



Funded by



TẬP HUẤN / TRAINING

# HẠY CẢM GIỚI TRONG GIÁO DỤC ĐẠI HỌC

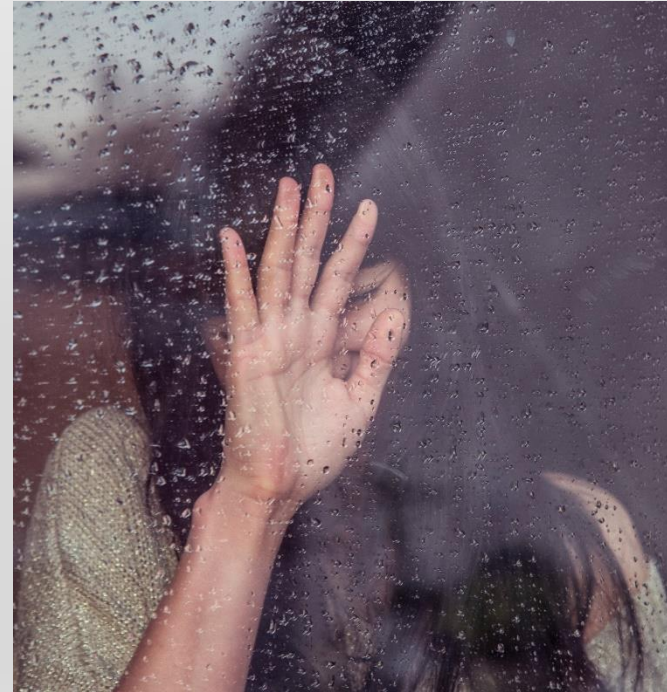
***GENDER SENSITIVITY IN  
HIGHER EDUCATION CONTEXT***

*Hà Nội, 6th August 2024*

# Understanding Gender Based Violence

University of Northampton  
University of Salford  
Hanoi University of National Education

Tuesday, 6th of August 2024  
Hanoi, Vietnam



*‘Violence against women and girls is one of the most prevalent Human Rights Violations in the world...CEDAW, 1992’*

Nichola Heaton MSc ‘The Psychology of Coercive Control’

# Understanding Gender Based Violence (GBV)

- Welcome & introductions
- Taking care of ourselves and confidentiality

- Definition and Types of GBV
- Causes & Consequences of GBV
- Understanding Consent
- Recognising and Responding to GBV



# Definition of Gender Based Violence

Gender-based violence (GBV) refers to harmful acts directed at an individual based on their gender. It encompasses a range of physical, sexual, psychological, and economic abuses, and it can occur in both public and private life.

GBV is rooted in gender inequality, power imbalances, and societal norms that perpetuate discrimination against certain genders.

Examples include domestic violence, sexual violence, stalking & harassment, human trafficking, female genital mutilation (FGM), forced and child marriage, and honour based violence (HBV).



# GBV Awareness

- Violence against women and girls (VAWG) is a **major public and clinical health problem**, and a violation of women's human rights.
- GBV, including coercive control, is characterised by the abuse and use of power and control arising from an unequal distribution of equity between males and females in society which is rooted in harmful societal norms that perpetuate gender inequalities.
- Research supports the theory that most harm caused to females is by males who they know. (Stark & hester, 2019).





# GBV Awareness

- Cultural, familial, and religious expectations can make it much harder for victims to report GBV.
- Victims can experience blame for what happened to them if they were dressed in a certain way, or if their behaviour did not align with what their community believes is culturally appropriate.
- Language differences, economic abuse, bringing shame to the family, and putting their so called 'honour' on the line are just some of the barriers some communities face when reporting VAWG.

# GBV Awareness

- Women are more likely than men to experience multiple incidents of abuse & different types of GBV (intimate partner violence, sexual assault and stalking) and in particular sexual violence.
- Any woman can experience GBV regardless of race, ethnicity, religious group, sexuality, class, or disability.
- Intersectionality describes how different aspects of a person's identity such as: gender, race, disability or sexuality can affect their experiences of GBV in society which can lead to other forms of oppression and discrimination when disclosing GBV.
- Women with disabilities, young people, LGBTQI+ and ethnic minorities are more likely to be targeted with abuse or harassment, or have their images abused online. Between 40% and 68% of young women with a disability experience sexual violence before age 18 (UNFPA 2023).

# GBV Awareness


- There are considerable social and economic costs of GBV and sexual violence throughout society. Women may suffer isolation, inability to attend education or work, loss of income, and limited ability to care for themselves and/or their children.
- Globally 1 in 3 (30%) women experience physical and/or sexual violence in their lifetime, mostly by an intimate partner.
- In South East Asia this rises to 37.7%





# Types of GBV (task)

- Intimate partner violence (IPV), domestic abuse/physical violence
- Rape, sexual violence, unwanted sexual contact and sexual coercion
- Stalking and harassment
- Coercive control
- Human trafficking
- Female genital mutilation (FGM)
- Child marriage
- Honour based violence (HBV)



Abuse is not a product of bad relationship dynamics, and you cannot make things better by changing your own behaviour or by attempting to manage your partner better. Abuse is a problem that lies entirely with the abuser

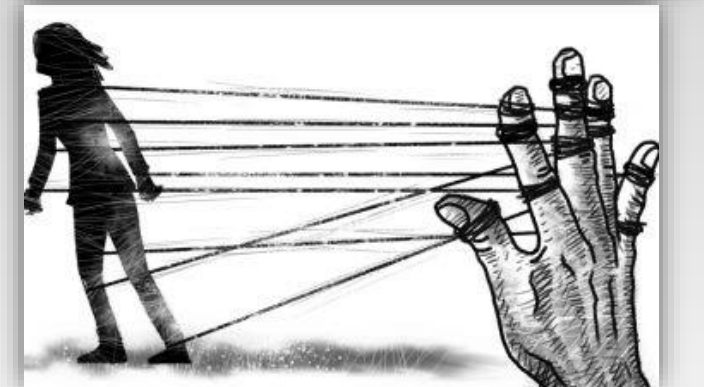
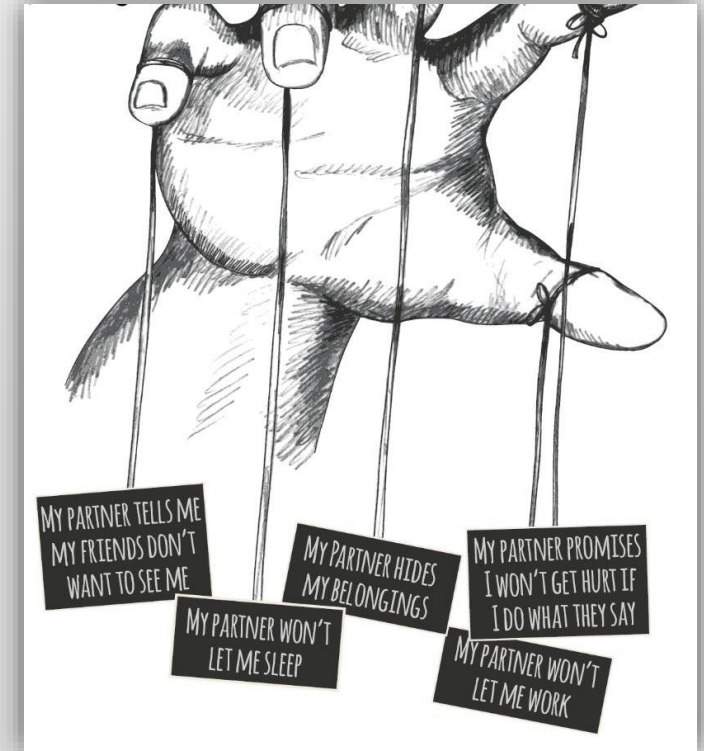
# Coercive Control

'Coercive control' as defined by Stark (2007, p. 228), is "the use of threats to compel or force a specific response" and control as "structural forms of deprivation, exploitation, and authority that indirectly enforce obedience" (Stark, 2007, p. 229).

