision in the two situations described by the female and male participants. To clarify the process, ask the following questions: <ul style="list-style-type: none"> • When you made that decision, did you discuss or consult with anyone? If so, with whom? • Did you discuss the matter with your husband/wife? • What did you do, if your husband/wife did not agree with that decision? 5. Summarize the main differences in the decision-making process for men and women. 6. Ask participants to split into groups. There should be a mix of women and men in all groups. 7. Ask participants to look at the decision-making table (see annex 4) and to familiarize themselves with the list of tasks. Invite them to have a group discussion on each task and to indicate, in terms of percentage, the level of decision-making power they usually exercise for each of the tasks. For instance, you could indicate that husbands usually exercise

	<p>70% of decision-making power over the choice of materials used to build a house, leaving 30% to the wives.</p> <ol style="list-style-type: none"> 8. Ask the groups to share the results of their discussion in plenary. When they have finished talking, you should sum up what types of decisions are made by women alone, men alone and men and women together. 9. Ask the participants to share their views on the disadvantages of unilateral decision making: “What happens when men/women do not make joint decisions?” 10. Ask the participants who identified joint decision-making in the previous exercise to prepare and present a role-play illustrating a decision-making process they have discussed. Give the participants a maximum of 10 minutes to prepare their role-play. 11. Invite each group to present its role play. Note down good actions or ideas from the role plays (i.e. men listen when women speak; women and men share their concerns; men take women’s ideas/concerns/needs into consideration; men encourage women to raise their own ideas.) 12. When all the groups have presented their role play, sum-up the main points and thank the groups for participating. 13. Divide the participants into pairs and ask them to discuss the following questions for 5 minutes: <ul style="list-style-type: none"> ○ What are the advantages when spouses make shared decisions? ○ What are the advantages when women are involved in decision-making at the commune level? 14. Come back to plenary and encourage the participants to share their ideas. Then, sum up the key points of the discussion. You should highlight that men and women deserve equal rights to make decisions both in the family and in the public sphere. See the Key Messages section below for more important points.
<p>Key Messages</p>	<ul style="list-style-type: none"> • Gender roles are related to gender and not to sex. If women and men do not participate equally in decision-making processes, women’s and men’s specific needs and interests will not be taken into consideration equally. This means that development activities and projects may not correspond to the needs of all citizens i.e. most often those of women will be neglected. • In general, people believe that women should only make “small” decisions, like how to manage daily expenses, and men should make “big” decisions, like buying land or organizing a child’s wedding. This perception needs to be challenged since both men and women are equally capable of making both big and small decisions. • Women and men should have equal opportunities for making decisions in the family and in the community, since both have the capacity to do so.

SESSION 6 – GENDER EQUALITY

Objectives	1. Understand the importance of reaching gender equality.
Time	40 minutes
Materials needed	<ul style="list-style-type: none"> - The picture “<i>Who can get more fruits from the tree?</i>” (see annex 7) - Masking tape
Activity Steps	<ol style="list-style-type: none"> 1. Introduce session. 2. Show participants the picture “<i>Who can get more fruits from the tree?</i>” (see annex 7). 3. Describe the picture: <ol style="list-style-type: none"> a. On the left side, we can see a woman who is at home and who takes care of her children (this is reproductive work). b. On the right side, we can see a man who is earning money (this is productive work). c. In the middle, we can see a tree, which contains several fruits. These fruits can represent different things such as money, education, training opportunities, improved livelihoods, decision-making positions at the village level, etc. 4. Ask participants the following question: <i>What do you see in the picture? Do you think that men and women have access to the same opportunities? Why or why not? Please share your thoughts and feelings about this picture.</i> 5. After the discussion, summarize the main ideas and write them on a flipchart. 6. Explain the meaning of the drawing (see Key Messages). 7. Ask the participants if they understand and if they have any questions or comments.
Key Messages	<ul style="list-style-type: none"> - Both men and women are given opportunities to get fruits from the trees, but in reality, the man can get more fruits than the woman, and it is easier for him to get them because he does not have to take care of the children and house work. In addition to having more time, he may be equipped with more knowledge and resources than the woman. - For example, if there is a good job in the village, the man will have more time than the woman to apply because she is busy with the kids and the housework. It will also be easier for him to get the job because he has more experience and education than the woman. - The fact that men have access to more opportunities than women, and that they can access them more easily, creates inequalities between men and women. - The reasons that prevent women from accessing as many

opportunities as men are related to gender, not to sex (example: women taking care of the house and of the children). This means that we can make changes that allow women to have the same access to opportunities as men.

- One step towards doing this is to transform gender roles. This starts at home with a more balanced division of labor and joint decision-making.
- Gender equality is the situation in which women and men enjoy the same status, have equal conditions, responsibilities, opportunities and decision-making power for realizing their full human rights and potential.
- Gender equality is also when women and men can benefit equally from the results of development.
- Gender equality is not easy to reach, and it starts with awareness-raising and changes in attitudes on an individual level.
- Change takes time: it is with small actions that we can achieve big things.
- It is very important to discuss gender equality with the next generation. They can make change happen. Encourage the participants to talk about this issue with their children.

SESSION 7: CONCLUSION, EVALUATION AND WRAP UP

Objectives	<ol style="list-style-type: none"> 1. Summarize the workshop. 2. Highlight the important points of the day. 3. Evaluate the workshop.
Time	30 minutes
Materials needed	<ul style="list-style-type: none"> - The flipchart with the expectations from Session 1 - Markers - Masking tape - Flipchart with “achieved” and “not achieved” written on it.
Activity Steps	<ol style="list-style-type: none"> 1. Introduce session objectives. 2. Ask participants to identify ONE thing they have learned or remembered in this workshop and to write it on the flipchart. 3. Ask participants to share their answers. 4. Ask participants to identify ONE thing they agreed on during the training. 5. Ask the participants to share their answers. 6. Read the expectations (from the flipchart from Session 1) and ask participants if they think we have achieved this expectation over the course of the workshop or not. Have them stick the expectations in the proper column on the prepared flipchart (“achieved” or “not achieved”). 7. Summarize the ideas highlighted during the sessions, and if necessary, add any key messages that have not yet been addressed. 8. Thank the participants for joining the session and invite them to share their new knowledge with their children, neighbors, etc.
Key Messages	<ul style="list-style-type: none"> - The facilitators should use the Key Messages from throughout the sessions (see annex 8), highlighting the ones that were mentioned often by participants as well as the ones that did not capture as much attention. - Emphasize the idea that change takes time and that small actions can result in big accomplishments.
Training Tips	<ul style="list-style-type: none"> - When highlighting Key Messages, try to use examples that reflect the participants’ real concerns as much as possible. Focus on what participants have learned in this training and explore how they can apply and expand this knowledge. - All training sessions should be facilitated in an open and comfortable environment in which participants never feel as though they are being judged. - Instead of asking the beneficiaries to write, you can ask them to share out loud what they have learned during the training. - This exercise can also be conducted in small groups.

ANNEX 1 – DIFFERENCES BETWEEN SEX AND GENDER

Sex	Gender
Not changeable	Changeable
Biological	Social/Cultural
Inborn	Learned through socialization process
Permanent and universal	Different through time and for each society
Physiological characteristics	Behaviors, roles, activities
Male/Female	Masculine/Feminine
Fixed	Dynamic

ANNEX 2 – DIFFERENCES BETWEEN SEX AND GENDER

Sex

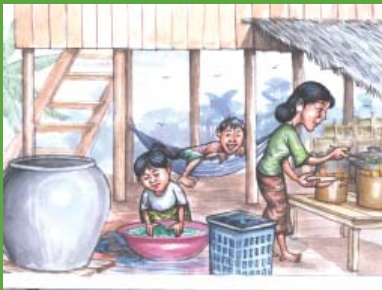
The term 'sex' refers to the biological characteristics of a woman or a man that we are born with.
Sex is essentially unchangeable.



Example: Only women can bear a child.
Only men can produce sperm.

Gender

The term gender refers to socially and culturally accepted ideas, values, behavior, roles and responsibilities that define what it means to be a woman or a man.



We are not born with these values, behaviors, roles and responsibilities.
They are attributed by society and we learn them as we grow up.
They are subject to change over time and vary between different cultures.
They are further influenced by other factors, such as religion, age, wealth etc.

ANNEX 3 – GENDER STEREOTYPES

Gender stereotypes suggest that the differences between women's and men's work responsibilities and family roles and responsibilities are due to their sex. When we associate a task, profession or attribute with just girls or women, boys or men, we are creating a gender stereotype. For instance, if we say that only men have the capacity to be a school director or village chief we are creating a gender stereotype.

Gender stereotypes are oversimplified ideas promoted by families, schools and the mass media about what girls/women and boys/men are like. No girl is born in the image of stereotypes regarding femaleness or boy in those regarding maleness.

Gender stereotypes are harmful because they limit the individual's possibilities for development as a unique self, reinforcing the unequal and powerless position of women and girls in society.

Gender stereotypes also have a negative impact on boys/men. For example, they may encourage young men to engage in high risk behaviors such as alcohol abuse, racing motorbikes, unprotected and abusive sex, and fighting.

ANNEX 4 - THE 24-HOUR CHART

Hours	Women	Girls	Men	Boys
05:00-06:00				
06:00-07:00				
07:00-08:00				
08:00-09:00				
09:00-10:00				
10:00 – 11:00				
11:00 – 12:00				
13:00 – 14:00				
14:00 – 15:00				
15:00 – 16:00				
16:00 – 17:00				
17:00 – 18:00				
18:00 – 19:00				
19:00 – 20:00				
20:00 – 21:00				
21:00 – 22:00				
22:00 – 23:00				
.....				

ANNEX 5 - DIVISION OF LABOR: THREE TYPES OF WORK

Reproductive work refers to the childbearing/rearing responsibilities and domestic tasks which are required to guarantee the maintenance and well-being of household members. It includes not only biological reproduction but also the care and maintenance of the people who live in the household. In most countries, women perform the majority of reproductive tasks and the value of this work is commonly overlooked by society.



Productive work refers to the production of goods and services for consumption and trade or sale. It includes market production (cash) and subsistence production, employed labor and independent enterprises. Women's productive work is often less visible and less valued than men's.



Community work refers to activities which are done voluntarily, are unpaid and contribute to the organization and welfare of the community. These activities include the organization of social events and services, voluntary labor for community development projects, and participation in community groups. It involves considerable volunteer time and is important for community development. In communities, women are normally given subordinate roles, while men are seen as leaders and decision-makers.



ANNEX 6 – DECISION-MAKING TABLE

Tasks	Women	Men	Small or big decision?
Select rice/crop for cultivation			
Buy a machine			
Buy a pig			
Buy food			
Buy clothes			
Buy a motorbike			
Sell the house			
Sell the land			
Arrange the house			
Buy a house			
Lend money to a relative			
Approve your child's marriage			
Change job			
Family planning			
Attend a community meeting at the village level			
Visit the family			

ANNEX 7 - WHO CAN GET MORE FRUITS FROM THE TREE?



ANNEX 8 – SUMMARY OF KEY MESSAGES

Gender differences can be changed

- Women's lower status to men is due to gender (social), not to sex (biological); therefore women's status can be improved. Women are not born with a lower status.
- Gender stereotypes reinforce the idea that women and men are limited to certain specific, separate roles and have different capacities. Stereotypes are ideas and assumptions-- not facts. They are linked to gender (social), not sex (biological).
- The capacity of men or women to do any job is not inborn (biological) but learned (social). Men and women have equal capacity to perform any role and both can do so equally well.
- Gender stereotypes influence gender roles and create inequalities between women and men.

The division of work should be more balanced

- There is an unequal division of housework between men and women. Women do most of the housework and caretaking tasks, which prevents them from having time for other social and productive activities.
- In general, people consider women's and girls' work to be "small" and insignificant, like housework, and men's and boys' work to be "big" and important, like earning income. However, all of these tasks are essential for ensuring the well-being of individuals, families and communities. Both productive and reproductive work is equally important.
- It is important to share housework and field work to have a better repartition of time between men and women. This will result in more time for women to participate in community activities, more leisure time, more time to rest, improved health, more quality time for men with their children, etc.

Women and men should be equal in decision-making

- Women and men should have equal opportunities to make decisions in the family and in the community, since both have the capacities to do so.

Gender equality is about providing equal opportunities to both women and men so they can both benefit equally from development activities and equally exercise their rights.

