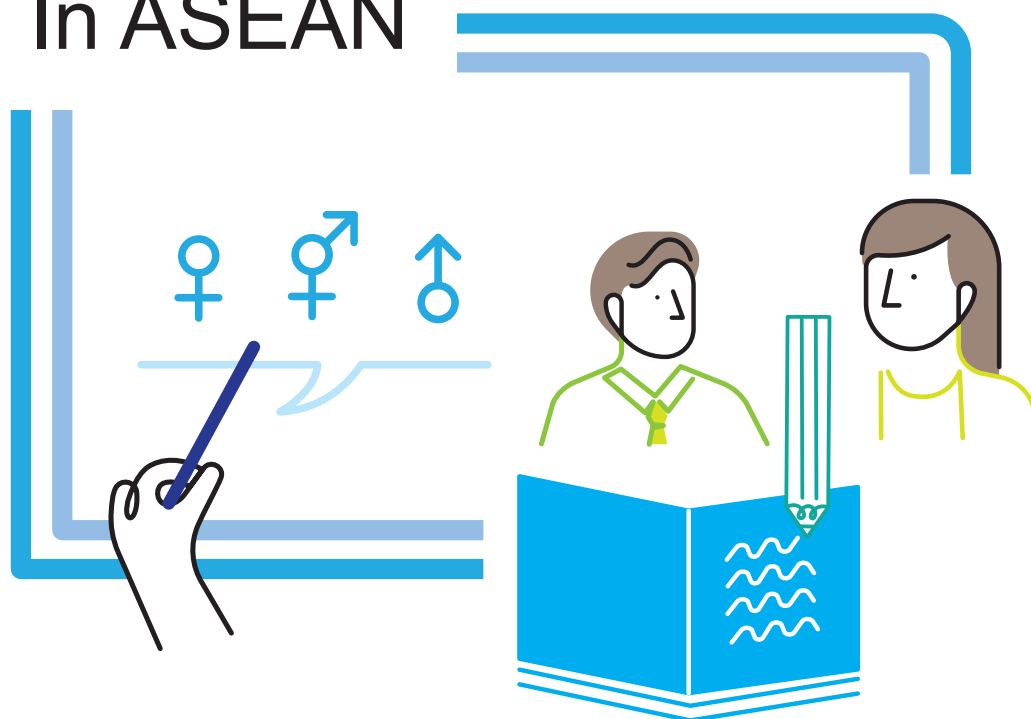


Gender Responsive  
Approach for

# TVET Teaching Personnel

In ASEAN



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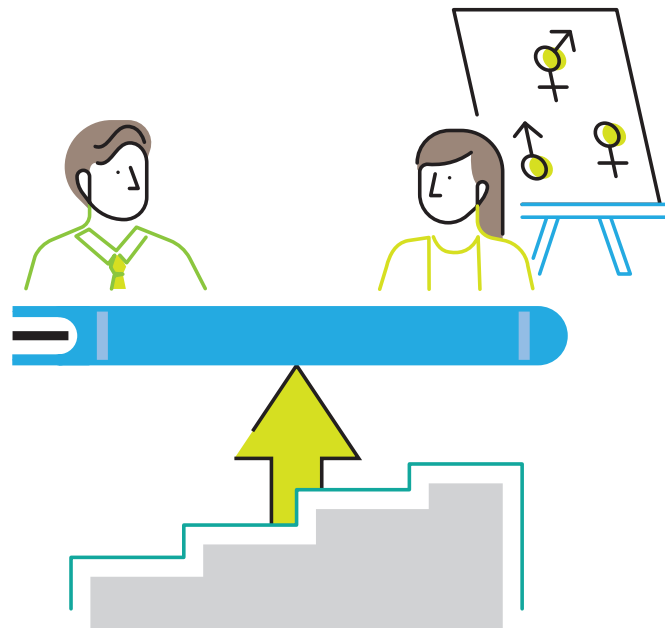


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# 1. INTRODUCTION



## 1.1 Background to the Training Development

The gender dynamics within Technical and Vocational Education and Training (TVET) are widely acknowledged as leaning towards male dominance, with notable implications. Presently, women are noticeably underrepresented in TVET, especially in Science, Technology, Engineering, and Mathematics (STEM) fields, both as students and educators. This lack of representation creates a perception that TVET is not welcoming to women, leading to decreased female interest in pursuing TVET pathways. Furthermore, inadequate policy frameworks addressing gender equity in TVET exacerbate this issue, alongside the influence of societal norms which plays a significant role in limiting women's participation in TVET.

In addressing the barriers faced by girls and women in accessing TVET education and skills development within male-dominant societies, the Regional Cooperation Programme for Technical and Vocational Education and Training in ASEAN (RECOTVET), implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, emphasizes the importance of promoting gender inclusivity in TVET. RECOTVET recognizes that fostering the inclusion of women will benefit socioeconomic developments, and it also aligns with the programme's objectives that will promote professional and skills development through the provision of learning opportunities to enhance the capacity of TVET personnel in the region.