When these elements of coercion and control converge, they create a state of "unfreedom" (Stark, 2007, p. 205), which manifests as entrapment.

In recent years, the term "coercive control" has gained widespread acceptance in psychological theories when discussing DA, IPV and GBV.

The UK's Domestic Abuse law (2015) now incorporates coercive control as a criminal act and other countries such as Denmark, Ireland and some Australian states have legislation for coercive control.



# Coercive Control

## **Coercive Control**

Is often characterized as intimidation, threats of harm, and isolation resulting in fear.

### **Examples include:**

- Depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour
- A range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support.

## **Coercive Behaviour**

A continuing act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

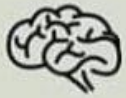
He didn't hit her, but he destroyed everything she had. I don't know if she even realized it was abuse, because it wasn't physical. It was mental. People don't think of that as being abused.

# COERCIVE CONTROL

---

A PATTERN OF BEHAVIOR WHICH SEEKS TO TAKE AWAY FREEDOM AND SENSE OF SELF THROUGH DEMANDS, THREATS, AND SURVEILLANCE

---



- Manipulation
- Minimization
- Denial
- Lies
- Promises
- Excuses
- Rationalizations
- Blaming others



- Denying access to money
- Sabotaging your ability work
- Consistently engaging costly legal matters
- Refusing to pay child support
- Identity Theft
- Forcing partner to trade sex for things of value



- Stalking
- Surveillance
- Unwanted contact
- Extreme jealousy
- Possessiveness
- Accusations of infidelity



- Controlling access to basic needs (food, shelter, clothing etc)
- Denial of medical care
- Forcing pregnancy or abortion
- Controlling access to transportation
- Controlling access to information and services
- Restricting daily activities



- Cruelty



- Cruelty
- Threats
- Intimidation
- Unreasonable and non-negotiable demands,
- Public or private shaming
- Threatening to "out" partner (sexual orientation, immigration status, or other "secret")
- Ignoring partner's needs, opinions and feelings, and the harm that their behavior does
- Punishing partner and children for infractions of their rules



- Restricting daily activities
- Destroying other relationships
- Isoation from friends, family, and co-workers
- Denying access to children



- Physical violence
- Sexual violence
- Violence against animals

---

Domestic abuse involves repeated, ongoing, intentional control tactics used by one partner against the other. Those tactics may be physical, sexual, economic, psychological, legal, institutional, or all of the above.



# Tea/Coffee Break



# What is domestic abuse?

Domestic abuse is an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence.

In the majority of cases, it is experienced by women and is perpetrated by men, 'Gender Based Violence' (GBV).

This is usually a partner or ex-partner, but it can also be by a family member, care giver or community leader.

The abuse can include, but is not limited to:

- Physical
- Psychological
- Emotional
- Sexual
- Financial





# Is it ever OK?

Think of reasons when you think domestic abuse/violence may be justified.

- Can you give examples of reasons, maybe other women have given you some?

Maybe it's  
because...

Because  
she....

It's her  
fault  
because...

He might have a  
problem with...

# GBV is never ok...

Abuse is not a disagreement – it is the use of physical, sexual, emotional or psychological violence or threats, in order to govern and control another person's thinking, opinions, emotions and behaviour.

When abuse is involved, there is no discussion between equals. There is **fear** of saying or doing the 'wrong' thing.

Abuse or violence of any kind is **never** the victim's fault. Responsibility always lies with the perpetrator, and with him alone.

**We should never blame the victim!**



# Types of GBV: Sexual

Involves the violation of an individual's bodily integrity (sexual assault), including coercing sexual contact, rape, and prostitution, as well as any unwelcome sexual behaviour (sexual harassment).

Treating someone in a sexually demeaning manner or any other conduct of a sexual nature, whether physical, verbal, or non-verbal.

**Factors specifically associated with sexual violence perpetration include:**

- Beliefs in family honour and sexual purity
- Ideologies of male sexual entitlement
- Weak legal sanctions for sexual violence.

Sexual abuse also includes behaviour which limits reproductive rights, such as: preventing the use of contraceptive methods and preventing freedom of choice when a woman decides to have children.  
Forcing / preventing abortion.

# Consent

Victim blaming alongside the tolerance or justification of perpetrators' violent behaviours and a lack of understanding of topics such as consent and the various forms of GBV are key focuses of UN women's 'safe campus' initiative in Vietnam (UN 2022).

## **What is consent?**

- Consent means that you have freely given permission to engage in any intimate activity for sex without any form of persuasion, pressure or coercion (NHS UK).
- According to UK law, If a person is sleeping, unconscious or impaired by substances such as alcohol or drugs and can't make a decision for themselves then they can not be considered to have given consent.
- A person has the right to say no and withdraw consent at any time during an encounter.

# Power and Control Wheel....



# Victim blaming language and attitudes

Victim blaming removes accountability from the perpetrator of any form of GBV and suggests the victim is in some way at fault for the abuse committed against them. This can be intentional or unintentional but can lead to a victim feeling shame and guilt and may prevent them from seeking support which can increase trauma and delay the healing process.

## **Examples of victim blaming can include:**

Assigning blame by: referring to someone's appearance, if they were under the influence of alcohol or drugs, meeting up with someone they met online and importantly the language we use, such as "I would never do that" "she was wearing a very short skirt" "she was out alone at night time"

"she encouraged him then changed her mind"

Minimising the abuse.



# Why does it happen?

Men are more likely to perpetrate violence if they have low education, a history of child mistreatment, exposure to domestic violence against their mothers, harmful use of alcohol, unequal gender norms including attitudes accepting of violence, and a sense of entitlement over women.

Women are more likely to experience intimate partner violence if they have low education, exposure to mothers being abused by a partner, abuse during childhood, and attitudes accepting of violence, male privilege, and women's subordinate status.

Situations of conflict, post conflict and displacement may exacerbate existing violence, by intimate partners, as well as and non-partner sexual violence, and may also lead to new forms of violence against women.