- Gender equality is not easy to reach, and it starts with awareness-raising and changes in attitudes on an individual level.
- Change takes time: it is with small actions that we can achieve big things.

ANNEX 9 – LIST OF FLIPCHARTS AND HANDOUTS TO PREPARE IN ADVANCE

For the Ice-breaker

- Prepare one flipchart divided into three columns with the following titles:
Names associated with feminine traits / Names associated with masculine traits / Neutral names.

For Session 1 – Introduction

- Prepare one flipchart with the title “Expectations.”

For Session 2 – Sex and gender

- Prepare one flipchart identical to Annex 1.
- Prepare one flipchart with two columns on it: “Changeable” and “Not changeable”.
- Prepare pieces of paper with the following words on them: “Biological”, “Social”, “Sex”, and “Gender”. The papers should be big enough to eventually stick on top of the labels “Changeable” and “Not Changeable”.
- Print handouts on the differences between gender and sex (see Annex 2).

For Session 3 – Gender stereotypes

- Print handouts on gender stereotypes (see Annex 3).

For Session 4 – Gender roles and division of labor

- Prepare one flipchart identical to Annex 4.
- Print handouts on the division of labor: three types of work (see Annex 5).

For Session 5 – Decision-making

- Prepare one flipchart identical to the decision-making table (see Annex 6)

For Session 6 – Gender equality

- Prepare one flipchart with a drawing similar to Annex 7

For Session 7 – Conclusion, evaluation and wrap-up

- Prepare one flipchart with two columns (“Achieved” and “Not achieved”).

SECTION 3:

CONTINUING THE CONVERSATION

INTRODUCTION

Monthly meetings with participants are conducted between the gender training workshop and the GRM design workshop. The number of monthly meetings will vary according to the length of the GRM implementation period.

Why are we advising you to conduct regular meetings with the participants?

First, it is very important to **build a relationship of trust** between the facilitator and the couples. It is not easy to get the participants to talk about family issues as these are usually considered private matters. Very often, men are particularly reluctant to speak out. In order to overcome this barrier, you need to spend enough time with them to gain their trust.

Secondly, these meetings present a good opportunity for you and the participants to **review the gender concepts** introduced during the previous training workshop, **learn how to apply them in daily life** and introduce new information about specific gender issues. The meetings are also useful for conducting **group discussions on relevant topics**.

Finally, these meetings are important **spaces for dialogue** for the couples – you should always have this in mind.

Objectives

- Allow participants to discuss the issues they are experiencing at the household level.
- Build participant knowledge on relevant topics.
- Allow participants to bond with you as well as with each other.
- Reinforce previous lessons on gender concepts and help participants to understand the impacts of gender inequalities on their relationships.

Time frame

As much as possible, these meetings should be held on a monthly basis and scheduled in advance to ensure the couples' availability.

Notes for facilitators

- **Always carefully plan the monthly meetings.** It will be up to you to decide if it is a half-day, one-day or two-day meeting. You might also want to hold separate meetings for women or men if you perceive that some of the more sensitive material should be addressed separately.
- **Do not hold monthly meetings with a large group of participants.** We recommend holding a meeting with no more than 10 couples at a

time when the exercise is for both men and women. If you can rely on the support of another skilled facilitator, you can increase the amount to 20 couples.

- **Be resourceful.** Do not hesitate to use short videos and/or invite special guests/specialists to lead discussions on specific topics.
- **Allow sufficient time for group discussions:** men together, women together, couples together, etc.
- **Never force someone to speak out.** Respect the will and rhythm of each person.
- **Make sure to highlight the Key Messages outlined in every activity:** these messages are essential for the participants to understand the power imbalances that create inequalities in couples. Without understanding these inequalities and their root causes, it is difficult to challenge and create lasting and transformative change.
- **Do not hesitate to use your own training materials.** The exercises included in the section are only suggestions. If your organization already has other materials on the same issues, we encourage you to use those materials.
- **Be creative:** Do not hesitate to modify the exercises so that they reflect your particular skills (way of working) and facilitation style (way of being).

GETTING STARTED

Needs assessment

Monthly meetings must be tailored to meet the needs of the participants. That is why it is important to consult the baseline surveys that are included in the family profiles (see Section 1) before holding the first monthly meeting. The family profiles should give you a good idea of the main issues experienced by the couples in the community and should influence the selection of topics to be discussed in the monthly meetings. You are the person best positioned to select the topics.

Topics for monthly meetings

The selection of topics for monthly meetings will depend on the main issues you have identified based on the family profiles. You can also ask the participants directly about the topics they would like to discuss. The number of monthly meetings you will host depends on the duration of the GRM project in your community and on the availability of human and financial resources.

Do not hesitate to seek external help and support if you are not comfortable facilitating or do not possess the technical skills necessary to lead discussions on certain issues. If you feel that a monthly meeting should be held on an issue you do not

feel comfortable with, you should consider seeking support from someone who is better equipped to lead discussions on more sensitive or complex matters. You can invite an expert to facilitate a discussion within the framework of the monthly meetings. Be sure to brief the experts on the GRM model and on the purpose of the monthly meetings at the beginning of your collaboration.

We invite you to consult the *Referral Directory: Services for Returned Migrants and Survivors of Trafficking* that was prepared by the Chab Dai Coalition. In this directory, you will have access to a list of contact information for organizations which can provide help and support. Even though this directory was specifically prepared for returned migrants and survivors of trafficking, many of the services listed are relevant for the couples with whom you work. The directory includes five categories of community services: 1) Coordination & Networking, 2) Recovery and Psychosocial Support Services, 3) Legal Assistance, 4) Medical Services, 5) Skills Training & Job Placement.

The directory can be accessed online:

English:

[http://www.chabdai.org/download_files/Chab%20Dai%20-%20Booklet%202012%20\(En\)_approved.pdf](http://www.chabdai.org/download_files/Chab%20Dai%20-%20Booklet%202012%20(En)_approved.pdf)

Khmer:

http://chabdai.org/download_files/Chab%20Dai%20-%20Booklet%202012%20%28KH%29_approved.pdf

GUIDANCE FOR MONTHLY MEETINGS

Below are some examples of topics that could be discussed during monthly meetings with couples:

- Gender-based violence
- Communication
- Alcohol consumption and health
- Child protection and parental skills
- Family planning
- Decision-making
- Division of labor in the household
- Sexual and reproductive health and rights
- Human rights

There is not sufficient space in this guidebook to provide guidance on all the issues that can be discussed during monthly meetings. As mentioned above, any existing materials that allow the participants to discuss the gender issues they are experiencing at the household level can be used.

The following section provides guidance for organizations that are interested in using new methods and approaches to discuss gender issues with couples. It foresees the use of several activities and games to foster discussion on the following three issues: communication in couples, gender-based violence and alcohol consumption and health

You can pick and choose the exercises that you want to do with beneficiaries depending on the number of monthly meetings you are planning to conduct. If you did not have enough time to cover one topic you judged important, you can decide to do it after the GRM Design activity.

MONTHLY MEETING ON COMMUNICATION IN COUPLES

Exercise 1

Objectives

Demonstrate the importance and positive impact of communication in couples.

Time

2h30

Activity Steps

1. Explain to the participants that they will be doing a role play on communication in couples.
2. Ask participants to gather into 2 groups (group #1 and group #2).
3. Read the first case study aloud. See below.
Case #1: *A family earns some extra money by selling pigs. One afternoon, the wife comes home and tells her husband that she lent some of the extra money they had made to a relative. The husband is not happy because he was not consulted.*
4. Tell the participants of group #1 that they will be depicting a situation where the spouses decide to talk together about what happened and to share how they feel. This must be an example of non-violent and positive communication.
5. Tell the participants of group #2 that they will be depicting a situation where the spouses decide not to talk about what happened and repress how they feel. And when they try to communicate, they do it a violent and negative way.
6. Give them 15-20 minutes to prepare and to select actors for the role-play.
7. Ask both groups to present their role-play one after the other.
8. Ask participants the following questions to generate discussion:
 - What happened when the couple communicated in a non-violent and positive way about the issue they were facing?
 - What happened when the couple did *not* communicate or communicated in a violent and negative way about the issue they were facing?
 - What are the advantages of non-violent and positive communication in a couple?
 - What are the consequences of lack of communication and/or violent and negative communication in a couple?
 - Do you think that a lack of communication can lead to conflict between spouses?
 - Why do you think the spouses did not want to

	<p>communicate?</p> <ul style="list-style-type: none"> • How do you think the spouses could improve the way they communicate with each other? • Do you think they should have discussed how to spend the extra money beforehand? <p>9. Ask participants to take some time to reflect about violent and non-violent communication. Encourage them to share other examples of non-violent and positive communication.</p> <p>10. Thank everyone for their participation.</p> <p>11. Wrap up the session and highlight the Key Messages. See below.</p> <p>12. If time allows repeat the exercise with other case studies. You can make your own or choose the one below.</p> <p>13. Case #2: A wife has been using contraceptive pills for one year after the birth of her last child and is experiencing some health issues because of the pills. She wants to stop using the pills but does not want to get pregnant again; however, she knows that her husband does not like to use condoms.</p>
<p>Key Messages</p>	<ul style="list-style-type: none"> - Communication is the key to a strong, healthy relationship. - Effective communication requires practicing <u>listening</u> skills and becoming comfortable with <u>expressing</u> thoughts and feelings. - Communicating feelings or emotions is not a “women’s” thing – everybody can communicate how they feel, especially if they feel safe to do so. - Open and honest communication helps to avoid misunderstandings between spouses, to identify opportunities for change and to find common solutions to problems. - Good communication between spouses helps them establish a habit of joint decision-making, which in turn leads to greater gender equality in the couple. - Good communication helps build mutual understanding and close relationships, not only within the nuclear family, but also between relatives, neighbors, friends and community members.
<p>Facilitation tips:</p>	<ul style="list-style-type: none"> - Encourage <i>all</i> participants in the group to share their ideas in preparation for the role-play even though only two people will be acting. - Remind participants that they should speak loudly and clearly so that all the people can hear them. - If you decide to select a case study on a sensitive issue, such as sexual health and rights, make sure you feel comfortable enough to discuss this issue. - Don’t hesitate to come up with your own case study, especially if you are aware of certain recurrent communication issues in the community. - If you have time and feel that the participants show interest in learning more about healthy and effective communication, you can share the information in the box below.

EFFECTIVE COMMUNICATION FOR COUPLES¹

Communication is defined as the sharing, verifying and exchanging information, ideas, thoughts, ideals, feelings and opinions between two or more parties. Research has indicated that the words we use, the tone of our voice and the body language are all important parts of communication.

Words we use

The words we use are like seeds that are planted into the receiving person's mind and these seeds can bear fruit. As such, it is better to **think** before you speak. Choose your words wisely. Use words that build and encourage rather than tear and destroy.

The tone of our voice

The pitch, accent or the vocal sound you make when you are speaking conveys a lot. Consider the tone of your voice, ask your loved ones how you sound each day and perhaps work towards a more pleasant tone so that your loved ones will be drawn towards you rather than driven away from you.

Body language

Body language is manifested through your eyes – the way you look, glare or stare-- as well as the way you fold your arms, put your hands on your hips, or shrug your shoulders. Additionally, behaviors **such** as repeatedly looking at your watch, TV or phone are all likely to create barriers that prevent people from approaching and communicating with you.

Use of "I" statements

"You always", "you never" – these statements coupled with tones that are harsh and cutting can lead to an abrupt end to effective communication. People don't like to be accused. When "you" statements are used, the person they are directed at may become defensive. They will either argue back or simply shut down and walk away.

Try using "I" statements that describe how you are feeling about the situation. For example: "I was angry that you shouted at me in front of your parents." By using "I" statements, you are taking ownership of your own emotions.

¹ Evelyn Khong, "Effective Communication for couples, Marriage Central", viewed 30 January 2014, <http://marriagecentral.sg/Pages/ArticleDetail.aspx?ArticleID=32#.UwRFHPmSy8A>.

MONTHLY MEETING ON DOMESTIC VIOLENCE

What is the difference between gender-based violence (GBV) and domestic violence?

Gender-based violence is a term used to describe physical, mental, psychological, or social abuse committed on the basis of the victim's gender and against their will.