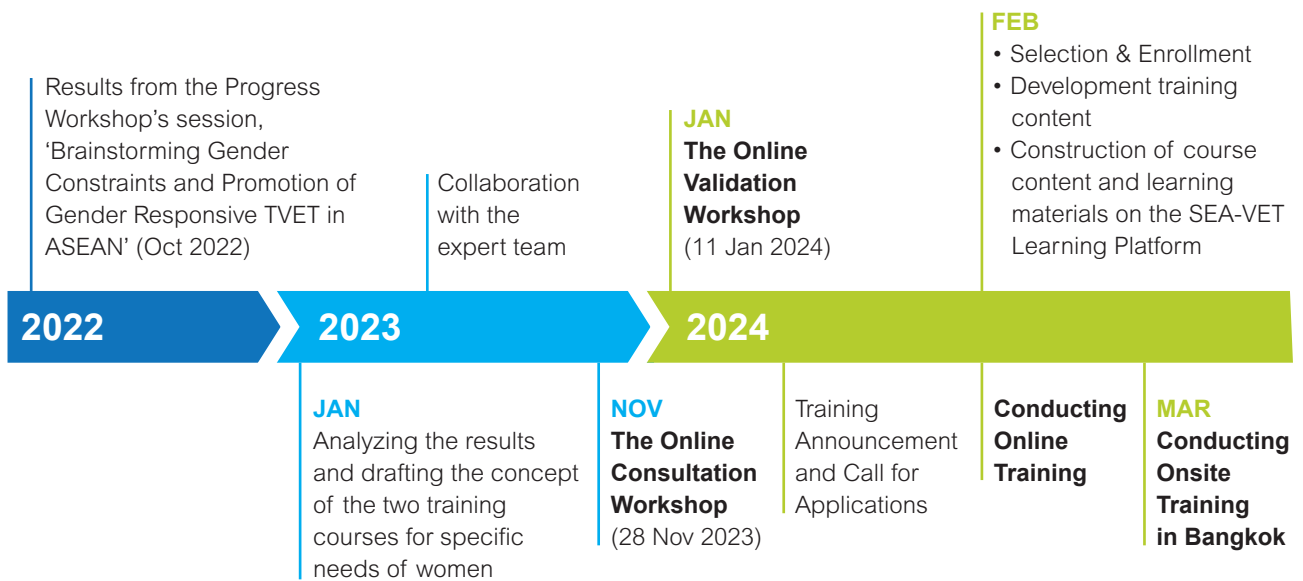


Figure 1 Timeline of Training Development and Organisation

RECOTVET responds to the demands of TVET personnel in ASEAN by offering training courses that address specific needs for women, thereby shaping TVET institutions, learning environments, and programs to be more accessible for women within the TVET context. These efforts commenced in 2022 at the program's progress workshop in the session, "Brainstorming Gender Constraints and Promotion of Gender Responsive TVET in ASEAN", where responses and feedback from TVET institutions in the ASEAN region were duly received.

Building on the insights gathered from the workshop, RECOTVET organised two virtual workshops for consultation and verification between November 2023 and January 2024 with relevant regional stakeholders to develop two training courses aimed at promoting gender responsiveness in TVET in ASEAN:

**COURSE 1**

**GENDER RESPONSIVE APPROACH FOR TVET MANAGEMENT PERSONNEL**

This course was designed to enhance the capacity and mindset of TVET management personnel in analyzing policies, strategies, and practices using gender-responsive approaches and tools to implement changes that increase women's participation in TVET centers in the long run.

**COURSE 2**

**GENDER RESPONSIVE APPROACH FOR LEARNING AND TEACHING IN TVET**

Tailored for TVET teaching personnel, this training course focused on enabling effective collaboration in adapting a gender-responsive approach in the curriculum review process, teaching methodology and learning environment to promote inclusivity, especially for female learners.

In 2024, RECOTVET organised the 80-hour Hybrid Regional Training Programme on **“Enhancing the Gender Responsiveness of TVET Management and Teaching Personnel in ASEAN”** on the SEA-VET Learning Platform, hosted by its key partner, the Southeast Asian Ministers of Education Organisation’s Regional Centre for Vocational and Technical Education and Training (SEAMEO VOCTECH). 22 personnel from TVET institutions across ASEAN countries successfully participated in and completed the online training for 40 hours, which took place from 15-21 February 2024, followed by 5 days of on-site training in Bangkok, Thailand.

The hybrid training was structured to allow management and teaching personnel from the same TVET institution to participate in the two courses separately before re-joining toward the end of the training to collaborate in developing the **‘Gender Transformative Strategic Plan for Just Transition’**, which they could subsequently implement within their respective institutions.