# Effects on women



- **The effects of GBV on a victim's health are widespread and can be devastating.**
- **Women who are abused may suffer from a variety of health issues. They may also be at an increased risk of sexually transmitted infections, HIV or unplanned pregnancies.**
- **Victims of GBV are more likely to commit suicide.**
- **GBV can contribute to an increased risk of taking jobs where there will be exploitation and abuse, e.g. Sex work industry and forced labour.**

# Domestic violence homicide

## Risk indicators:

- Stalking and harassment
- Threats and abuse
- Victim blaming
- Pregnancy and childbirth
- Lacks accountability

INTIMATE PARTNER VIOLENCE  
IS THE **LEADING CAUSE** OF  
FEMALE HOMICIDE AND  
INJURY-RELATED DEATHS  
DURING PREGNANCY.

# Domestic violence homicide

## **Women killed by region:**

The largest number (20,000) of all women killed worldwide by intimate partners or family members in 2017 was in Asia.

Followed by Africa (19,000), the Americas (8,000) Europe (3,000) and Oceania (300).

Figures are likely to be much higher due to inconsistent reporting mechanisms.



# Physical Signs of Abuse

## Physical signs of abuse

If someone is being physically abused, they will likely have frequent bruises or physical injuries, some signs of physical abuse include:

- Black eyes
- Busted lips
- Red or purple marks on the neck
- Sprained wrists
- Bruises on the arms
- It's also common for someone to try to cover up the physical signs with clothing. For example, you may notice that someone you care about is wearing long sleeves or scarves in the hot summer. Wearing heavier than normal makeup & wearing sunglasses inside are also common signs of domestic abuse.



# How to recognise GBV and abuse (task)

## **Emotional/psychological signs of abuse**

GBV and abuse can have a huge impact on victims, creating a sense of hopelessness, or despair. Domestic abuse and GBV can cause people to believe that they will never escape the control of the abuser.

Emotional signs of abuse may include:

- Low self-esteem
- Extremely apologetic or meek
- Seeming fearful
- Depression & anxiety
- Substance misuse
- Talking about or attempting suicide





# Responding to GBV

## **When responding to a disclosure think about:**

Provide reassurance to victims that the perpetrator is to blame in their situation, not the victim.

Recognise that victim blaming is often rooted in discriminatory attitudes or commonly held assumptions which have gone unchallenged.

Think about who had the power and control in the situation which will be the perpetrator.

Instead of asking what they could have done differently you could ask them to tell you what happened to them.

Be mindful of your body language, we use more than our voice to communicate our views and feelings.

It can be difficult but **'Do not judge and blame the victim'**.

Listen without judgement, validate their experience and feelings by summarising their account back to them to show you have understood, avoid making assumptions, stick to the facts, and refrain from offering your own interpretation of events

# Summary and Q&A



- What is GBV?
- Types of GBV
- Consequences of GBV
- Understanding consent
- Recognising and responding to GBV

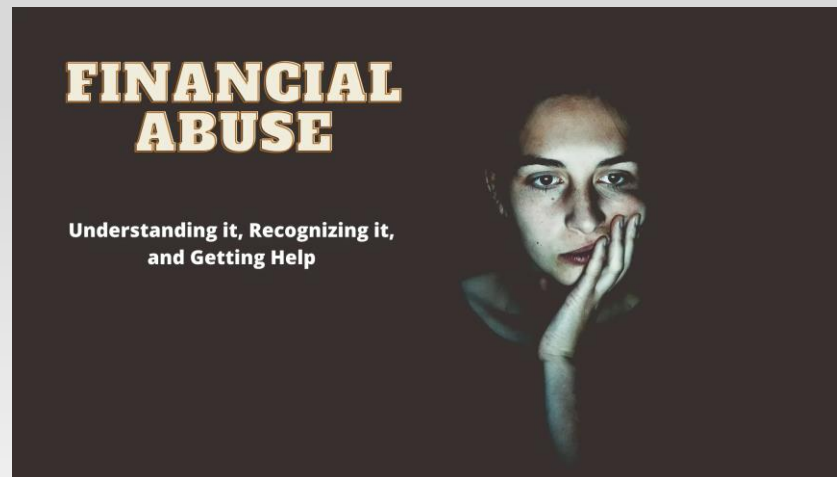
## **Any questions?**

What's next? Please let us know which topics you would like to be explored further and if there is a topic we could include for next time.

# Types of GBV: Financial

Examples of economic abuse include:

- Preventing or forbidding an intimate partner from working or gaining an education, controlling the financial resources, and withholding access to economic resources.
- Using essential family finances to finance addictions, drinking, gambling, drugs.



# Types of GBV: Physical

Involves the use of physical force against another.

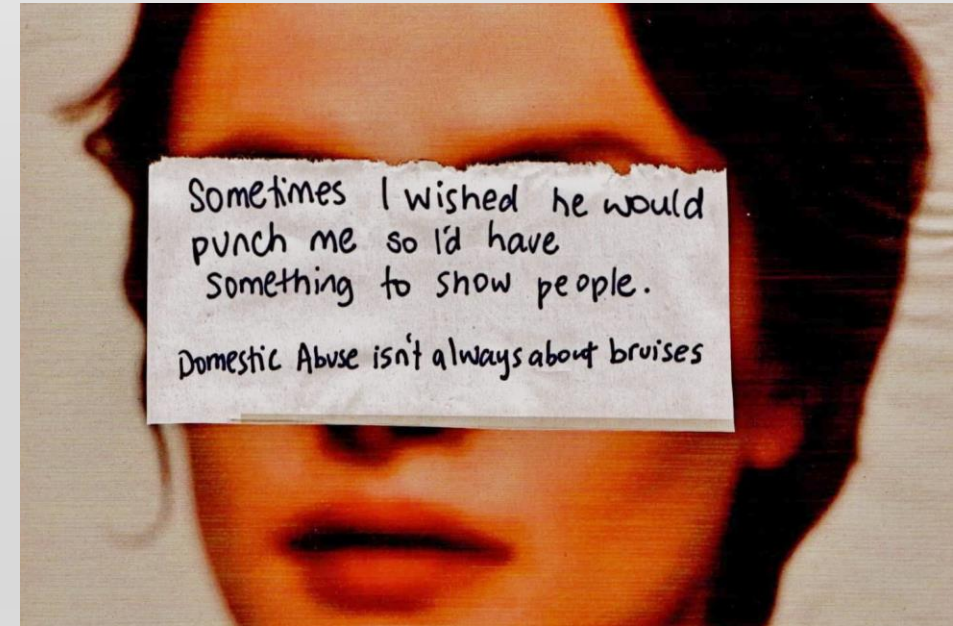
- Examples include: hitting, pushing, grabbing, biting, kicking, restraining, shaking, choking, strangulation, suffocation, burning, forcing drug/alcohol use, and assault with a weapon, acid or an object.
- Physical violence may or may not result in an injury that requires medical attention.
- It can result in life changing injuries. and it can be fatal resulting in **death....**



# Types of GBV: Emotional & Spiritual

Some examples of emotional abuse include: constant criticism, name-calling, mocking, humiliating, and treating like a servant.

**Spiritual abuse** may be included as a type of psychological abuse. It involves the misuse of spiritual or religious beliefs to manipulate or exert power and control over an intimate partner (e.g. Using scripture to justify abuse or rearing the children in a faith or religious practice the partner has not agreed to).