GBV is largely rooted in unequal power relations between women and men, or among a group of men or a group of women. It includes the word gender because victims/survivors are targeted because of their gender. This being said, most acts of GBV are directed against women and girls because in most countries and cultures, women have a disproportionately low power status that renders them more vulnerable to acts of violence than men.²

Gender-based violence includes domestic violence. Very often domestic violence occurs because one family member challenges or transgresses existing gender norms. As a response to this challenge or transgression, which might be perceived as a threat, the person who feels threatened will resort to violence to reassert their power.

Exercise 1 - Myths and beliefs about domestic violence

Objectives	Deconstruct widespread myths and beliefs related to domestic violence.
Time	2h30
Materials	<ul style="list-style-type: none"> - Flipchart - Markers - Annex 1 – True or false about domestic violence (*One copy for the facilitator(s) and several copies for participants who can read – to be given at the end of the exercise)

² Maria Caterina Ciampi, Fiona Gell, Lou Lasap, and Edward Turvill 2011, *Gender and Disaster Risk Reduction: A training pack*, Oxfam GB.

<p>Activity Steps</p>	<ol style="list-style-type: none"> 1. Explain session objective. 2. Share rules with participants (see below). 3. Start by reviewing some of the gender concepts that have been introduced to participants during the gender training workshop. 4. Ask participants to brainstorm about the definitions of gender-based violence and domestic violence and write down their answers on a flipchart. 5. Explain in your own words the difference between gender-based violence and domestic violence (see box above). 6. Ask participants to stand up. 7. Read the first statement from Annex 1 to participants and ask them to gather on the right side of the room if they think that the statement is ‘true’ or on the left side of the room if they think that the statement is ‘false’. 8. Select a few participants who said ‘true’ and a few who said ‘false’ and ask them to explain their answers. 9. Explain to participants that it is acceptable to move from one side to the other if they change their mind. 10. After participants have shared the reasons for their answers, provide an explanation for each statement– see Annex 1. 11. Repeat the exercise until you have read all the statements. 12. Finish the session with the Key Messages below. 13. Distribute Annex 1 to participants and encourage them to discuss the statements with their family and friends.
<p>Rules</p>	<ul style="list-style-type: none"> - What is discussed here stays here. - Everyone has the right to their own opinion. Even if you don’t agree with someone’s point of view, you must respect their freedom of expression.
<p>Key Messages</p>	<ul style="list-style-type: none"> - Myths and beliefs about domestic violence contribute to normalizing and perpetuating gender-based violence. - These myths and beliefs often stem from deeply entrenched gender stereotypes that reinforce men’s domination over women and women’s submissiveness. (For more information about gender stereotypes see Section 1 p.10) - Domestic violence is a violation of human rights. - Myths and stereotypes about domestic violence have an impact on both men’s and women’s lives – they lead people to behave in a certain manner or to accept certain behaviors that can be harmful.

Facilitation tips

- When conducting monthly meetings on domestic violence you should choose a quiet and comfortable place where participants feel safe to share their stories. You can also play some soft music at the beginning of each activity, during the breaks and at the end.
- This discussion might stir up a lot of debate. It is important to let participants express themselves and exchange opinions; however, don't let the debate blow out of proportion. Don't hesitate to share the correct explanation many times if needed.
- It is important to acknowledge that men are sometimes victims of gender-based violence too, and that women are also perpetrators of gender-based violence. For instance, a woman who is oppressing her daughter-in-law for not giving birth to a boy or a girl is committing an act of psychological/emotional violence. However, it is important to emphasize the fact that women and girls make up the vast majority of victims and that most of the perpetrators of domestic violence are men.
- When you wrap-up the session and highlight key messages, make sure you put emphasis on the key messages related to the statements that were not agreed upon by all participants. This will give participants the opportunity to reflect on the different perspectives or points of view one last time.
- You must be very well-prepared. If you don't have a clear understanding about each statement, seek assistance or support from people who have strong knowledge and understanding about myths and beliefs on domestic violence.
- Make some notes on the answers of the participants – what where women's answers and men's answers. Capture these insights in a final report. It can be useful to come back to persistent myths and stereotypes in the upcoming monthly meetings.
- Be ready to react when faced with a situation where one participant or a group of participants forces the others to think the way they do. State the importance of freedom of opinion/point of view.
- You can decide to read all the statements or to select the ones that seem the most relevant to you and your participants.
- You can also decide to come up with additional statements based on specific myths and beliefs that exist in your target communities.

Exercise 2 – Root causes of domestic violence	
Objective	Understand the root causes of domestic violence.
Time	2h
Activity Steps	<ol style="list-style-type: none"> 1. Explain the session objective. 2. Share rules with participants. 3. You and another facilitator will perform a role-play between a wife and her husband: 4. The wife is shown as working all day in the house and garden. Her husband comes back from working in the rice field a little early and complains that the food is not ready. He looks at what his wife is preparing and complains that the food is too simple, to which his wife responds that she did not have enough money to buy good ingredients. He pushes her around and says things like, “I have the right to spend my money as I like – I’m the one who earns it. You’re not allowed to tell me anything about that.” After saying this, the husband throws the rice pot against the wall and lifts his hand to slap her. 5. Ask participants the following questions: 6. Do you think this role-play is depicting domestic violence? If yes, why? If no, why not? <ul style="list-style-type: none"> - In what ways did traditional thinking about how wives and husbands should behave influence the scenario portrayed in this role-play? - Ask participants if they think that such ideas about how men and women should behave can actually lead to violence against the wife (The answer is: YES). - Summarize the answers of the participants and share the Key Messages (see below).
Rules	<ul style="list-style-type: none"> - What is discussed here stays here. - Everyone has the right to have their own opinion. Even if you don’t agree with someone’s point of view, you must respect their freedom of expression.
Key messages	<ul style="list-style-type: none"> - Domestic violence is rooted in deeply entrenched beliefs about how wives and husbands should behave as well as in gender norms and stereotypes. In many societies, men grow up learning that they are more powerful than women, that they should control them, and that violence is one way of doing this, while women grow up learning that they are less important than men and must obey them. Therefore, if a wife challenges her subordinate status, her husband might perceive this as a threat and use violence in order to reassert his power. - In the example from the role-play, the wife was doing

housework, work that is rarely valued or recognized as ‘real’ work. When the husband comes home, he feels a sense of entitlement that his food must be ready as soon as he arrives and he is mad with his wife because he thinks she is not fulfilling her duty. He throws the rice pot against the wall as a way to intimidate his wife because he does not like to be challenged and because he wants to reassert his power as the leader of the family. This is domestic violence.

- Facilitation tips**
- Make sure that you and the other facilitator who will perform the role-play are sufficiently prepared. You should practice before the monthly meeting and agree on your specific roles and responsibilities. Try to make it as realistic and lively as possible by using costumes, props, make-up, etc.
 - Avoid clichés, i.e. avoid representing the man as the ‘mean’ one and the woman as the powerless victim. Try to make to make a nuanced representation of a situation of gender-based violence. Also, avoid turning the situation into a comedy or a melodrama.
 - During the role-play, make sure that you speak loudly and clearly enough for the participants to understand what you are saying.
 - When you ask the participants to provide comments on the role-play, make sure that both women and men express their views. If only men are talking, make sure to encourage women to speak up too, and vice-versa.
 - Make sure you highlight the linkages between domestic violence and gender norms and stereotypes. See the Key Messages above.

- **Resource:**
- This exercise was adapted from an activity that appeared in the “Training Manual for Women’s Empowerment (Basic Level)” published by Medica Mondiale Liberia in February 2013 (p. 62-63). The training manual is available online:
- http://www.medicamondiale.org/fileadmin/content/07_Infothek/Publikationen/medica_mondiale_Liberia_Training_Manual_basic_level.pdf
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Exercise 3 – Types and consequences of domestic violence (women and men separately)

Objective	- Help participants to identify and understand the different types and consequences of domestic violence
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Part I: Types of domestic violence

Time	- 2h30
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Activity Steps	<ul style="list-style-type: none"> - Explain session objective. - Share rules with the participants (see below). - Ask participants to close their eyes and reflect on situations of violence they have experienced or witnessed in their lives. - Ask participants to think about how they felt while experiencing or witnessing this violence. - Ask participants to share their thoughts with the group if they wish to do so. As much as possible, try to allocate enough time for this activity step so that every participant who feels the need to speak is able to do so. Participants can also choose to write their thoughts on a piece of paper if they prefer. You can give participants the option to have their stories collected and read aloud if they wish to keep their thoughts confidential. Participants can also decide to illustrate their opinions visually to express how they felt while experiencing or witnessing this violence. - Divide participants into four groups and mention that each group will work on one type of violence. (The groups should be non-mixed– men together and women together.) - Assign one type of violence to each group and ask them to identify examples of that particular type of domestic violence. The 4 types are: physical, psychological, sexual and economic. Go around the room and provide support if needed. Some groups might need examples to start identifying their own answers. - Ask the four groups to present their answers. After each group presentation, summarize the meaning of every type of violence and give more examples if needed. See Annex 2 for a list of examples. - Highlight Key Messages for this part of the activity. See below.
Rules	<ul style="list-style-type: none"> - What is discussed here stays here. - Everyone has the right to have their own opinion. Even if you don't agree with someone's point of view, you must respect their freedom of expression.
Key messages	<ul style="list-style-type: none"> - All types of domestic violence are a violation of human rights. - Physical violence is the most visible form of domestic violence, but it does not mean that other forms are less damaging. - Although there are many different types of domestic violence, they all share the same root causes: unequal power relations and gender inequalities.
Facilitation tips	<ul style="list-style-type: none"> - Some types of violence might be more difficult for participants to understand, such as economic violence. Don't hesitate to explain the meaning to the participants if you see that they are struggling to identify examples. Also,

	we encourage you to share personal stories or stories about people you know in order to help participants understand the different types of domestic violence.
Part II: Consequences of domestic violence	
Objective	Help participants to identify and understand the consequences of domestic violence on people who experience it.
Time	2h
Activity Steps	<ol style="list-style-type: none"> 1. Explain the objective. 2. Share rules with participants. 3. Divide participants into four groups. Ask every group to discuss and identify consequences of domestic violence on the people who experience it. Group 1 will focus on the physical consequences. Group 2 will focus on the social consequences. Group 3 will focus on the psychological consequences. Group 4 will focus on the economic consequences. 4. Go around the room and provide support if needed. Some groups might need examples to start identifying their own responses. 5. Ask the four groups to present their answers. After the each group presentation, summarize the main consequences according to the four following categories: physical, social, psychological and economic consequences. See the Annex 3 for a list of examples. 6. Highlight Key Messages for this part of the activity (see below).
Rules	<ul style="list-style-type: none"> - What is discussed here stays here. - Everyone has the right to have their own opinion. Even if you don't agree with someone's point of view, you must respect their freedom of expression.
Key messages	<ul style="list-style-type: none"> - All acts of violence have serious consequences that can last for a lifetime. In the worst cases, violence can lead to serious injuries or even death. - While women are usually the direct victims of domestic violence, the consequences extend beyond them and affect the entire household and even the society at large. - Children are also particularly affected by domestic violence. Research has shown that men exposed to domestic violence when they were children are more likely to engage in domestic violence as adults.³ - Committing violent acts also has consequences for the perpetrators, who can face arrest and imprisonment.

³ Children Welfare Information Gateway, "Impact of Domestic Violence on Children", U.S. Department of Health & Human Services, viewed 30 January 2014, https://www.childwelfare.gov/pubs/factsheets/domestic_violence/impact.cfm.

Facilitation tip	- Don't minimize any of the consequences. Even if some consequences might be less visible than others (such as psychological/emotional consequences), it does not mean that their impact is less important.
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MONTHLY MEETING ON ALCOHOL CONSUMPTION & HEALTH (WITH MEN ONLY)

Exercise 1 – “Throw the Ball” Game

Objective	To encourage discussion about alcohol abuse and related problems in families.
Materials	- Paper or plastic ball - Flipchart - Marker
Time	2h30
Activity Steps	<ol style="list-style-type: none"> 1. Explain the objective of the game to the participants. 2. Share rules with participants. (See below). 3. Ask the men to stand in a circle. 4. First round: Explain that you will pass a ball from one to another. Whoever receives the ball should give one reason (positive or negative) why men drink alcohol. 5. Tell the participants that each of them is encouraged to give a different reason. When you feel that you have given sufficient time for people to express themselves, you can go ahead with the second round. 6. Second round: Explain that you will continue to pass a ball from one to another. Whoever receives the ball should give one reason why men abuse alcohol. 7. Tell the participants that each of them is encouraged to give a different reason. When you feel that you have given sufficient time for people to express themselves, you can go ahead with the third round. 8. Third round: Explain that you will continue to pass a ball from one to another. Whoever receives the ball should name a problem that can be caused by drinking excessively (e.g. physical and mental health complications, poverty, family relationships, avoiding responsibility, etc.). 9. When you are done with the third round, invite the participants to turn to each other in the circle and to discuss the following questions in pairs: <ul style="list-style-type: none"> ❖ How could you help your neighbor/friend to control his abuse? What do you need in order to stop or control your abuse? (What support would help you? What kind

of actions could you personally take?)