## 1.2 Objectives of the Training Guidelines

The training guidelines have been developed to support TVET authorities and training providers across ASEAN countries in advocating, implementing, and adapting training to enhance gender inclusivity within their respective ASEAN local contexts. This will promote the sustainability of training in the ASEAN region and ensure that TVET systems are more inclusive and responsive to gender diversity.

These guidelines serve as a comprehensive resource, offering insights into the contexts of Gender Equity and Social Inclusion (GESI) in TVET in ASEAN. They also include training outlines and instructional designs for a hybrid training format developed for RECOTVET’s regional training courses. Additionally, the guidelines offer recommendations for training materials and supplementary reading. The training guidelines have been designed as a series, comprising one for TVET management and another for TVET teaching personnel. This specific guideline pertains to the former target group, with a specific focus on management personnel.

Overall, RECOTVET aims for the training guidelines to contribute to the enhancement of gender equity in TVET. By embracing inclusivity, TVET systems can better address the diverse needs and talents of learners, thereby fostering long-term sustainability and effectiveness of TVET programs in the region.

## 2. CONTEXT OF GENDER EQUITY AND SOCIAL INCLUSION IN TVET IN ASEAN



ASEAN has a strong commitment to gender equity and social inclusion. The commitment was strengthened through the ASEAN Declaration on the Gender-Responsive Implementation of the ASEAN Community Vision 2025 and Sustainable Development Goals in the 31<sup>st</sup> ASEAN Summit in 2017. The declarations stated that each ASEAN member country will<sup>1</sup>:

- a. Strengthen national and sub-national sex-disaggregated databases and analyses for all Sustainable Development Goals. Establish reliable regional gender statistics for key sectors to support ASEAN policies and programs in the three ASEAN Blueprints toward the ASEAN Community Vision 2025.
- b. Collect, manage, analyze, and disseminate high-quality, reliable, and timely data disaggregated by gender, age, socio-cultural, and economic characteristics relevant in national settings, as permitted by domestic laws and policies.
- c. Encourage monitoring and evaluation of policies, plans, and programs affecting women and girls, including the economic impact of gender-based violence on families and the state.

<sup>1</sup> <https://asean.org/wp-content/uploads/2021/01/ASEAN-Declaration-on-the-Gender-Responsive-Implementation-of-the-ASEAN-Community-Vision-2025-and-Sustainable-Development-Goals.pdf>

- d. Emphasize the importance of incorporating a gender perspective and analysis into policies, plans, and programs across all relevant sectors in the three ASEAN Community Pillars for the ASEAN Community Vision 2025 and the 2030 Agenda for Sustainable Development. This may include targeted investments and gender-responsive budgeting.

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- e. Increase investments to close resource gaps for gender equality and empowerment of women and girls, especially in a changing world.

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- f. Ensure women have equal access to and full participation in decision-making bodies for implementing the 2030 Agenda for Sustainable Development goals and targets, including policy, plan, and program formulation, implementation, monitoring, and evaluation.

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- g. Encourage men and boys to play an active role in achieving gender equality, empowering women and girls, and eliminating discrimination and gender-based violence (VAW and VAC).

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- h. Encourage ASEAN Sectoral Bodies to collaborate with women's groups and organizations to implement gender-responsive policies and plans that align with the ASEAN Community Vision 2025 and the 2030 Agenda for Sustainable Development.

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- i. Support gender mainstreaming initiatives across all sectors.

Promoting women empowerment and participation in the workforce is imperative to gender equity and equality. The latest data in the ASEAN Gender Outlook<sup>2</sup> shows that compared to 79 percent of men, only 56 percent of women in the ASEAN region are employed. Three percent of those in employment live in poverty, and an estimated 67% of those in employment work in the informal economy. Despite this percentage having significantly dropped from 27% in 2000, efforts are still required to ensure that everyone has access to adequate work and productive employment. Among other groups, initiatives should focus on young women between the ages of 15 and 24, as they are disproportionately likely to drop out of school and find work. Compared to 13 percent of young males, 24 percent of them were unemployed in 2019 despite not having attended school<sup>3</sup>.

Technical and Vocational Education and Training (TVET) plays a major role in enhancing technical and practical skills to improve women's employability and occupational capacity.<sup>4</sup> However, not all TVET programs are attractive to women. Women's enrolment in TVET is still relatively low and the majority of women in TVET enrolled in health and social care, hospitality and tourism, the textile and garment industry, beauty and cosmetology, also arts and crafts<sup>5</sup>. Exact data on women's enrolment in TVET

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<sup>2</sup> ASEAN & UN Woman. (2021). ASEAN Gender Outlook: Achieving the SDGs for all and leaving no woman and girl behind. Jakarta & Bangkok: ASEAN Secretariat & UN Women Regional Office for Asia and the Pacific.