*In memory of Dani, RIP*

***Training created and provided by Nichola Heaton  
MSc 'The Psychology of Coercive Control'  
UK qualified Independent Domestic Abuse Advisor and Therapeutic Counsellor***





# References

- Who-world health organisation
- Unicef
- United nations/ CEDAW
- *(STOPVAWG, august 2015)* <https://www.Theadvocatesforhumanrights.Org>
- [Http://femicide-watch.Org/products/2019-study-global-homicide-gender-related-killings-women-and-girls-unodc](http://femicide-watch.Org/products/2019-study-global-homicide-gender-related-killings-women-and-girls-unodc)
- [Https://www.Theadvocatesforhumanrights.Org](https://www.Theadvocatesforhumanrights.Org)
- Stark, & hester, M. (2019). Coercive control: update and review. *Violence against women*, 25(1), 81–104.  
[Https://doi.Org/10.1177/1077801218816191](https://doi.Org/10.1177/1077801218816191)
- [Https://vietnam.Un.Org/en/198195-building-campus-without-violence-viet-nam](https://vietnam.Un.Org/en/198195-building-campus-without-violence-viet-nam)
- <https://www.letstalkaboutit.nhs.uk/directory-of-services/sexual-assault/consent/>
- Stark, E. (2007). *Coercive control: the entrapment of women in personal life*. Oxford University Press.



Lunch break



# Developing a gender-sensitive curriculum

- What is gender-sensitive/gender-responsive curriculum?
- Key principles of gender-sensitive curriculum in the UK
- Integrating gender-sensitive teaching methods in the UK



# Gender-sensitive curriculum

- **Gender-responsive pedagogy** involves teaching and learning methods that address the distinct educational needs of both female and male students.
- **A Gender-Sensitive curriculum** is an educational framework designed to address and incorporate the diverse needs, experiences, and perspectives of all genders. It aims to promote equality and equity by recognising and challenging gender biases and stereotypes within the learning environment.
- It *"is a prerequisite to ensure that the different concerns, needs, living conditions and circumstances of individuals – in all their diversity – are reflected in society"*. (Arico, 2022)

# Key principles of a gender-sensitive curriculum



- **Inclusivity.**
- **Equal participation (not only sex but also other characteristics such as religion, and race).**
- **Teacher training.**
- **Monitoring and evaluation.**



# Check list of gender-sensitive lesson plan

- **Teaching and learning materials:** Review the teaching and learning materials.

- Does the material contain gender stereotypes?
- Does the language of the materials contain bias?
- If so, what techniques can be used to address these issues?

**For example**, if the images or active participants in the stories are all men and boys, or only show women and girls in traditional roles, teachers could find examples of women or girls who contribute in similar ways. Watch for any **language bias** in the teaching and learning materials and watch it for your own **language bias**.

- **Teaching methodologies:** Choose teaching methodologies that support more equal participation of both girls and women and boys and men.
  - Stay away from teaching methods that: portray women weak and men strong; depict only men in leadership roles; promote traditional gender roles.
- **Examples include:** group work, group discussions, role playing, debates, case studies, and co-operative teaching strategies.
  - Encourage all students to participate and be ready to help if some students dominate the discussions or roles and others rarely contribute.
  - We can use drama, and storytelling in our teaching to discuss sensitive topics.



# Check list of gender-sensitive lesson plan

- **Learning activities:** The lesson plan should be designed so that all students can participate in the learning activity.
  - Make sure girls and women and boys and men can share the learning materials and any equipment and other materials; this is particularly important in face-to-face learning when supplies are limited.
- **Classroom setup and interaction:** In face-to-face learning, lesson plans should consider the classroom setup to allow for equal participation of girls and women and boys and men:
  - How to arrange any tables and chairs, and how people can move around in the room.
  - Think of inclusive questions to ask during the lesson and remember to direct questions to both girls and women and boys and men.
  - Encourage all students to talk.
  - Ensure that all students sitting at the same level.
  - Ensure not to focus on only boys/men or girls/women while teaching.

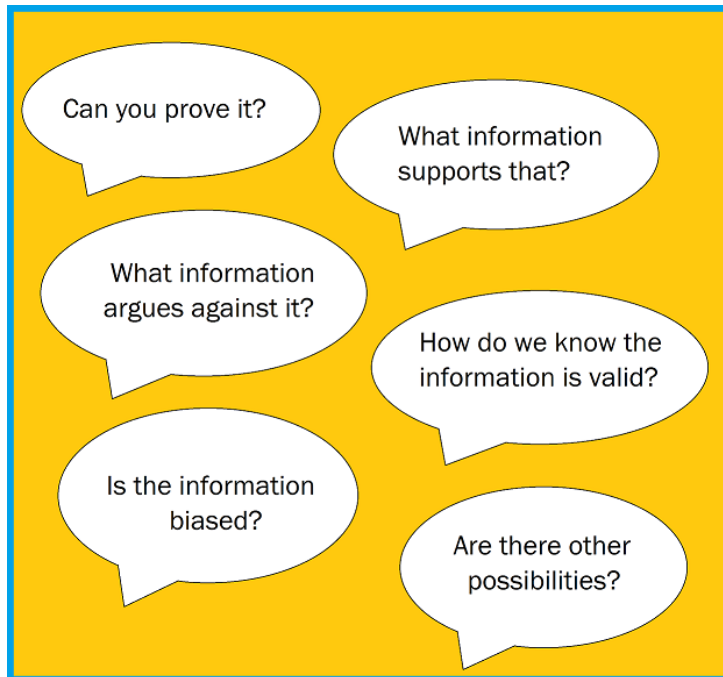
(UNESCO, 2020)

# Check list of gender-sensitive lesson plan

- **Manage other gender constraints:**
  - Ensure that you have time to deal with gender-specific problems, if any, such as girls and women who have missed class due to menstruation, household chores, or other family responsibilities.
  - Watch for signs of violence, sexual harassment, peer pressure, and other problems.
- **Feedback and assessment:** Be available to get feedback from both girls and women and boys and men to ensure that both genders have understood the lesson. Also, be open to feedback about your teaching methods and style, and do not pass any negative comments against students (FAWE, 2005).