- ❖ What is the difference between healthy drinking and drinking that leads to problems?
10. After discussing these questions in pairs, ask the men to turn back to the circle and share their experiences and ideas for solutions.
 11. Capture the ideas on a flipchart.
 12. Wrap up the discussion and share the following Key Messages.

Rules

- What is discussed here stays here. (If you would like to invite the women to join at the end of the activity – see the last facilitation tip – you must ask the men’s group for permission first. Also, you must ask them if there is any information they have shared that they don’t want to disclose.)
- Everyone has the right to have their own opinion. Even if you don’t agree with someone’s point of view, you must respect their freedom of expression.

Key messages

- Drinking is not bad in itself. In many cultures, drinking can be part of a social activity that brings people together. Many people drink moderately and responsibly while sharing a meal and/or to celebrate happy events.
- Abuse of alcohol that leads to drunkenness can become a serious issue: alcohol abuse on a regular basis can be harmful to one’s health.
- Excessive alcohol use can prevent people from fulfilling their responsibilities, e.g. work, family/household duties, etc.
- Alcohol abuse can lead to addiction.
- Excessive alcohol consumption can trigger conflicts between couples leading to physical violence.
- Excessive alcohol consumption can aggravate the severity of violent acts between spouses.
- Excessive alcohol consumption can have damaging consequences on the brain (sleep disturbances, mood and personality changes, anxiety, depression, etc.), general health (high blood pressure, or hypertension, strokes) the liver (e.g. cirrhosis), the pancreas, etc.
- Some research indicates that a large quantity of alcohol, or any quantity for alcoholics, can increase the user’s sense of personal power and domination over others. An increased sense of power and control can, in turn, make it more likely that an abuser will attempt to exercise that power and control over another⁴.

⁴ Larry W. Bennett, "Alcohol and domestic violence", in Substance Abuse and Woman Abuse by Male Partners (1997), Stop Violence Against Women, viewed 28 January 2014, <http://www1.umn.edu/humanrts/svaw/domestic/link/alcohol.htm>

Facilitation tips

- It is recommended to have a male facilitator for this exercise.
- You should adopt a positive and non-judgmental attitude – avoid blaming men and/or letting men blame themselves. This exercise is meant to encourage men to find healthy solutions to their alcohol abuse problems (if any).
- Don't portray drinking as the root cause of men's problems. Instead, explain to the participants that drinking can exacerbate and aggravate existing problems.
- Don't be too confrontational and don't tell the men "**Don't drink.**" Just listen and acknowledge what men have to say. Have empathy and try not to impose your own opinions on them.
- Don't force participants to speak out.
- Participants can give someone else's examples if they don't feel comfortable sharing personal experiences.
- Drinking is oftentimes linked to social and cultural norms. When asking participants to identify why men drink, you can try to make them dig a little bit deeper. For instance, if one participant says that men drink because they feel stressed out, ask why they feel stressed out. If someone replies it is because of lack of money, ask what they need the money for. If you find out that the reasons they are giving are related to social pressure, you can make linkages with the concepts of gender roles and stereotypes.
- Here are some tricks and tips for reducing alcohol intake that you can share⁵:
 - ❖ **Space your drinks:** A trick for cutting down alcohol consumption is to use drink spacers -- nonalcoholic beverages between drinks containing alcohol. Some drinkers will alternate a drink of water, juice or soda between their alcoholic beverages to slow down their consumption.
 - ❖ **Avoid Your Triggers:** Whether you are trying to cut down or quit drinking altogether, it is a good idea to avoid situations in which you are used to drinking. People, places, things and certain activities can be triggers that cause you to have an urge to drink. Avoiding those triggers can prevent you from drinking when you otherwise might not do so.
 - ❖ **Do Something Else:** If drinking has become a big part of your life, try substituting other activities during those times when you might usually drink. Take up a hobby, make new friends, or spend more time with your family. Find something that you enjoy that will occupy the time during which you would usually be drinking.

⁵ Alcoholism About.com, Tips for Moderating Your Drinking, viewed 17 February 2014, http://alcoholism.about.com/od/support/a/moderation_tips.htm

- ❖ **Learn How to Say 'No':** Chances are you are going to be in situations in which someone is going to offer you a drink or expect you to drink with them as you have done in the past. Learn how to politely say "no thank you," and really mean it. Say it quickly and firmly so that you don't give yourself time to change your mind. You may want to practice what you will say the next time your friends ask you to have a drink.
- We recommend **inviting women** to join the meeting at the end of the activity. You could introduce the session by asking women to explain to the men's group how they feel (using "I" statements) when their husbands are drunk or drink too much. Afterwards, you could ask men to share the main outcomes of their group discussions (especially the reasons why men tend to drink excessively). You could close the session by asking both men and women to brainstorm and share solutions and/or actions they could jointly undertake in order to address the issue of excessive alcohol consumption in the community. You may come up with some of your own ideas in order to help them.

Resource:

This exercise was adapted from an activity that appeared in the manual "Journeys for Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment" published by CARE International – Rwanda and Promundo-US in 2012 (p. 57-58).

The manual is available online:

<http://www.promundo.org.br/wp-content/uploads/2012/07/VSLManualFinal.pdf>

ANNEX 1 – TRUE OR FALSE

Statement	True	False	Explanation
1. Domestic violence is a private matter in which no one should interfere.		X	Domestic violence is everybody's business because it is a violation of human rights. We should not be silent witnesses, but help victims of domestic violence. If a person is attacked in the street, people will help him/her. Why should it be different for a neighbor who is victim of domestic violence?
2. It is better to pretend that domestic violence does not exist in order to preserve the harmony of the family.		X	Harmony should never be favored over rights, even if it is a very important value in many countries. If there is domestic violence in the family, is there really harmony and happiness? There are ways of staying together as a family, while still participating in interventions needed to put an end to violence. In addition, it has been proven that domestic violence has many negative impacts on the children. Very often, children who have been victims of violence will also be violent in the future. This cycle of violence has to stop and everybody must take action for this purpose.
3. All men are violent.		X	Being violent is not biological: it is learned through a socialization process. Society tends to reinforce the idea that it is acceptable for men to be violent. If being violent was biological, it would mean that all men would be violent, and this is not the case.
4. Women can be violent too.	X		Women can be violent too, notably when they use violence to defend themselves. Women can also be perpetrators of domestic violence. However, statistics show that most of the perpetrators of domestic violence are men.
5. A husband who has sex with his wife against her will is committing sexual violence.	X		The wife must always have a say in when and how often sexual intercourse happens. The husband must be open to listening to his wife and understand and accept her reasons if she does not want to have sex. The notion of consent is essential in sexual intercourse even in a married couple.

<p>6. Domestic violence is not serious because if it was, women would leave their husband or divorce him.</p>		X	<p>Domestic violence is a very serious violation of human rights and has many consequences for the victims. If women do not leave their husband or divorce him, it is because they are scared and feel trapped. Some women might not be economically independent and are afraid that they will not be able to survive if they divorce their husbands. Others are afraid of social stigma or of being killed or injured when they try to leave. Some women are too depressed to act or lack confidence to do so. Others might feel guilty about “breaking” the family, even if they are not responsible for it.</p> <p>Domestic violence is a crime punishable by Law:</p> <ul style="list-style-type: none"> • Article 35 (Cambodia’s 2005 Law on the Prevention of Domestic Violence and the Protection of the Victims) • Any acts of domestic violence that are considered as criminal offences shall be punished under the penal law in effect.
<p>7. Society should help the perpetrators of domestic violence.</p>	X		<p>It is essential to work with the perpetrators of domestic violence to solve the problem. This is why working with men is so important. If somebody is part of a problem, he/she can be part of the solution too.</p>
<p>8. A husband who forces his wife to give him all the money she earns is perpetrating an act of violence.</p>	X		<p>Economic violence is also a form of domestic violence. Economic abuse or coercion committed by one person in order to control another person is an act of violence.</p>
<p>9. A husband who insults his wife because she gave birth to a second daughter instead of a son is committing an act of violence.</p>	X		<p>Even though it is less visible than physical violence, psychological violence is also a form of violence. A woman who is insulted by her husband may suffer severe consequences such as guilt or loss of self-confidence, dignity or self-worth.</p>

**ANNEX 2 – EXAMPLES OF TYPES OF DOMESTIC VIOLENCE ACCORDING TO
CAMBODIA’S 2005 LAW ON THE PREVENTION OF DOMESTIC VIOLENCE AND
THE PROTECTION OF VICTIMS**

<p>Physical violence</p> <p>Violence that causes victim(s) to suffer injuries, scars, crippling or death.</p>	<p>Hitting Slapping Punching Strangling Shooting Stabbing Kicking Hair pulling Refusing to help when sick or injured Kidnapping Killing Putting in isolation</p>
<p>Sexual violence</p> <p>Violence that causes victim(s) to suffer sexual harassments and torture.</p>	<p>Rape or attempted at rape Forcing someone to engage in sexual acts against their will Making constant sexual demands (sexual harassment) Sexual touching Marital rape Sexual trafficking Forced pregnancy or abortion</p>
<p>Psychological violence</p> <p>Violence that causes victim(s) to suffer apprehension or mental sicknesses.</p>	<p>Isolating Ignoring Terrorizing/threatening Making false promises to end abuse Ridiculing Blaming Spreading rumors or lies Threatening to report an illegal immigrant to immigration Threatening to reveal a person’s sexual orientation Teaching children to yell at or disrespect someone Destroying a person’s property/items that are meaningful to him/her Using harsh words to put a person down and make him/her feel bad about herself/himself Yelling Name calling Threatening to hurt or kill Degrading the victim</p>
<p>Economic violence</p> <p>Violence that causes victim(s) to suffer losses of materials and money.</p>	<p>Controlling financial matters Limiting or denying access to bank accounts Demanding an explanation of how money is spent Prohibiting someone from getting a job or pursuing education Hiding or destroying visa or immigration papers Preventing someone from accessing essential services such as healthcare Forcing a person to give away his/her income</p>

ANNEX 3– EXAMPLES OF CONSEQUENCES OF DOMESTIC VIOLENCE ON PEOPLE WHO EXPERIENCE IT

Physical consequences	<ul style="list-style-type: none"> Death Suicide Injury Disability Miscarriage Unwanted pregnancy Chronic pain
Social consequences	<ul style="list-style-type: none"> Stigma Rejection Isolation Blame
Psychological/emotional consequences	<ul style="list-style-type: none"> Self-hate Depression Anxiety Fear Anger Shame Insecurity Suicidal thoughts and behavior Loss of ability to function in the community Nightmares Insomnia Rage Difficulty concentrating Loss of emotions Panic Low self-esteem Loss of confidence in family members
Economic consequences	<ul style="list-style-type: none"> Psychological/emotional/psychological harms which prevent survivors from working resulting in a loss of income Health issues which lead to additional spending on healthcare services

SECTION 4:

DESIGNING THE GENDER ROAD MAP

INTRODUCTION

The third step of the GRM process is to accompany the couples in the design of their family Gender Road Map, which will be used to help couples identify the issues in their relationships that they will work in the upcoming months.

This section describes how to design a Gender Road Map using 4 tools based on the Gender Action Learning System (GALS) methodology, which will be further explained later in the chapter. These tools will be implemented through exercises that allow the couple to reflect on their future and present situations, to analyze their relationships, to identify challenges and their root causes and to select priority issues to work on in their couple relationships.

The GRM activities represent only a starting point for the couples. The most important outcome will be the commitment couples make to improve their relationships and the small actions they are ready to undertake to reach their ultimate goal: Achieving greater gender equality at the household level.

Objectives

- Lead couples to design their own gender road map.
- Help couples link the challenges they are experiencing with unequal gender norms and power relations.