<sup>3</sup> SDG Statistical Annex 2020, available from: <https://unstats.un.org/sdgs/files/report/2020/secretary-general-sdg-report-2020--Statistical-Annex.pdf> Estimates refer to the SDG region of South East Asia, which may include Timor Leste in some cases.

<sup>4</sup> Alinea, J. M. (2022). Mapping the gender gaps in TVET practices: A literature review. *Interdisciplinary Research Review*, 17(2), 47-53.

<sup>5</sup> Policy Brief Series: Women's Labour Migration in ASEAN. (2015). <https://asiapacific.unwomen.org/sites/default/files/Field%20Office%20ESEAsia/Docs/Publications/2015/12/PB-3-Skills.pdf>



in ASEAN are unavailable. However, the available data show that women's participation in science, technology, engineering, and mathematics (STEM)-related occupations is lower than men's. In many ASEAN Member States, women make up only one in six STEM majors<sup>6</sup>. Moreover, in the era of technological advancement, many job markets are transformed to become technological-based and thus require new skills related to automation and digital technology. It is crucial for women to also master the necessary skills to keep up with technological advancement. Therefore, it is necessary to invite more women to STEM and TVET and to make TVET more attractive to women.

Many studies show that the lack of women's participation in TVET can be attributed to various factors such as societal norms and perceptions about gender roles, limited access to educational opportunities, and a lack of awareness about the potential benefits and opportunities that TVET programs can offer to women<sup>7</sup>. Additionally, there may be cultural barriers that discourage women from pursuing TVET, as these programs are often seen as traditionally male-dominated fields<sup>8</sup>. Furthermore, the limited representation of women in leadership positions within TVET institutions may also contribute to the low enrolment of women in these programs<sup>9</sup>. Other barriers to women in some ASEAN countries include financial constraints, lack of transportation, cultural beliefs that prioritize education for men over women, lack of awareness and information of the benefits and opportunities that TVET programs can offer, or the specific fields and career paths available within TVET<sup>10</sup>.

To tackle the gender barriers in TVET, it is important to implement initiatives that address the societal norms and perceptions about gender roles. This can be done through awareness campaigns and advocacy for equal opportunities in technical and vocational education for both men and women. Additionally, efforts should be made to improve access to educational opportunities for women by providing financial support, transportation assistance, and challenging cultural beliefs that prioritize education for men over women. Furthermore, creating mentorship programs and increasing the representation of women in leadership positions within TVET institutions can help inspire and empower more women to enrol in these programs. Showcasing successful female role models in TVET can change the perception of these fields as traditionally male-dominated and encourage more women to pursue careers in technical and vocational fields. Moreover, collaborations with governmental and non-governmental organizations can also play a vital role in promoting and supporting the enrolment of women in TVET. These partnerships can facilitate the development of policies and programs that specifically target the barriers preventing women from participating in TVET programs.

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<sup>6</sup> Chang, J, Rynhart, G., & Huynh, P. (2016). ASEAN in transformation: How technology is changing jobs and enterprises. International Labour Office, Bureau for Employers' Activities (ACT/EMP). - Geneva: ILO, 2016 (Bureau for Employers' Activities (ACT/EMP) working paper; No. 10 wcms\_579553.pdf (ilo.org)

<sup>7</sup> Paryono. (2011, April 1). TVET Initiatives in Southeast Asian countries in response to increasing labour mobility within the region and beyond. *International Journal of Training Research*, 9(1-2), 123-133. <https://doi.org/10.5172/ijtr.9.1-2.123>

<sup>8</sup> Mani, I., & Joshi, P. (2020, October 9). Women in TVET: Contestation of Agency and Patriarchal Power for Liberation. *Journal of education and research*, 10(1), 16-31. <https://doi.org/10.3126/jer.v10i1.31895>

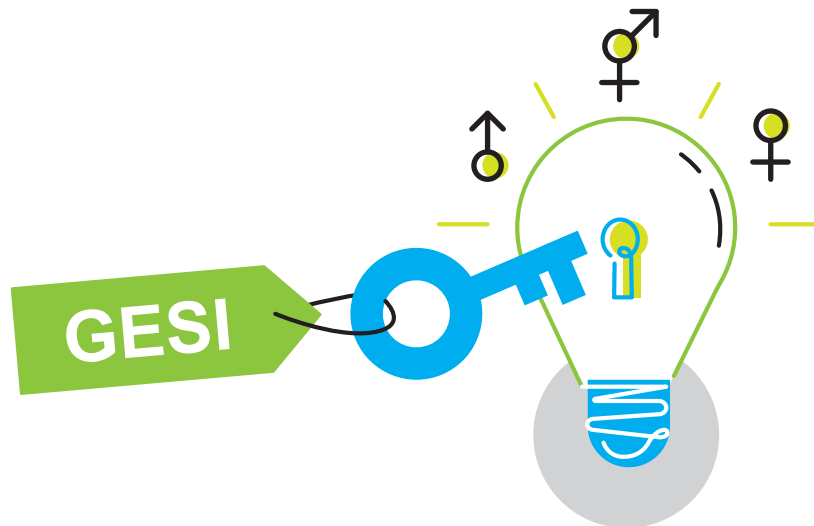
<sup>9</sup> Masud, R., Mutalib, A.A., & Ismail, I. (2018, November 6). Gender Inequality: A Comparative Study of Participation in Technical Courses. *Journal of Counseling and Educational Technology*, 1(1), 10-10. <https://doi.org/10.32698/0121>