(UNESCO, 2020)

# Why is critical thinking important?



Analysis

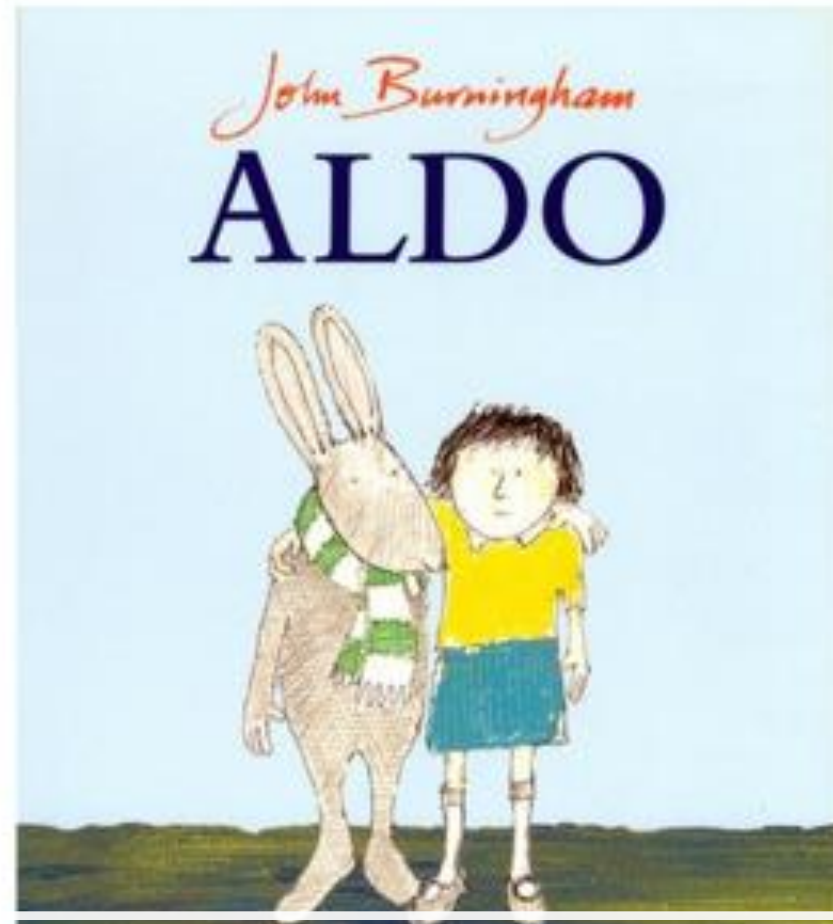
Evaluation

Synthesis

Reflection



# Activity



Example of gender-sensitive teaching



# Critical thinking to understand the story

The book revolves around a young girl named Daisy and her imaginary friend, Aldo.

It addresses themes of loneliness, bullying, imagination, and emotional support.

**Descriptive questions**

**Analytical questions**

**Evaluative questions**





# Discussion Questions

These questions can be introduced to question the gender balance/equality:

**Imaginary Friends and Gender:** "Do you think boys can have imaginary friends just like Daisy? Why or why not?"

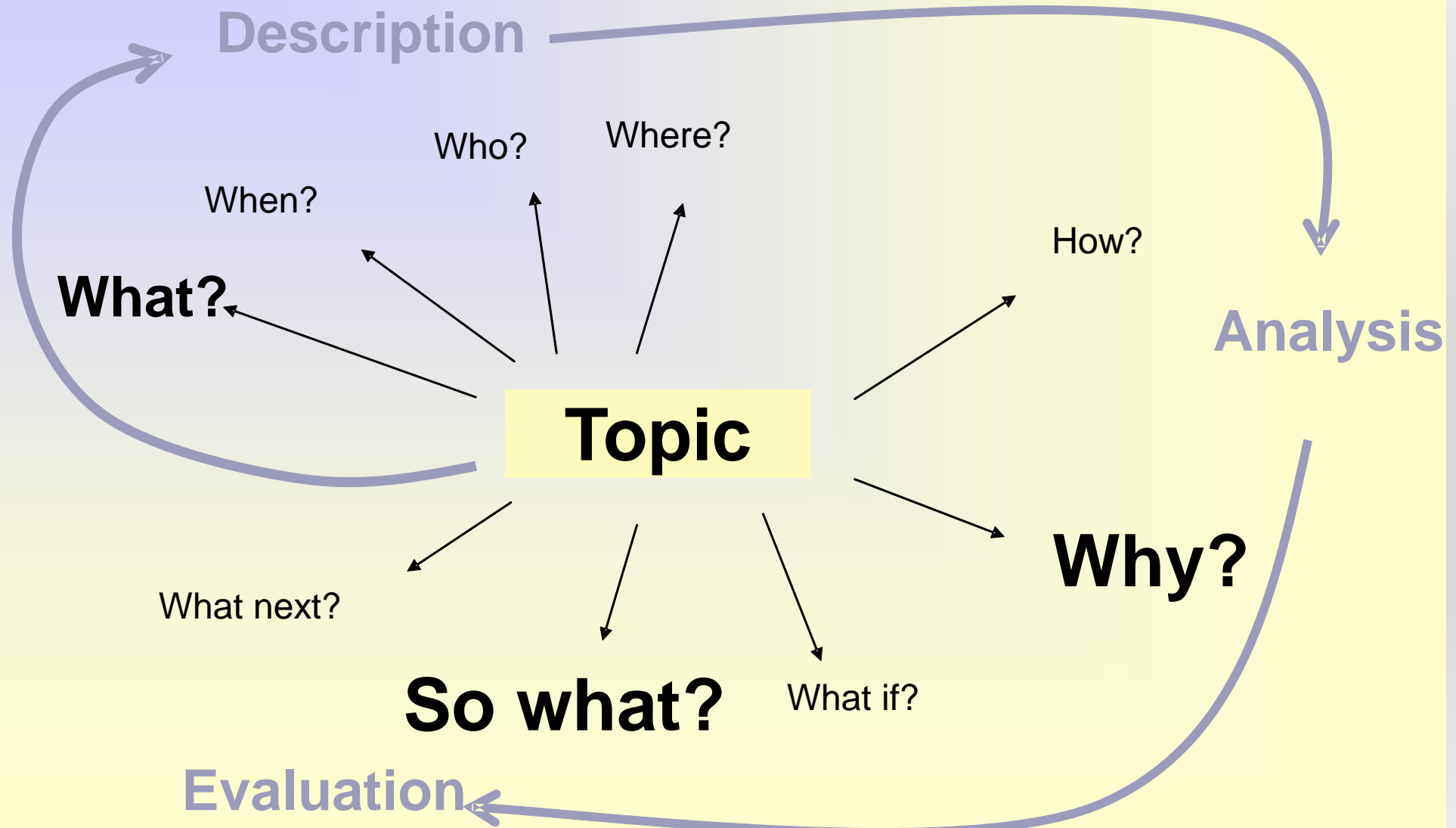
**Emotional Needs:** "Why do you think Daisy needed Aldo? Can boys also need imaginary friends for similar reasons?"

**Breaking Stereotypes:** "Daisy feels lonely and finds comfort in her imaginary friend. Can you think of other ways boys and girls might cope with loneliness that aren't usually associated with their gender?"