Time frame

It is recommended to spend two and a half days conducting this workshop. Also, it is suggested to have at least two facilitators for this workshop and to work with a maximum of 10-12 couples at a time. Ideally, there should be three facilitators.

Notes for facilitators

- Take sufficient time to prepare. Practice implementing the tools with other people in order to ease your facilitation.
- We recommend holding this training workshop with no more than 10 couples at a time. If you can rely on the support of another skilled facilitator, you can increase the amount to 20 couples.
- Provide the participants with simple and clear instructions from the beginning.
- Explain clearly the purpose of each tool to the participants.
- Be aware that some couples may find it harder than others to grasp the point of each exercise. You will have to provide these couples with close support.
- Try as much as possible to provide concrete examples when explaining each tool. Do not hesitate to use examples from your own life.
- Be proactive – show by doing i.e. you will have to showcase your drawing skills too!

- Be patient.
- Encourage the participants who might feel shy or uncomfortable to draw – tell them that everybody can do it and that no one is there to assess their drawing skills. These exercises should take place in a big room where there is sufficient space to sit in groups and draw. It can be in a community hall, pagoda, school, etc.

What is the GALS?

As previously mentioned, our model is based on the Gender Action Learning System (GALS) methodology, which is a key part of Oxfam’s Women Empowerment Mainstreaming and Networking (WEMAN) program for gender justice in economic development interventions, including market and value chain development, financial services and economic policy and decision-making. GALS is a community-led empowerment methodology aimed at “constructive economic, social and political transformation’ on gender justice”.

GALS works with women and men to develop their own visions for change, appreciate their strengths and achievements and analyze and address gender inequalities within the family and in community as challenges which prevent women and men from achieving their vision. It empowers women and men, as individuals and collectively, to collect, analyze and use information to improve and gain control over their lives at the micro and macro levels.

Use of diagram tools enables full and equal inclusion of those who have not had the opportunity to learn how to read and write. GALS tools can be adapted for gender mainstreaming in other topic ar-

reas including life planning, livelihood and value chain development, environmental management, and health ¹.

A simplified and adapted method

The GRM does not fully replicate the GALS methodology; rather, it is a simplified adaptation of it. In contrast to the GALS, which is usually applied at the community level, our focus is at the household level only.

This adaptation was necessary due to time constraints: we know how hard it is to get the couples to participate in activities given their busy schedules. We therefore needed to develop a more concise set of exercises that could be completed within a two-day workshop, and that is why we have decided to implement only **4 (adapted) tools**:

Tool #1: Visioning the Future and the Present

Objective: To lead the couples to develop a joint vision for their future, which they will compare with their current situation.

Tool #2: Empowerment Map

Objective: To help the couples identify the opportunities and challenges in their current relationships.

Tool #3: Challenge Action Tree

Objective: To identify the root causes of the main challenges identified in the previous exercise and the actions the participants want to take to address these challenges.

Tool #4: Dream Diamond

Objective: To help the couples develop a joint vision about aspects of their relationships they want to maintain and aspects they would like to change or improve.

The sum of these 4 tools will constitute the Gender Road Map.

¹ Gender Action Learning, Women’s Empowerment Mainstreaming and Networking for Gender Justice in Economic Development, WEMANGlobal, viewed 7 October 2013, http://www.wemanglobal.org/2_GenderActionLearning.asp

TOOL #1: VISIONING THE FUTURE AND THE PRESENT

Objective	Lead the couples to develop a joint vision for their future, which they will compare with their current situation.
Materials needed	<ul style="list-style-type: none"> ❖ Flipcharts ❖ Coloring crayons and markers ❖ Tape
Time	2h
Activity Steps	
The Sun Vision	<ol style="list-style-type: none"> 1. Explain to participants that this exercise aims to help them develop a vision for their future, i.e. a realistic illustration of how they would see their life in the future. . 2. Encourage participants to close their eyes while reflecting on their vision. 3. Ask participants to take a flipchart and gather into couples. 4. Show participants (by drawing it yourself) that they will have to draw their common vision in the upper-right part of the flipchart in a big circle. We call this space the “Sun Vision”. (See Diagram #1) 5. Indicate that participants will have to focus on 3 interrelated elements: <ul style="list-style-type: none"> • business and livelihood; • family; • personal development. This aspect of individual self-development is often important for improving family relationships as well as livelihoods. (See diagram #2) 6. Here are the guiding questions: <ul style="list-style-type: none"> • Business and livelihood vision: What is your vision for economic activities? Do you want to conduct a single type of business? Or do you wish to diversify? Is this an individual or family business? • Family and gender vision: What would your family look like as a happy family? Are there any changes you would like to see in relations between husband and wife? With children? With other family members? • Personal development vision: What do you feel you need to know in order to be successful? What skills would you like to have? For instance, literacy, technical skills, business skills, soft skills such as communication and networking. This is particularly important for women, who generally don’t have any clear ambitions for themselves.

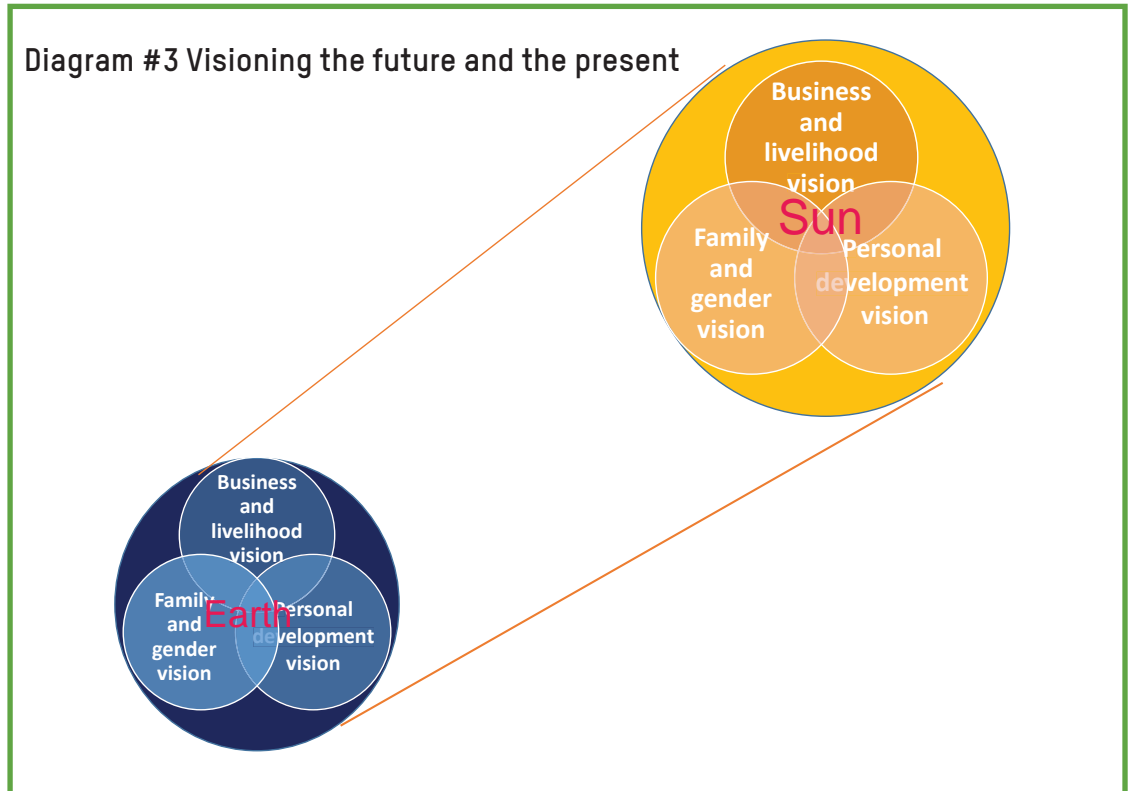
<p>The Earth Vision</p>	<ol style="list-style-type: none"> 7. When couples have completed the Sun Vision, ask them to repeat the exercise, this time looking at their current situation (See Diagram #3) 8. Ask participants to focus on the 3 elements previously introduced (point 5). 9. When all couples are finished with this exercise, ask them to go back in plenary and present the results of their work to the others. This will help the couples to clarify their visions. 10. If needed, suggest that couples review their visions according to the feedback they have received. 11. The flipchart will be used to integrate the results of the next exercises related to the 4 tools. Therefore, the facilitators must keep the flipcharts in a safe place.
<p>Key messages</p>	<ul style="list-style-type: none"> • Expectations of both spouses are equally important and both are necessary for creating a common vision. • Personal development is important. E.g. If a woman wants to raise pigs instead of raising chickens in order to make more money, what skills or knowledge does she need to do so? Does she need knowledge and skills related to pig breeding? Does she need business and marketing skills if she wants to sell the meat at the market? Does she need a literacy class?
<p>Facilitation tips</p>	<ul style="list-style-type: none"> • The Sun and Earth visions must include the perspective of both spouses. You must encourage spouses to share and listen to each other's views. • Try as much as possible to provide the couples with concrete examples, especially regarding the concept of personal development. E.g. If a woman says she wants to expand her cattle herd, what skills and/or knowledge does she need to do so? Pay attention to the power dynamics in the couples, especially if this prevents the spouses from working together. Try to defuse tensions by highlighting the importance of mutual respect. Remind participants of the key message set forth in the beginning of the session: "Everyone is important and has an equal voice." You will need to provide close support to couples who are struggling with this concept. • When participants present their visions, make sure to highlight the gender components of their visions. For instance, equal – balanced gender division of labor. • Make sure that participants don't put too much emphasis on the economic aspect of their vision for the future, but also focus on the human/relationships aspects. • Remind participants that they should both focus on the improvement of their material conditions as well as on the improvement of their social situation, which are both

essential to achieve their vision and to ensure its sustainability. The improvement of one’s material conditions is about having access to sufficient water, food, financial resources, etc. The improvement of one’s social situation is about the level of education and the acquisition of knowledge and skills, which helps people to empower themselves and maintain a better quality of life.


Diagram #1






Diagram #2



TOOL #2: EMPOWERMENT MAP

Objective	Help the couples identify the opportunities and challenges in their current relationships.
Materials needed	<ul style="list-style-type: none"> • Flipcharts • Notebooks or small pieces of paper • Coloring crayons and markers • Masking tape
Time	2h30
Activity Steps	<ol style="list-style-type: none"> 1. Introduce the activity by explaining that the following exercises will require a lot of concentration and reflection. Share the objective of the activity. 2. Ask participants to sit down and keep a certain distance between each other. 3. Distribute a piece of paper or a notebook to each of them. As a facilitator, you will have to use a flipchart to illustrate step-by-step the following process, drawing your own map as an example. <p style="margin-left: 20px;">Individual mapping exercises (steps 4 to 12)</p> <p style="margin-left: 20px;">Who am I?</p> 4. Ask the participants to draw themselves at this moment (their general state of mind) in the center of the sheet of paper: Do they feel happy, sad, neither happy nor sad (neutral), stressed, healthy, sick, etc.? Ask the participants to use the symbols from the chart below to represent their emotions. Encourage them to use different colors and have fun drawing. (See diagram #1) <p style="margin-left: 20px;">Who is important in my life?</p> 5. Ask the participants to draw the different people who are 'important' in their lives (family members, relatives, friends, etc.) The more important these people are, the closer to the participant they should appear. (See diagrams #2) <p style="margin-left: 20px;">Mapping relationships</p> 6. Explain that participants will have to analyze their relationships with the people they have illustrated on the map. <p style="margin-left: 20px;">Emotional/social relationships: <i>Who do I care the most about and who cares the most about me? Who do I communicate with when I have an issue? Who communicates with me when they have an issue?</i></p> 7. Ask participants to draw arrows and heart symbols  toward the people they care the most about. Then they should draw other arrows from those people toward themselves in order to represent the people who care the

- most about them. The thickness of the arrow should symbolize the strength of the relationship. (See diagram #3)
8. Ask participants to repeat the exercise with arrows and  speech bubbles to indicate the people they communicate with when they have an issue and the people who communicate with them when they have an issue. (See diagram #4)
- Economic relationships: *Who do I provide money (or goods) to and who provides me with money (or goods)? Who makes decisions about small daily expenses? Who makes decision about bigger (more important) expenses?***¹
9. Ask participants to repeat the exercise with arrows and money signs \$ toward the people they provide money (or goods) to and those people who provide money (or goods) to them. (See diagram #5). Ask participants to add a small x on the person(s) on their map who make decisions about small daily expenses and a big X on the person(s) on their map who make decisions about bigger (more important) expenses. (If needed, refer to the exercise on Decision-Making in section 2 on p.20)
- Power relationships: *Who do I have the capacity to influence? Who has the capacity to influence me? Who exercises power over me? Who do I exercise power over? (Share the definition of power over. See box below.)***
10. Ask participants to repeat the exercise with arrows and star symbols  toward the person(s) they feel they have the capacity to influence and the person(s) who have the capacity to influence them. (See diagram #6).
11. Ask participants to draw arrows and a power symbol  toward the person(s) they have power over and the person(s) who have power over them. (See diagram #7).
12. When the mapping exercise is over, ask the participants to reflect on the following question: What are **2 opportunities** and **2 challenges** you have identified in your relationships? (By opportunities, we mean things that have a positive impact in the participants' lives, and by challenges, we mean things that have a negative impact in their lives.)
- Examples of **opportunities**:
- I have a good relationship with my children based on warmth and affection.
 - My mother cares a lot about me.
 - I receive enough money from other family members to send my children to school.