<sup>10</sup> Alinea, J M L., & Reyes, W S. (2022, November 1). Gender issues toward gender-responsive tvted curriculum practices. *Tạp chí Khoa học Đại học Đà Lạt*, 77-101. [https://doi.org/10.37569/dalatuniversity.13.3.1062\(2023\)](https://doi.org/10.37569/dalatuniversity.13.3.1062(2023))

Most importantly, TVET institution personnel, both managers and teachers, should understand and be able to create policies, curricula and learning environments that are inviting for women. One of the strategies is to incorporate a gender equity and social inclusion (GESI) perspective in TVET management, teaching and learning. Incorporating a GESI perspective enables TVET managers and teachers to consider and then tackle barriers to equality and equity in the institution. Through the GESI's lens, the specific needs of women and men would be identified, and the institution can respond to the respective needs.

This training will equip TVET managers and teachers with both the knowledge and skills to create GESI-responsive TVET institutions. The managers will learn how to do GESI analysis as a strategy to identify vulnerable groups, barriers faced by the vulnerable groups, and how to overcome the barriers to improve the vulnerable group's access, decision-making, participation, and well-being in TVET. The teachers will also learn how to review curricula using GESI perspectives and create an equal learning environment. Together, the TVET management and teaching personnel will generate a gender-responsive strategic plan to improve equity and equality in TVET, especially in the context of just transition.

### 3. KEY CONCEPTS RELEVANT TO GENDER RESPONSIVE APPROACH



#### 3.1 Gender Issues in Development

The benefit of development has not been enjoyed equally by women, men, and other vulnerable groups. For a long time, development has been conducted from the male, white, and able perspectives. For example, some machinery used in TVET programs is designed for average male height, which is 160-170 cm, making it difficult for women, whose height average is less than 160 cm, to operate. Instead of creating platforms to help women access the machine, height has become one of the recruitment criteria in some TVET.

An insensitive development approach has resulted in inequality and disparities in various fields, such as education, economic, social, and health. For example, in the economic sector, there is gender segregation in the workforce. According to the Global Gender Gap Report 2022<sup>11</sup> women make up 70% of the Southeast Asia workforce in textile and garment factories with harsh working conditions and harassment. 1 in 3 women have experienced violence by an intimate partner in the Southeast Asian region. A mere 15% of women in the region can access personal loans. Contraception often helps women to manage motherhood and gives women power over their bodies. Unfortunately, there are only 60% of women in Southeast Asia with access to contraceptives. ASEAN Gender Outlook<sup>12</sup> also reports that 56% of women participate in the labor force, while men make up 79%. 24% of young women aged 15-24 were out of school but had no job, whereas for men, this was only 13%.

<sup>11</sup> World Economic Forum. (2020). Global Gender Gap Report 2022. [https://www3.weforum.org/docs/WEF\\_GGGR\\_2020.pdf](https://www3.weforum.org/docs/WEF_GGGR_2020.pdf)

<sup>12</sup> UN Women and UN Count. (2021). ASEAN Gender Outlook: Achieving the SDGs for all and leaving no woman and girl behind. [https://data.unwomen.org/sites/default/files/documents/Publications/ASEAN/ASEAN%20Gender%20Outlook\\_final.pdf](https://data.unwomen.org/sites/default/files/documents/Publications/ASEAN/ASEAN%20Gender%20Outlook_final.pdf)

Gender mainstreaming is a concept and strategy that aims to integrate a gender perspective into all aspects of policies, programs, and activities to promote gender equality. It recognizes that gender inequalities exist in society and seeks to address them by considering the different needs, experiences, and realities of women, men, and people of diverse gender identities.

**There are several reasons why gender mainstreaming is important:**

**Promoting Gender Equality:** Gender mainstreaming helps to challenge and transform the existing gender norms, stereotypes, and inequalities that perpetuate discrimination against women and other marginalized genders. It seeks to ensure that everyone, regardless of their gender, has equal opportunities, rights, and access to resources and decision-making processes.