# Model to Generate Critical Thinking

<http://learnhigher.ac.uk/Staff/Critical-thinking-and-reflection.html>







Tea/Coffee Break

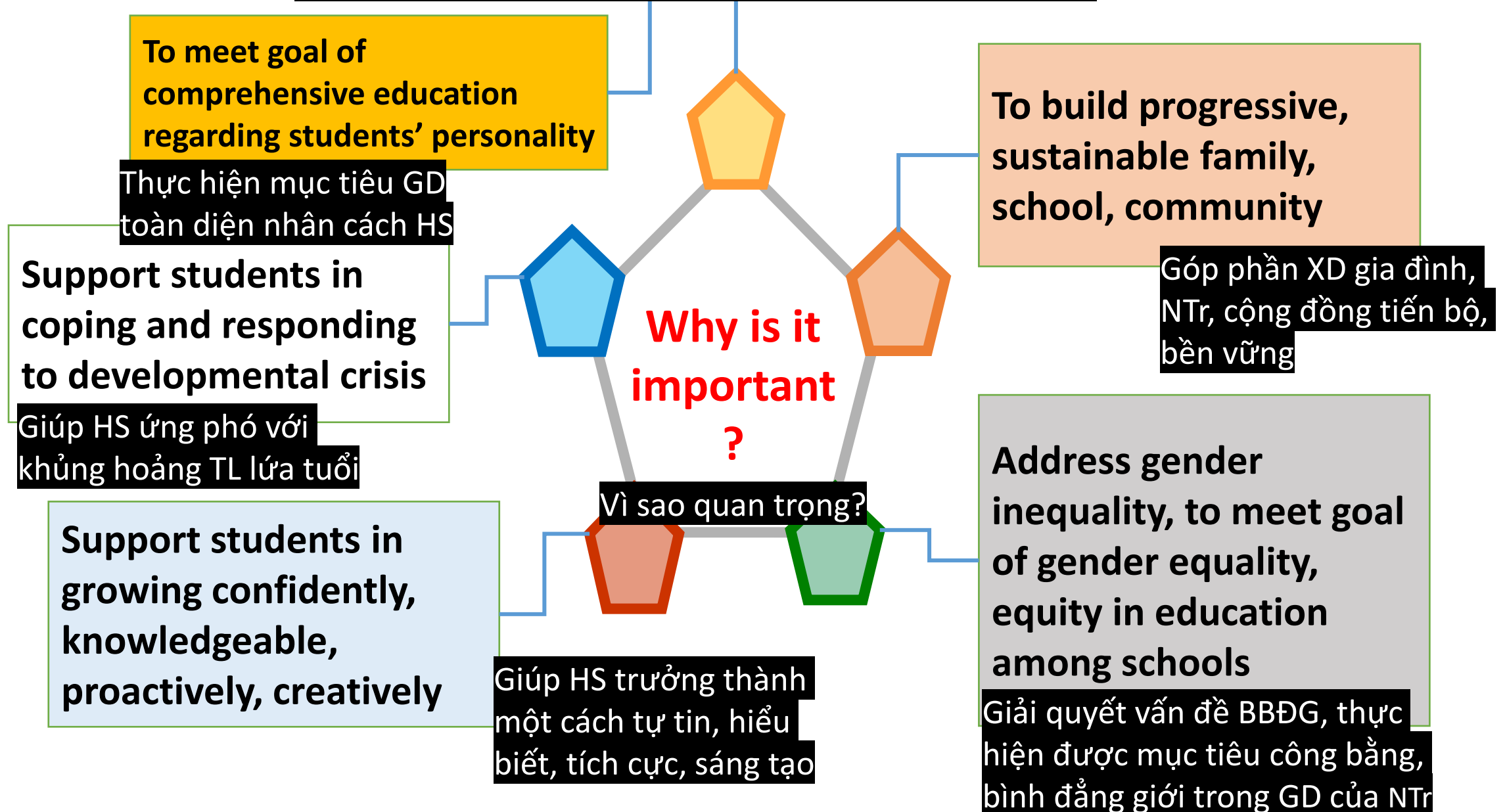
**INTEGRATING GENDER IN  
TEACHING AND EDUCATIONAL ACTIVITIES  
*IN VIETNAM***

**LỒNG GHÉP GIỚI TRONG DẠY HỌC  
VÀ TỔ CHỨC HOẠT ĐỘNG GIÁO DỤC**

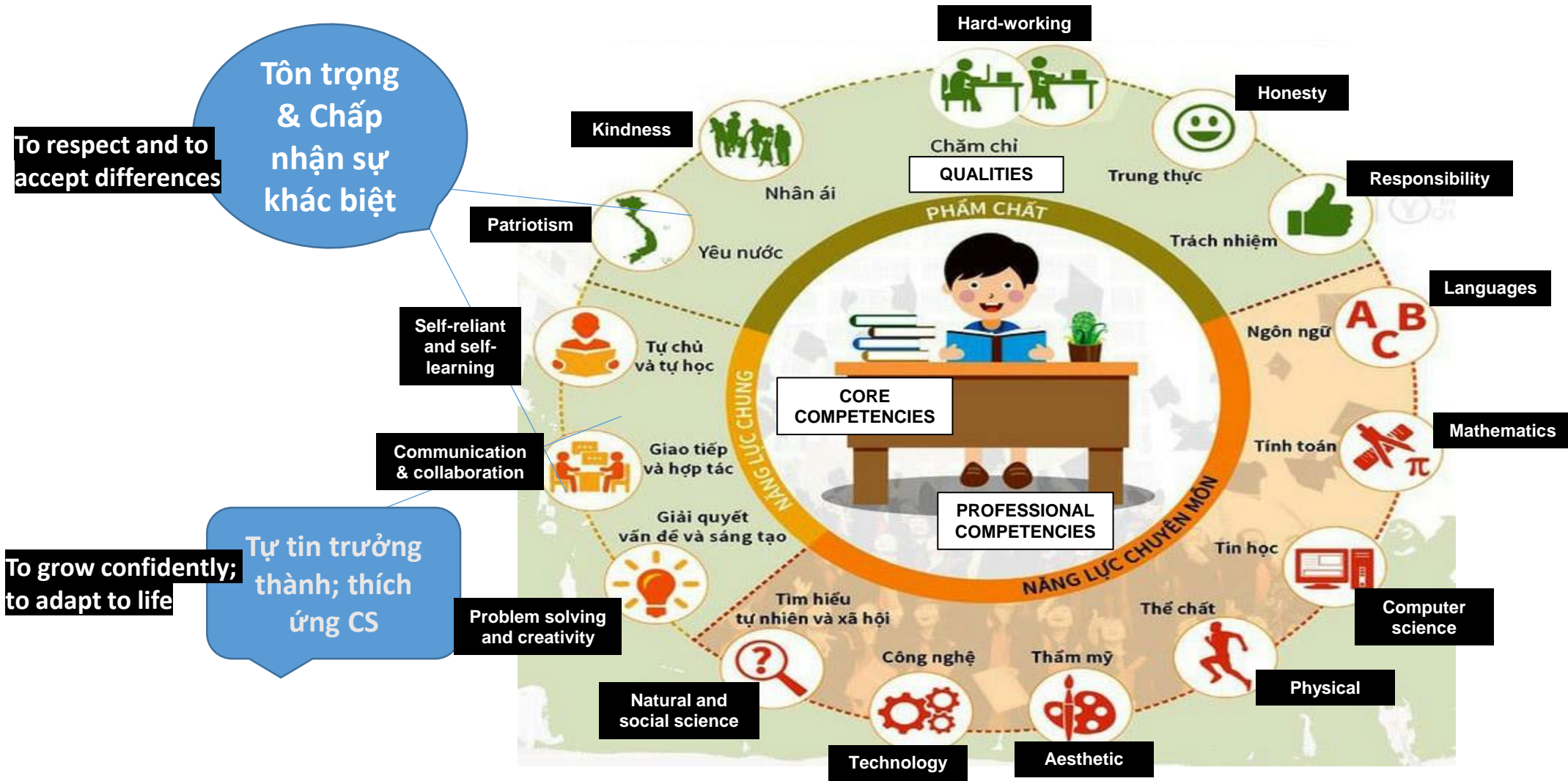


# 1. Importance of Integrating Gender in Teaching

## 1. Sự cần thiết phải LGG trong DH&GD học sinh



# Students 5 qualities and 10 competencies the 2018 General Education Curriculum





# Some real stories/Thực trạng từ nhà trường

The screenshot shows a news article on the website hocvivo.com. The article title is "Nam sinh lớp 9 ở Hà Nội nhảy từ tầng 3 xuống nghi do bị bạn học trêu đùa, giễu cợt" (A 9th grade student in Hanoi jumps from the 3rd floor, suspected to be due to being teased and ridiculed by classmates). The article is dated 03/11/2022 at 21:49. The main text states that a student from THCS Đức Giang (Huyện Hoài Đức, Hà Nội) jumped from the 3rd floor of the school and was hospitalized. The article mentions that the school principal, Đinh Trọng Thái, confirmed the incident. A video player is visible at the top of the article content.

The screenshot shows a news article on the website vnexpress.net. The article title is "Hiệu trưởng yêu cầu 'học sinh có vấn đề giới tính ngôi riêng'" (School principal requests 'students with sexual orientation issues' to have private lessons). The article is dated 1/11/2022 at 17:13 (GMT+7). The main text reports that the principal of THPT Dương Văn Trì (Thành phố Thủ Đức, TP HCM) requested teachers to provide private lessons for students with sexual orientation issues. The principal mentioned that the issue was brought to her attention by a parent via Zalo. The article also notes that the principal requested teachers to avoid discussing these issues in class and to be more attentive to students.