¹ We ask spouses to assess their decision-making power over small and big expenses because we want them to identify imbalances on tangible and important economic aspects.

	<p>Examples of challenges:</p> <ul style="list-style-type: none"> - I do not communicate enough with my spouse when I have a problem. - I do not think I have the power to make decisions on important financial matters. - I am not allowed to go too far from home otherwise my spouse gets jealous and angry with me. Therefore, I cannot fully engage in income-generating activities outside the home.
<p>Symbols Chart</p>	<ul style="list-style-type: none"> ▪ Happy ☺ ▪ Sad ☹ ▪ Neutral 😐 ▪ Care ♥ ▪ Communication ○ ▪ Money/goods \$ ▪ Power (capacity to influence) ☆ ▪ Power over ✨ ▪ Relationship ↔
<p>Relationships Assessment (Group exercise)</p>	<ol style="list-style-type: none"> 13. Gather participants together and split them into groups of women and men. Ask them to share and discuss the results of their assessments. (4 groups – 2 groups of women and 2 groups of men.) 14. Each group must agree on at least 2 opportunities and 2 challenges in their relationships that they consider highly important and then draw them on a flipchart. 15. Go around the room and encourage the groups to select different opportunities and challenges in order to avoid repetition. 16. Invite all participants to come back in plenary and present their flipcharts. 17. Indicate to the participants that the outcomes of this activity will be used for the next activity called the “Challenge Action Tree.”
<p>Key messages</p>	<ul style="list-style-type: none"> • Change starts with you: If you want to work on your relationships, you must first start working on yourself. Also, keep in mind that no one is perfect, but everyone can improve themselves. • You must accept that people may think differently than you – we all have different points of view. We must respect each other despite our differences. • Communication is the key to a strong, healthy relationship. How do you expect your spouse to know about your needs and expectations if you don't share them? How can you

	<p>expect your spouse to change his or her behavior if you do not tell them that their behavior bothers you? Often people believe that men are not good at communication and that it's a "women's thing". This is not true. Everyone can learn how to communicate effectively if they feel they're going to be listened to. Communication means speaking but also, very importantly, listening. (Refer to monthly meeting on communication. p.38)</p> <ul style="list-style-type: none"> • In many Cambodian households, women manage the daily expenses such as buying food and clothes – they are the money keepers. However, for bigger expenses such as purchase of a moto or agricultural machinery, men are usually the decision-makers. These decisions often have a big impact on the household economic situation. That is why it is important for both spouses to discuss and reach consensus on these decisions. • Studies have found that in equal relationships, men and women have a better ability to withstand stress and respond to change and both partners report improved health and well-being. In an equal relationship, partners share the perception that they have equal opportunity to influence family decisions and that they have equal worth². The road to gender equality is not an easy one, and it requires significant mutual efforts, time and commitment, but it is possible. • Gender equality is not a loss for men, in fact, it benefits them. Gender equality helps break down stereotypes and social norms that are harmful to them, e.g. 'real' men drink, 'real' men do not show weakness, 'real' men are strong all the time. These stereotypes force men to comply with a vision of masculinity that does not necessarily correspond to what they really want in life and who they really are. It also forces them to engage in certain activities or behaviors that they are not inclined to do (peer pressure). *For more information, see exercise on gender stereotypes in the section on gender concepts p.16
<p>Facilitation tips</p>	<ul style="list-style-type: none"> • For this session, you should ensure that there is sufficient space between the participants so they feel comfortable enough. It is important to respect their privacy. • Do not hesitate to give your input in group discussions to help the participants identify challenges and opportunities in their relationships. Try as much as possible to make linkages with the gender concepts that have been previously introduced.

² Carmen Knudson-Martin, "Why Power Matters: Creating a Foundation of Mutual Support in Couple Relationships", Family Process, Vol. 52, No.1, 2012.

	<ul style="list-style-type: none"> This session is the most important and the material can be quite heavy. Be sure to allocate sufficient time for the participants to reflect and discuss.
Definition	<p>What do we mean by power over?</p> <p>"Power over" is the ability to dominate another person or group as in "I have power over him". This means, "I have the ability to make him do what I want him to do." Power-over usually comes from force and threat. If the subordinate fails to do what he or she is asked to do, the dominant person will force the subordinate person to comply.³</p>

Diagram #1: Who am I?



Diagram #2: Who is important in my life?



³ The Nature of Power, Conflict Research Consortium, University of Colorado, USA, International Online Training Program on Intractable Conflict, viewed 25 February 2014, <http://www.colorado.edu/conflict/peace/power.htm>.

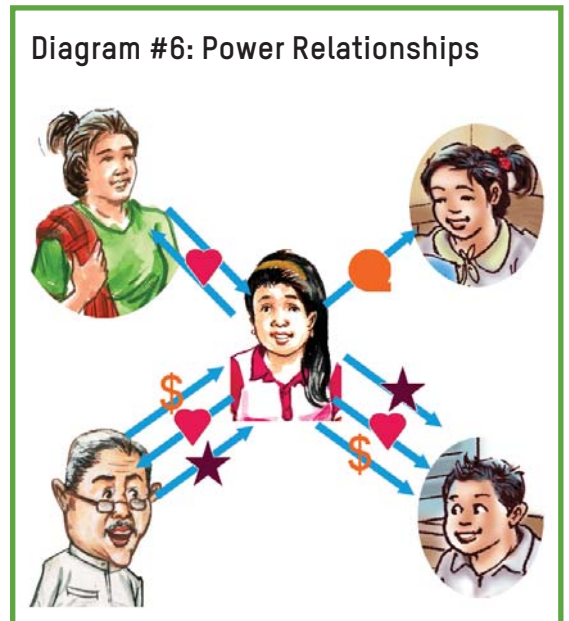
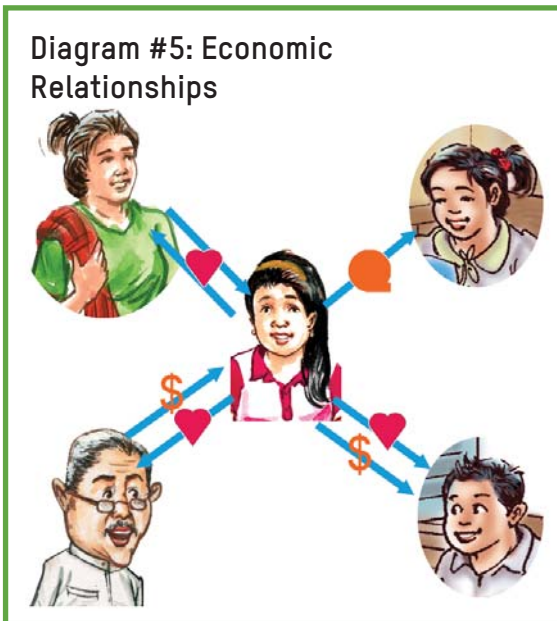
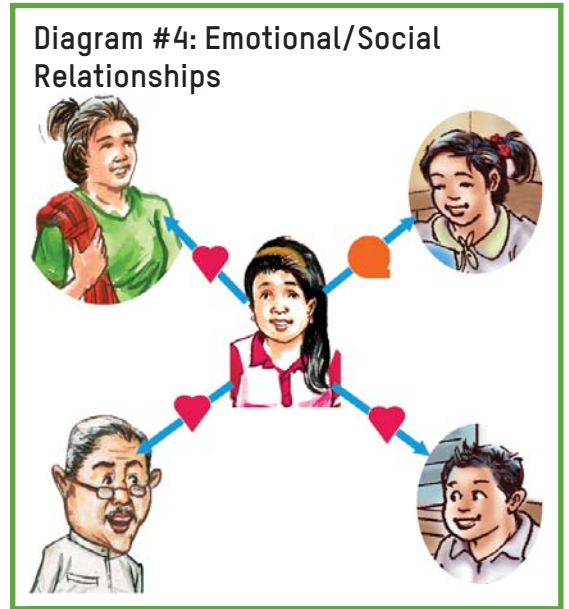
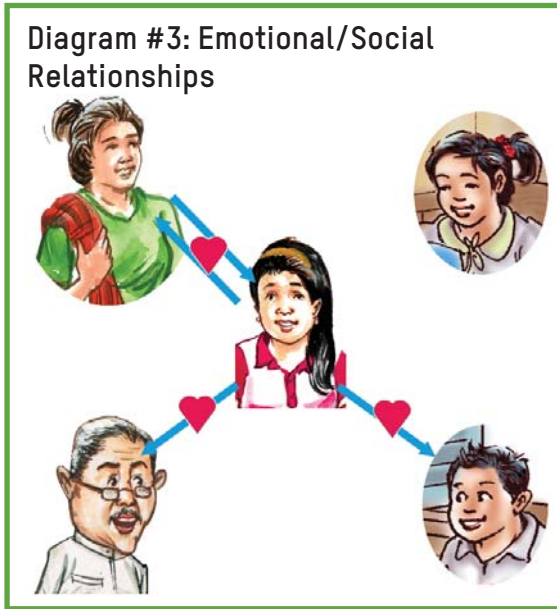
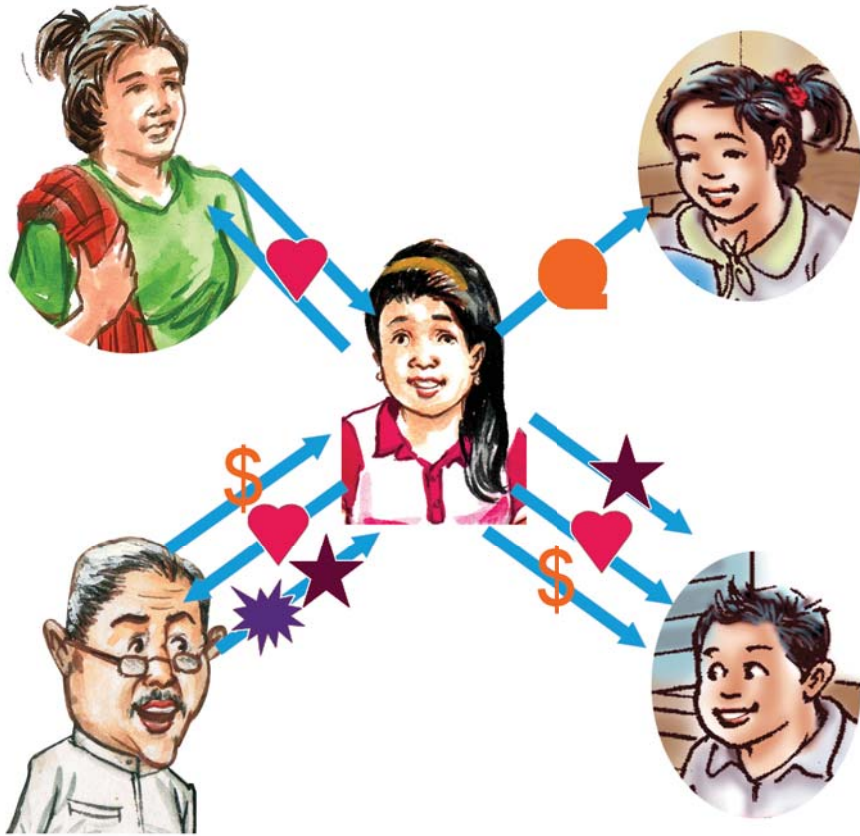