**Enhancing Policy Effectiveness:** Gender mainstreaming improves the effectiveness and efficiency of policies and programs by considering the different needs and perspectives of diverse groups. By acknowledging gender differences and addressing the specific challenges faced by women, men, and gender-diverse individuals, policies can be better tailored to meet their needs and achieve positive outcomes.

**Fostering Sustainable Development:** Gender mainstreaming is crucial for sustainable development. It recognizes that gender equality is not only a human right but also a prerequisite for achieving other development goals, such as poverty reduction, economic growth, and social progress. By promoting gender equality, societies can tap into the full potential of all individuals and create more inclusive and equitable societies.

**Overcoming Discrimination and Stereotypes:** Gender mainstreaming seeks to challenge and overcome discriminatory practices and stereotypes that limit opportunities and reinforce gender inequalities. By addressing these underlying biases and promoting gender-responsive approaches, it can contribute to breaking down barriers and creating a more inclusive and equitable society for all.

**Improving Data and Evidence:** Gender mainstreaming encourages the collection and analysis of sex-disaggregated data, which provide a better understanding of the different experiences, needs, and outcomes of women and men. These data help policymakers and practitioners develop evidence-based interventions and monitor progress towards gender equality.

In summary, gender mainstreaming is necessary to advance gender equality, enhance policy effectiveness, foster sustainable development, overcome discrimination and stereotypes, and improve the availability and use of gender-sensitive data and evidence. By integrating a gender perspective into all areas of society, we can work towards creating more equitable and inclusive communities.

## 3.2 Approaches to Gender Equality and Equity

There are two common approaches to creating gender equality and equity:

1) The **affirmative approach**, commonly known as affirmative action, is a specific strategy or policy designed to address historical and ongoing inequalities by providing preferential treatment or opportunities to individuals or groups who have been historically disadvantaged or marginalized.

2) A **strategic approach** involves a systematic and planned approach to achieving a specific goal or objective. A strategic approach to promoting equality and equity focuses on developing and implementing long-term strategies and actions to address systemic barriers and create sustainable change.

There are criticisms of the affirmative approach, including but not limited to the following:

- **Reverse Discrimination:** One of the main criticisms is that affirmative action can be perceived as reverse discrimination<sup>13</sup>. Critics argue that by giving preferential treatment to certain groups, individuals from non-targeted groups may face unfair disadvantages in areas such as college admissions or job opportunities. They contend that this violates principles of equal treatment and meritocracy.
- **Stigmatization and Tokenism:** Critics argue that affirmative action can lead to stigmatization and tokenism<sup>14</sup>, where individuals from underrepresented groups may be perceived as less competent or deserving because they were selected due to their identity rather than individual qualifications or abilities. This can undermine their confidence and create a sense of not truly belonging or being valued for their skills.
- **Lack of Equal Opportunity:** Some critics argue that affirmative action does not address the root causes of inequality and may not provide genuine equal opportunities<sup>15</sup>. They contend that focusing on quotas or preferential treatment can overshadow the need for systemic changes that tackle barriers such as poverty, inadequate education, or lack of resources that affect marginalized groups.

<sup>13</sup> Hook, S. (2013). Reverse discrimination. In *The affirmative action debate* (pp. 224-230). Routledge.

<sup>14</sup> Bogicevic, V., Li, Y., & Salvato, E. D. (2023). Tokenism in the workplace: does brand activism benefit LGBTQ+ employees in the hospitality industry?. *International Journal of Contemporary Hospitality Management*, 35(11), 3922-3949.

<sup>15</sup> Benokraitis, N. V. (2019). *Affirmative action and equal opportunity: Action, inaction, reaction*. Routledge.

- **Inadequate Representation:** Critics argue that affirmative action may fall short in achieving true diversity and representation<sup>16</sup>. They suggest that it can create a superficial appearance of inclusivity without addressing deeper issues of power imbalances and systemic discrimination. They advocate for broader structural changes and inclusive practices that go beyond numerical targets.
- **Perpetuation of Stereotypes:** Critics argue that affirmative action can perpetuate stereotypes by reinforcing the notion that certain groups need special treatment or cannot succeed based on their own merit<sup>17</sup>. They contend that this can undermine efforts to challenge stereotypes and promote genuine equality based on individual abilities and qualifications.
- **Divisiveness and Resentment:** Some critics argue that affirmative action can create divisions and foster resentment among different groups<sup>18</sup>. They suggest that it can lead to a perception of unfairness and contribute to social tensions, particularly if there is a perception that opportunities are being taken away from one group and given to another.
- **Implementation Challenges:** Critics highlight challenges in implementing affirmative action effectively and fairly<sup>19</sup>. They argue that determining eligibility criteria, defining underrepresented groups, and evaluating the impact of such policies can be complex and subject to manipulation or abuse<sup>20</sup>.