# Interpersonal Relationships

Let's explore power dynamics:

- Students and Teachers
- Practicum teachers and Employed teachers
- ...

## 2. Gender Integration in Teaching and Education/ **Thực hiện LGG trong DH&GD**

2.1. GENERAL PROCESS OF GENDER INTEGRATION/  
**QUI TRÌNH CHUNG LGG**

2.2. GENDER INTEGRATION IN  
SPECIFIC SUBJECTS, ACTIVITIES/  
**CÁC BƯỚC LGG THÔNG QUA MÔN HỌC, HOẠT ĐỘNG**

2.3. GENDER INTEGRATION IN DESIGNING AND  
IMPLEMENTING EDUCATIONAL ACTIVITIES IN SCHOOLS/  
**LGG TRONG VIỆC THIẾT KẾ, TỔ CHỨC HĐGD  
TRONG NHÀ TRƯỜNG**

**Step 1:** Basic understanding of gender

**Step 2:** Analyze teaching curriculum, identify prominent subjects, select topics, lessons, educational activities to integrate gender

**Step 3:** Identify learning outcomes, learning contents, teaching methods and teaching materials to integrate gender in teaching and education

**Step 4:** Lesson and educational activities planning with gender integration into learning outcomes, contents and teaching methods, teaching materials

**Step 5:** Evaluation through process evaluation and outcomes evaluation

**Step 6:** Improve and continue further process

2.1. GENERAL  
PROCESS OF  
GENDER  
INTEGRATION  
*/QUY TRÌNH  
CHUNG VỀ LGG  
TRONG DH, GD*

**Bước 1:** Nhận thức cơ bản về giới

**Bước 2:** Phân tích nội dung chương trình dạy học các môn học chiếm ưu thế, lựa chọn các chủ đề, nội dung bài học, hoạt động trải nghiệm để lồng ghép giới;

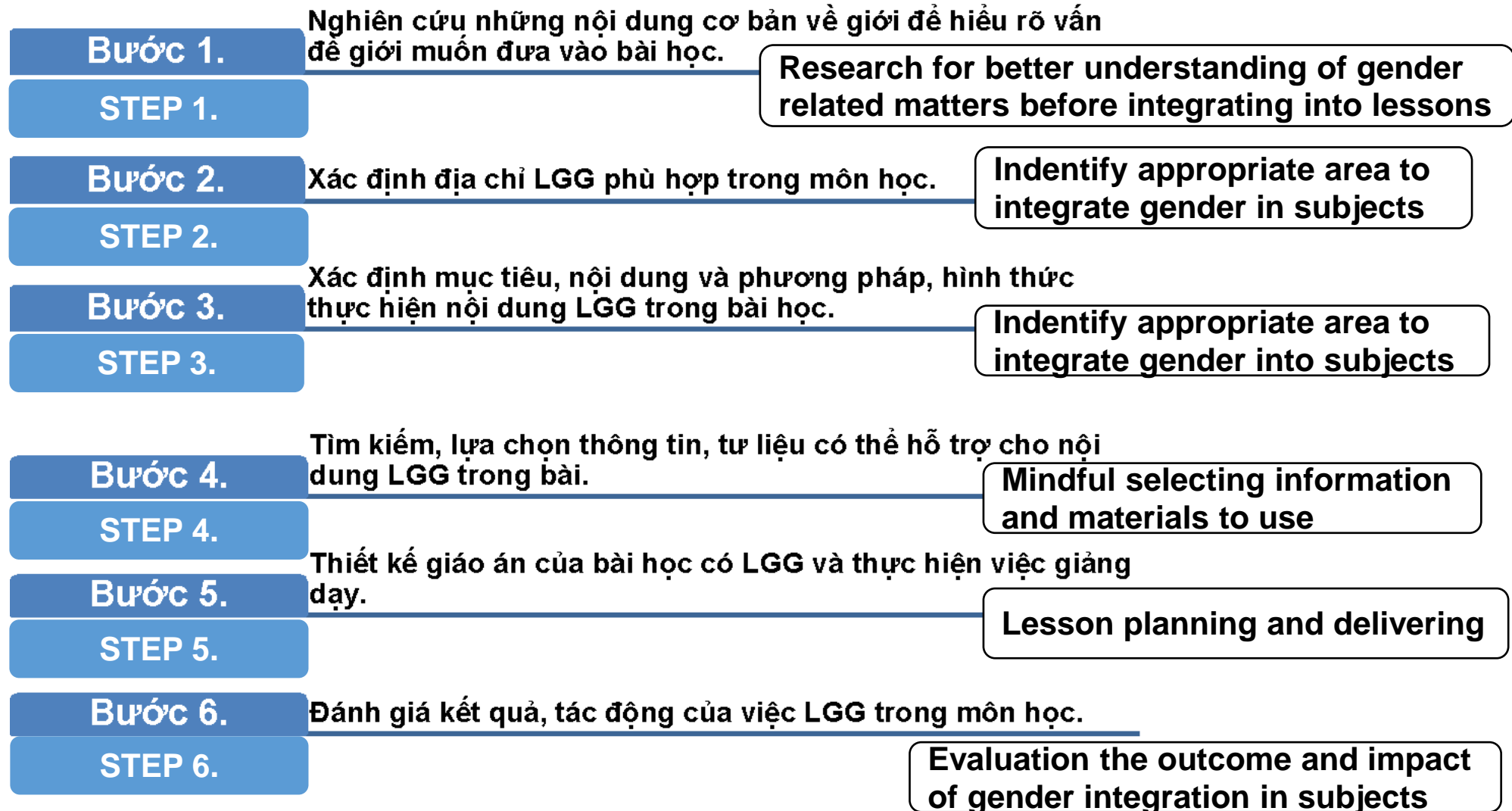
**Bước 3:** Xác định mục tiêu, nội dung, phương pháp, hình thức tổ chức LGG trong DH và GD, hoạt động trải nghiệm, tìm kiếm thông tin, tài liệu phục vụ LGG