Diagram #7: Power Relationships



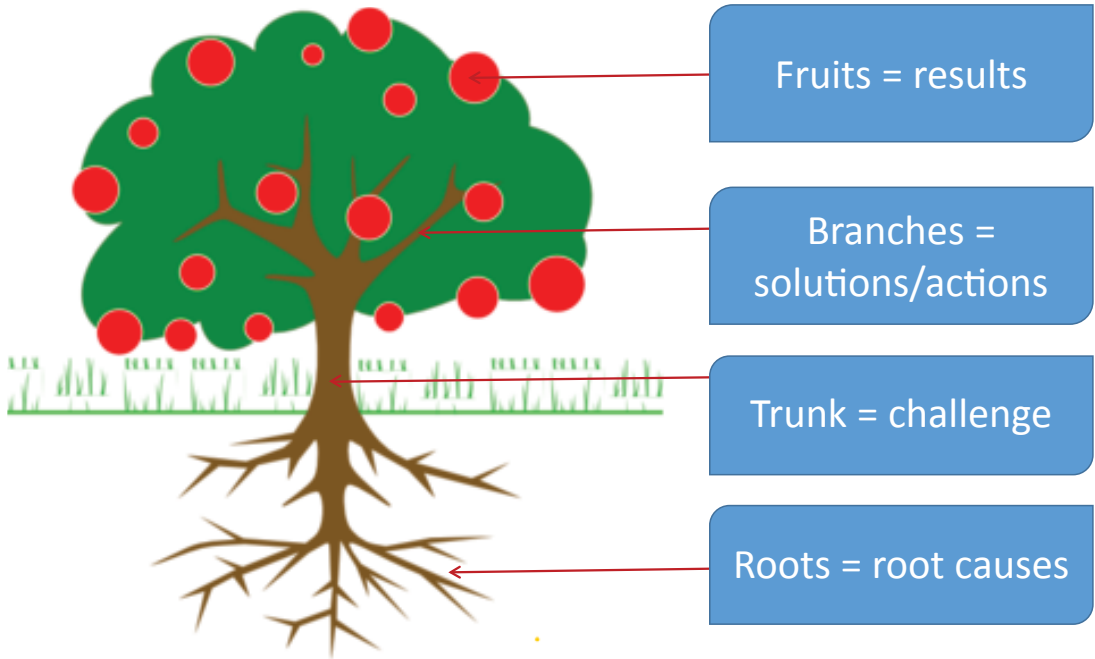
TOOL #3: CHALLENGE ACTION TREE

Objective	Identify the root causes of the main challenges identified in the previous exercise and the actions to be taken to address these challenges.
Materials needed	<ul style="list-style-type: none"> ❖ Flipcharts ❖ Coloring crayons and markers ❖ Tape ❖ Colored papers (three different colors)
Time:	2h
Activity Steps	<ol style="list-style-type: none"> 1. Ask the participants to split into the same groups as in the previous exercise. Explain the objective of the activity. 2. Ask the groups to have a look at the drawing they made yesterday and to select one challenge they would like to work on today. 3. Introduce the Challenge Action Tree. See the diagram #1 to get a sense of the main components of the tree. 4. Ask the groups to draw a trunk on a flipchart and to draw the selected challenge in the trunk. 5. Ask the groups to draw roots (on a specific colored paper) and to think about the root causes of the selected challenge. Give examples of the root causes of some issues you know. 6. Go around the room and try to deepen the participants' understanding of the root causes of the selected challenge. See the facilitation tips for more guidance. 7. Come back into plenary and ask the groups to present the challenge they selected (trunk) and the root causes of the challenge (roots). 8. Invite the participants to ask questions to other groups and to share their own ideas and suggestions of root causes. 9. Ask the participants to break into the same groups as before. 10. Ask the groups to draw fruits (on a specific colored paper) at the top of the tree and to think about the results they would like to achieve when addressing the selected challenge. 11. Walk around the room answering questions and giving more examples when necessary. 12. Ask the groups to draw the results they would like to achieve in the fruits. 13. Next, ask the groups to draw branches (on a specific colored paper) to link the trunk with the fruits, and ask them to think about the actions they could do to achieve the identified results.

	<p>14. Walk around the room answering questions and giving more examples when necessary.</p> <p>15. Ask the groups to depict the actions they can take to achieve the results in the branches.</p> <p>16. Come back into plenary and ask the groups to present their expected results and actions to the other groups.</p> <p>17. Invite the participants to ask questions to other groups and to share their comments or suggestions.</p> <p>18. Conclude the session by saying that the last two exercises allowed the participants to identify some challenges they are facing in their family relationships, to identify results they would like to achieve and to brainstorm what needs to be done in order to succeed. In the next session, participants will work in couples to decide which challenges they want to address and which actions they wish to undertake.</p>
<p>Key messages</p>	<ul style="list-style-type: none"> • The root causes of the unequal power relations between men and women are not always the causes we immediately identify. We need to dig a little bit deeper. The root causes of gender inequalities are social institutions (e.g. family, community, religion), norms and practices that discriminate against women and are prejudicial toward men. For example, the fact that men drink is not a root cause of domestic violence. Of course, drinking can be a risk factor, but it is not the root cause. We need to go beyond this and ask why men drink in the first place. Very often, men will say they drink because of the social/peer pressure they face in their community. Drinking is often seen as a way of being a “real” man. Without those social norms, men would possibly drink less and this would have a positive affect on reducing domestic violence. Therefore, transforming the discriminatory gender norms that encourage women and men to behave in a certain manner will result in greater gender equality. • In Cambodia the insitution of <i>Chbab Srey</i> had a major influence on shaping perceptions about the way in which a 'good' woman should behave. This eventually led to discriminatory practices and beliefs related to women's worth compared to men. As a result, women's status was seen as inferior and subordinated to men and their power to make decisions, to assert themselves, and to become independent was hindered. • Many root causes to problems come from deeply entrenched gender stereotypes based on false assumptions. For instance, some people believe that reproductive work (housework, cooking, taking care of

	<p>children) should be performed by women because they are better at it due to biological reasons; however, such a link between biology and reproductive work has no basis in fact. Even though the gender division of labor has no scientific foundation, it has real impact on women's lives as they are expected to shoulder the main burden of reproductive work. This means that women have less time to engage in activities outside the home, which curbs their potential for further self-development. Additionally, due to the common belief that reproductive work is a 'natural' and 'easy' thing for women to do, their contribution is often not recognized or valued.</p>
<p>Facilitations tips</p>	<ul style="list-style-type: none"> • The root causes of issues are not always easy to identify. Keep in mind that they are linked to discriminatory gender norms and unequal power relations. • It is important to mention that the actions should address the root causes identified in the Challenge Action Tree. It is most likely that the desired results will be achieved only if the actions they chose address the root causes of the challenges identified. • Be well prepared and confident in facilitating the exercise since this one can stir up a lot of debate. Remain neutral as much as possible if the debate gets heated. If you do not feel comfortable enough, seek the support of someone who has already facilitated a similar exercise. • Make sure that participants draw only one part of the tree at the time – this exercise must be done step-by-step.

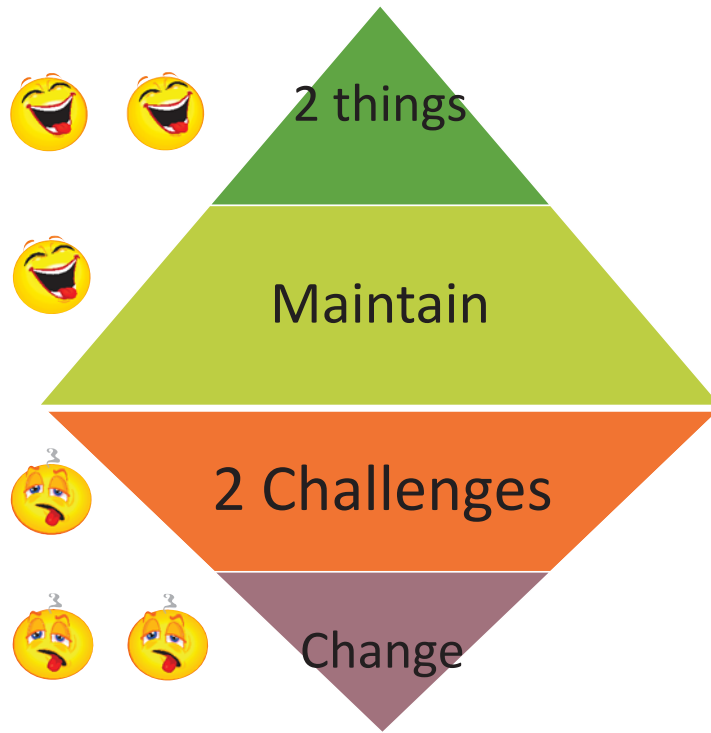
Diagram #1: Challenge Action Tree



TOOL #4: DREAM DIAMOND

Objective	Help the couples to come up with a joint vision about things they want to maintain in their relationships and things they would like to change or improve.
Materials needed:	<ul style="list-style-type: none"> ❖ Flipcharts ❖ Coloring crayons and markers ❖ Tape ❖ Colored papers
Time	1h30
Activity Steps	<ol style="list-style-type: none"> 1. Explain the objective of the activity to the participants and ask them to split into couples. 2. Ask the couples to draw a diamond similar to the one portrayed in this guidebook (see diagram #1). 3. Ask the couples to reflect on the different challenges identified in the previous sessions and to agree on 2 things they like the least in their family that they would like to change or eradicate. 4. Ask the couples to draw those two things in the upper part of the diamond.(things they like the least in the lower part and things they like the most in the upper part). 5. Ask the couples to reflect on the two things they like the most in their family and that they would like to maintain. 6. Ask the couples to depict those two things in the lower part of the diamond. 7. Explain to the couples that this tool is very important since it will help them to set their own objectives for their family. 8. Ask the couples (on a voluntary basis) to present their diamond.
Key messages	<ul style="list-style-type: none"> • Change happens when <u>both</u> spouses show real commitment and take action. • It is important to value and focus on the good and positive things in our family relationships. • Tell participants that no one and no relationship is perfect.
Facilitation tips	<ul style="list-style-type: none"> • It is very important at this step that <u>both</u> husband and wife speak out about the things they want to maintain and change. In the end, they should <u>both</u> agree on a common vision. The facilitator has an important role to play in this regard. S/he should observe the ways of communications of the couples and encourage both the husband and wife to share their views and to equally consider the views of the other. • Put the Challenge Action Trees on the wall so that families can gain insight from other ideas and strategies. . • Motivate/encourage the spouses to speak and draw together and to have honest and open discussions.