<sup>16</sup> Hasan, Z. (2011). *Politics of inclusion: Castes, minorities, and affirmative action*. Oxford University Press.

<sup>17</sup> Laar, C. V., Levin, S., & Sinclair, S. (2008). Social identity and personal identity stereotype threat: The case of affirmative action. *Basic and Applied Social Psychology*, 30(4), 295-310.

<sup>18</sup> Harris, L. C., & Narayan, U. (1994). Affirmative Action and the Myth of Preferential Treatment: A Transformative Critique of the Terms of the Affirmative Action Debate. *Harv. Blackletter LJ*, 11, 1.

<sup>19</sup> Ezorsky, G. (2018). *Racism and justice: The case for affirmative action*. Cornell University Press.

<sup>20</sup> Coetzee, M. (2006). *The fairness of affirmative action: An organisational justice perspective* (Doctoral dissertation, University of Pretoria).

### 3.3 Gender Equity and Social Inclusion (GESI) Framework

**Gender Equity and Social Inclusion (GESI)** is an approach to addressing inequality and exclusion in development<sup>21</sup>. The approach is transformational. GESI's perspective aims at transforming society into a more equitable society by addressing the root cause of inequality and exclusion. It is expected to be able to strengthen and change the social structure to be more supportive of equality and fairness. Transformational change can start from the individual level, society/community level, and structural level.

Empowerment and agency are a key component of GESI.

**Empowerment** means exercising power that involves the power within the individual to work closely and collaboratively with others, which may lead to the power with others for social cohesion, solidarity, and collective actions, which in turn will result in the power to make a change and transform the society. Empowerment should lead to an individual's ability to exercise his/her/ agency<sup>22</sup>.

**Agency** refers to someone's ability to choose and decide what's best for her/him/them. Agency will work when there are inner transformations so that the disadvantaged individuals/groups realise that they are entitled to make choices, understand their interests, generate choices, and make decisions that will improve their well-being<sup>23</sup>.

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<sup>21</sup> Jalonen, R., Zaremba, H., Petesch, P., Elias, M., Estrada-Carmona, N., Tsvuura, S., & Koirala, S. (2022). Gender equity and social inclusion in the water-energy-food-ecosystems (WEFE) nexus: Frameworks and tools for moving from resource-centric to people-centric WEFE nexus approaches.

<sup>22</sup> Parpart, J. L., Rai, S. M., & Staudt, K. A. (Eds.). (2003). Rethinking empowerment: Gender and development in a global/local world. London: Routledge.

<sup>23</sup> Mishra, N. K., & Tripathi, T. (2011). Conceptualising Women's agency, autonomy and empowerment. Economic and Political Weekly, 58-65.

## 3.4 GESI Domains

There are five domains of GESI<sup>24</sup>:

First is **Access**. Access, within the context of Gender Equality and Social Inclusion (GESI), refers to the equal opportunities and availability of resources, services, opportunities, and decision-making processes for individuals and groups regardless of their gender or social identity. Access is a crucial aspect of GESI as it aims to overcome barriers and ensure that all individuals can fully participate in society, enjoy their rights, and benefit from development initiatives.

Second is **Decision making** or other literature that uses the term “control”: decision-making or control refers to the ability of individuals and groups to participate in and influence processes that shape their lives, communities, and societies. GESI emphasizes the importance of ensuring that decision-making power is distributed equitably and that diverse voices, including those of marginalized genders and social groups, are included in decision-making processes.

Third is **Participation**: refers to the active involvement and meaningful engagement of individuals and groups in decision-making processes, development initiatives, and social activities. GESI emphasizes the importance of ensuring that all individuals, including those from marginalized genders and social groups, have equal opportunities to participate in and contribute to society.

Fourth, **System**: refers to any social, cultural, political or any other system (including the system in the program) that could influence access, decision-making, and participation of individuals or social groups in a program or project.

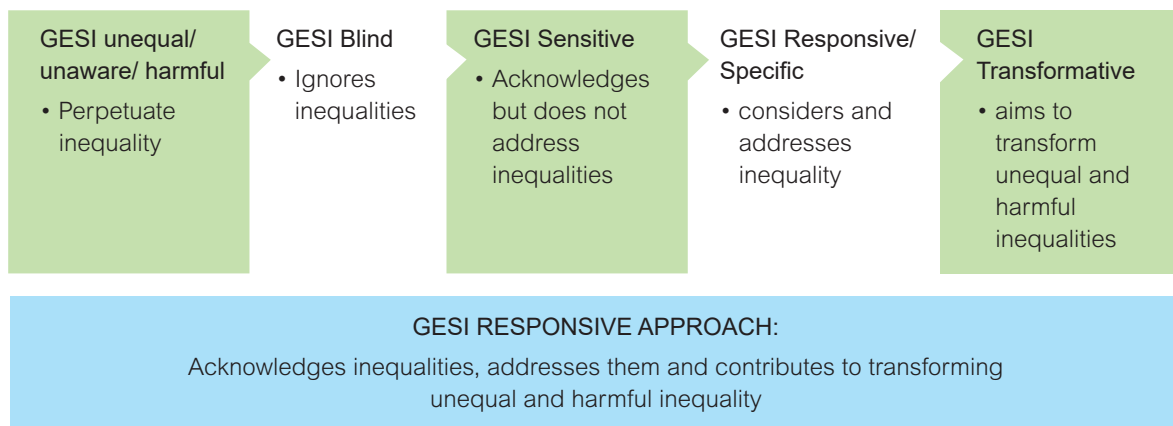
Fifth, **Well-being**: refers to the ultimate goal of GESI, which is to improve the well-being of every social group, especially the vulnerable group.