**Bước 4:** Thiết kế bài học, hoạt động trải nghiệm theo hướng lồng ghép giới vào mục tiêu, nội dung giáo dục và cách thức tổ chức các hoạt động DH và GD học sinh

**Bước 5:** Đánh giá kết quả LGG đạt được theo hướng lồng ghép giới trong đánh giá quá trình và kết quả dạy học, giáo dục học sinh;

**Bước 6:** Tiếp tục phát triển kế hoạch dạy học, giáo dục học sinh có lồng ghép giới.

## 2.2. Gender integration in specific subjects, activities/ *LGG trong môn học, HĐ*

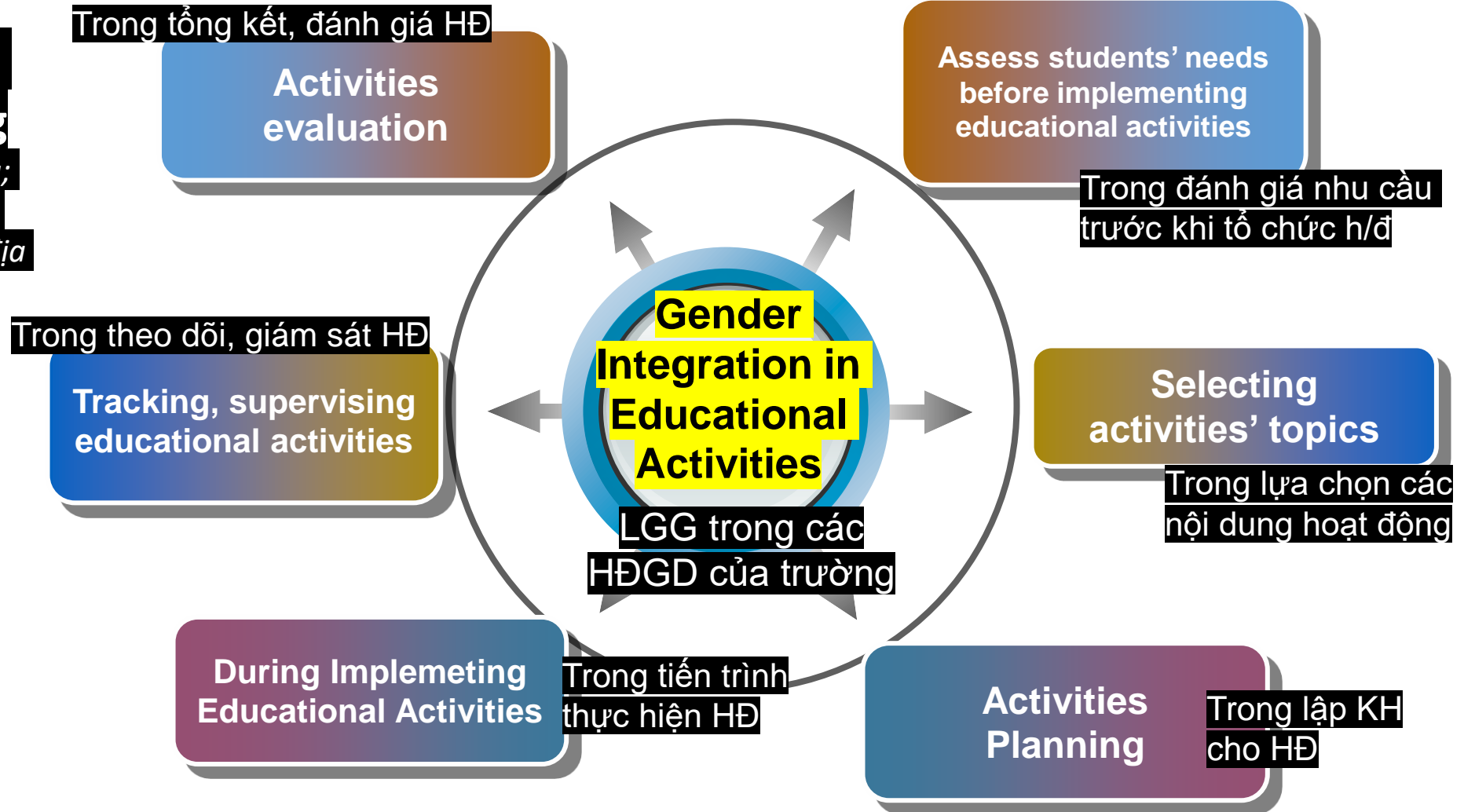


## 2.3. Gender integration in designing and implementing educational activities in schools

(eg: outdoor activities, volunteer activities, head teacher activities, ...)

### LGG trong tổ chức các HĐGD của nhà trường

(VD: các HĐ ngoại khóa; công tác chủ nhiệm; Tư vấn; HĐ phối hợp với địa phương; HĐ tình nguyện...)



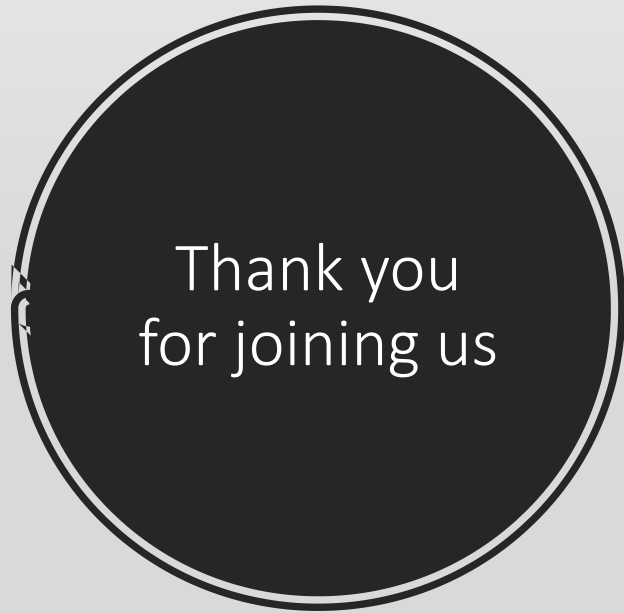


# Q&A



## Any questions?

- What's next? Please let us know which topics you would like to be explored further and if there is a topic we could include for next time.



**Dr Ecem Karlidag-Dennis  
Nichola Heaton  
Trần Thị Thanh Tâm  
Đàm Thị Vân Anh**