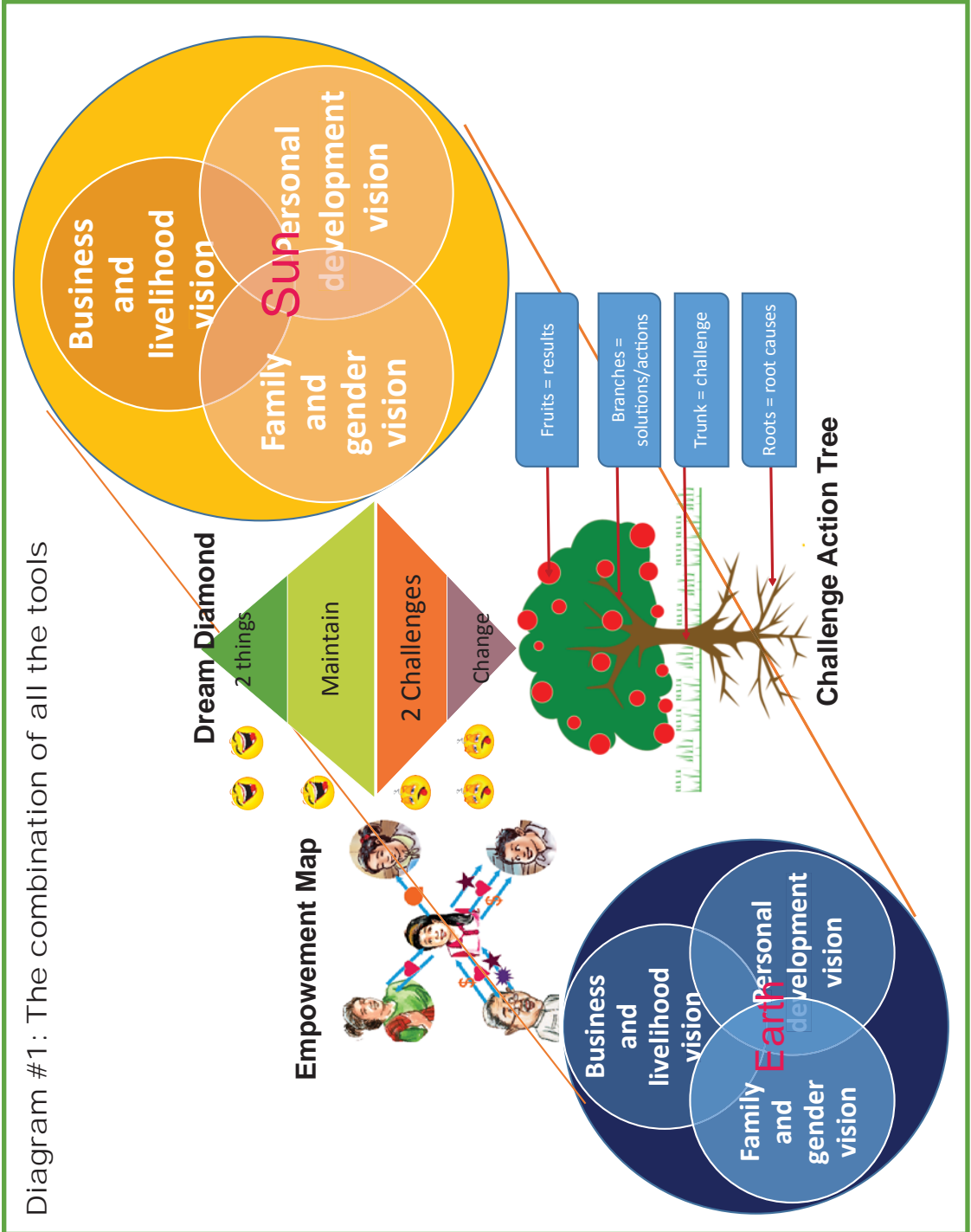
Diagram #1: Dream Diamond



THE GENDER ROAD MAP: COMBINING ALL THE TOOLS

Objective	Combine all the tools into one drawing so the participants can see the main challenges they wish to focus on as well as the necessary actions they need to undertake in order to achieve their vision.
Materials	<ul style="list-style-type: none"> • Flipcharts • Coloring crayons and markers • Tape
Time	1h30
Activity Steps	<ol style="list-style-type: none"> 1. Put the flipcharts from the previous exercises (Empowerment Map, Challenge Action Tree and Dream Diamond) on the wall. Explain the objective of the activity. 2. Ask participants to take their initial flipchart (the one with the sun and the earth visions). 3. Gather all the couples in the room and ask them to draw the results of the previous exercises (Empowerment Map, Challenge Action Tree and Dream Diamond) on their initial flipchart where they portrayed their vision of the future and the present (the sun and the earth). 4. Tell them that they have to reproduce those results on the part of the flipchart that is represented by the road. They can refer to the diagram #1(see below). 5. Explain to the participants that they have to identify the biggest challenge they are personally facing as a couple, since the exercise of the Challenge Action Tree was a group exercise. 6. Explain to participants that the final result of this activity is the creation of a family Gender Road Map. Invite them to stick the map on a wall of their house after the session. 7. Invite the couples to present their Gender Road Map (on a voluntary basis). 8. Explain that the part of the Gender Road Map where the <u>diamond</u> is portrayed will be the part on which they will focus the most in the coming months. 9. Invite them to think, in the next month, about actions they could take to maintain the things they want to maintain and change the things they want to change (as portrayed in the diamond). 10. Fix a meeting with all the couples in approximately one month, and tell them that in this meeting, they will create an action plan that will help them to achieve their objectives. The action plan will be based on the Gender Road Map. 11. Explain to the participants that they will have to work together in the coming months on improving or changing things that they do not like in their relationships and maintaining things they like. This will help them achieve

their vision since a healthy spousal relationship is based on mutual respect and understanding.
 12. Thank participants for their participation and commitment.



SECTION 5:

TAKING ACTION

INTRODUCTION

The GRM Design is a crucial part of the transformation process; however, the follow-up activities may be even more important. Indeed, this is the moment when the GRM facilitators/implementers will provide full support to the couples so that they can implement their plan and achieve their goals.

These follow-up sessions will replace the monthly meetings conducted before the GRM Design activity.

Objectives

- Create an action plan for each couple
- Help the couples to assess and discuss their own progress
- Assist couples in finding solutions to achieve their goals

Implementation Methods

- The implementation method you choose will depend on the time and human resources allocated for the follow-up.
- One option is to arrange monthly visits to the couples' homes in order to assess their progress and discuss the challenges encountered.
- Another option is to hold monthly meetings with all the participants. These meetings should be long



enough to allow the facilitators to spend sufficient time with each couple.

Time frame

Ideally, at least one monthly home visit or group meeting should be held each month throughout the project implementation period.

Tips for facilitators

- Be prepared: these activities require a lot of effort on your part.
- Try to accommodate the schedule of the participants as much as possible.
- Don't hesitate to ask for advice from experts whose expertise would benefit the couples.
- Don't forget to capture all the relevant information in the family profiles.

GET STARTED

STEP 1	DEVELOPMENT OF AN ACTION PLAN
Materials needed	<ul style="list-style-type: none"> • Couples' Gender Road Maps • Action plan template • Flipcharts • Colored papers • Markers and crayons • Tape
Instructions	<ol style="list-style-type: none"> 1. Make an appointment with every couple for a home visit or plan a group meeting with all the couples. Tell them to bring their Gender Road Map with them. (If possible, we recommend opting for a home visit. However, if the couples live far away from each other and it is difficult for you to travel to each of their homes, you may opt for a group meeting). 2. Before the meeting, print a copy of the action plan template (see Annex 1 – GRM Action Plan) or draw one on a flipchart. 3. Meet the couples in their homes or meet them all together in a convenient community location. 4. Explain to the couples that they will be preparing an action plan to implement their common vision for the future. 5. Distribute flipcharts to the participants and invite them to reproduce the action plan template. 6. Ask the couples to discuss together and select two things they would like to work on in the next months. One thing should be a challenge they want to overcome, and the other thing should be a positive element they would like to maintain in their relationship. 7. When the couples have agreed on the two things they want to prioritize, ask them to illustrate (by drawing or writing) these priorities in the space allocated in the action plan. 8. Ask the couples to identify two actions they can take to address the thing they want to change. (Invite them to refer to the Challenge Action Tree.) One action should be set aside for the woman and another one for the man. 9. Ask the couples to illustrate (by drawing or writing) those actions in the space allocated in the action plan. 10. Ask the couples to identify two actions they can take to address the thing they want to maintain in their

	<p>relationship. One action should be set aside for the woman and another one for the man.</p> <ol style="list-style-type: none"> 11. Ask the couples to illustrate (by drawing or writing) those actions in the space allocated in the action plan. 12. Ask the couples to stick their action plan on a wall of their house (or ask them to do it when they go back home). 13. Invite them to put their action plans into practice in the coming week. 14. Ask the couples to choose a day of the week when they will sit together and review their progress in the implementation of the action plan. 15. Explain how to use the action plan to review the progress achieved. Show them the space in the action plan where they can draw their assessment of the progress achieved each week. 16. Explain how to measure the progress achieved each week. The idea is to ask both spouses to reflect on every action portrayed in the action plan. The husband should rank his perception of the progress accomplished on the actions he needed to implement, but also on the actions his wife had to implement. The wife will do the same. The level of perception of the progress achieved will be illustrated by happy and unhappy faces. See the chart below for more explanation. 17. Explain to the couples that this weekly progress assessment is a good occasion for both spouses to engage in discussions about how to achieve their vision. They should try to talk about the challenges they faced in the implementation of their actions and highlight the support they need for further improvement. 18. Explain to the couples that they will meet every month with the facilitator(s) in order to discuss the progress so far. 19. Thank the couples and wish them the best of luck in their work.
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<p>Chart to assess the perceptions of progress accomplished by the spouses</p>	<p>☺☺☺</p> <p>☺☺</p> <p>☺</p> <p>☹</p> <p>☹☹</p> <p>☹☹☹</p>	<p>Very satisfied</p> <p>Quite satisfied</p> <p>Somewhat satisfied</p> <p>Somewhat unsatisfied</p> <p>Quite unsatisfied</p> <p>Very unsatisfied</p>
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STEP 2: MONITORING THE IMPLEMENTATION OF THE ACTION PLAN

Materials needed:	<ul style="list-style-type: none"> • Couples' Gender Road Map • Couples' Action plan
Instructions	<ol style="list-style-type: none"> 1. Make an appointment with every couple for a home visit or plan a group meeting with all the couples. This should take place one month after the last meeting. Tell the couples to bring their Gender Road Map and Action Plan with them. 2. Ask both spouses to present their perception of the progress accomplished over the implementation period. Both spouses should talk about their perceptions of their own accomplishments, but also their perception of the accomplishments of their spouse. 3. Invite the spouses to share the challenges they have faced in the last month. 4. Try to provide some guidance to the couples on how to overcome the challenges identified. Refer to the Monthly Meeting Section to consult some key messages about the main issues that might be raised by the couples. (see p.38) 5. Invite the couples to continue the implementation of their Action Plan in the next month and to make note of the progress achieved. 6. After a couple of meetings, if you feel that the couples are done with the implementation of their Action Plan, invite them to prepare a new one. For this, repeat the instructions in Step 1, but invite the couples to select new issues. 7. Repeat this process until the end of the Gender Road Map project implementation.
Tips for facilitators	<ol style="list-style-type: none"> 1. Try to fix the meetings at a time that is convenient for both women and men to ensure their full participation. <ul style="list-style-type: none"> • When you meet with the couples on a monthly basis to assess the progress in the implementation of the Action Plan, you can ask them the following questions to guide them: <ol style="list-style-type: none"> a. Where are you at with your plan? b. What have you achieved so far? c. What were the most positive points? d. What were your main challenges? e. What were the solutions you found to address them? f. What kind of support would you need in order to achieve your goals?

	<ol style="list-style-type: none"> 2. Refer to Section 3 of the guidebook to read key messages that can be used to address the concerns and challenges raised by the couples. 3. Do not hesitate to ask for external help from other organizations or institutions if you feel you are not able to address some of the issues. 4. Share a list of resources with the couples when needed (domestic violence hotlines, medical, legal and counselling services, etc). 5. Show a video in order to motivate the couples “Transforming Gender Roles at the Family level in Cambodia” http://www.youtube.com/watch?v=UyF0PGuvbGg
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RECOMMENDATION

In our experience, we have noticed that spouses do not always raise the core issues they are experiencing in their relationship in order to avoid conflict or because they do not feel comfortable to do so. We highly recommend encouraging each spouse to develop their own individual action plan (using the same method as they did for making the couple’s action plan with some adjustments and additions) in order to promote free and candid expression. They can either decide to share it with their partner or not. We encourage couples to discuss their individual action plans as much as possible.

During the home visits or group meetings, the facilitators should follow-up on the spouses’ individual action plans. This, of course, requires more time, but it can really help to provide better support to the spouses who are experiencing sensitive issues and find it difficult to open up about these.

SECTION 6:

CONCLUSION

In 2013, an independent consultant conducted an external evaluation of the GRM model pilot project. The evaluation explored the impact of the GRM model on beneficiaries at various levels (individual, family and community) in order to capture changes in attitudes, behaviors and perceptions.

The evaluation found that the pilot of the GRM model has increased recognition and valuing of unpaid housework, increased men's involvement in caregiving activities and household duties, improved dialogue between women and men on gender roles and improved active citizenship of both men and women through networking and social dialogue to promote gender equality.

Moreover, the evaluation established that the GRM model has produced changes with respect to the power imbalances between the spouses, gender division of labor at the household level, women's self-confidence as well as women's individual empowerment and capacity to make choices that influence their lives and relationships. These changes are perceived by beneficiaries to be non-reversible and are valued by them as a very significant improvement to their lives.

With sufficient funding, dedicated facilitators and committed beneficiaries, we believe the GRM model can create lasting changes in the lives of people. We hope that organizations in Cambodia and elsewhere can benefit from this model developed by Oxfam in collaboration with its partners and GADC.

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