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<sup>24</sup> Nkonya, L., Ogega, J., Senkaba, G. Winter, E., Douglas, Z. (2021). How to integrate gender equality and social inclusion in design, monitoring and evaluation. Manual for trainers and facilitators. World Vision.



### 3.5 GESI Continuum<sup>25</sup>



- **GESI Unequal/Unaware:** “GESI Unequal” refers to a situation where there is a clear and intentional disparity in the treatment, opportunities, or resources provided to different genders or social groups. This term also describes a situation where there is a lack of awareness or understanding of gender equality and social inclusion principles. It suggests that the individuals or organizations involved may not have the knowledge or consciousness to consider these factors in their decisions or actions. GESI Unawareness implies unintentional exclusion or oversight due to a lack of understanding or awareness of the importance of GESI.
- **GESI Blind:** This term refers to a situation where gender equality and social inclusion considerations are overlooked or ignored, often unintentionally. Unlike GESI Unawareness, GESI Blindness implies that the individuals or organizations should have known or understood the importance of GESI but failed to consider it in their decision-making or actions. GESI Blindness suggests a failure to recognize or address the impact of exclusionary practices or to actively consider diversity and inclusion in the decision-making process.
- **GESI Sensitive** considers gender and other forms of inequality and social exclusion but does not address them. But that does not mean it does nothing. This approach also refers to actions or initiatives that are designed and implemented with a high level of awareness and consideration for gender equality and social inclusion from the outset. It involves proactively integrating GESI considerations throughout the planning, design, and implementation stages of a project or intervention. A GESI-sensitive approach aims to prevent or minimize exclusionary practices, promote equal opportunities, and address the specific needs and challenges faced by diverse genders and social groups.

<sup>25</sup> Adapted from Caroline Moser and THET’s Gender Equality and Social Inclusion (GESI) toolkit for health partnerships.

- **GESI-Responsive**/specific approach considers gender and other forms of inequality and social exclusion and addresses it but does not change the root cause of inequality. It only addresses practical gender needs. It also focuses on addressing any unintended consequences or gaps in inclusivity that may arise during project implementation and ensuring that necessary measures are taken to rectify them. GESI Sensitive emphasizes incorporating gender equality and social inclusion considerations from the start, while GESI Responsive focuses on monitoring and adapting interventions to address any shortcomings or unintended consequences related to GESI during implementation.
- **GESI Transformative** is the highest in the continuum. It addresses the causes of gender and other forms of inequality and social exclusion by transforming the unequal social structure, questioning the imbalance of the power relation and challenging it toward a progressive change that contributes to a more just and inclusive society.

Gender-responsive approach covers gender sensitiveness, gender responsiveness or gender specific, and gender transformative. It aims to address inequality and address and transform the harmful inequality.

## 3.6 Understanding other relevant concepts

### Understanding Gender, Gender Stereotypes, Gender Social Stigma, and Sexism

Gender and sex are two distinct but related concepts. Sex refers to the biological differences between male and female bodies, typically categorized based on reproductive organs, chromosomes, and secondary sexual characteristics. In most cases, individuals are assigned a sex at birth as either male or female based on visible physical characteristics. However, it's important to note that biological sex exists on a spectrum, and there are intersex individuals who possess variations in sex characteristics that do not fit typical definitions of male or female. Gender, on the other hand, is a social and cultural construct that encompasses the roles, behaviors, activities, and expectations that societies consider appropriate for men and women. It is not solely determined by an individual's biological characteristics but is influenced by societal norms, cultural values, and personal identity.

Gender creates social expectations and common beliefs called gender stereotypes. Gender stereotypes are rigid and oversimplified beliefs about the characteristics, roles, and behaviors deemed appropriate for individuals based on their gender. These stereotypes often reinforce traditional binary notions, portraying men as strong, stoic, and dominant, while portraying women as nurturing, emotional, and submissive. However, it is essential to recognize that these stereotypes are socially constructed and do not reflect the full range of human diversity.

Gender stereotype attached to women is usually called femininity while masculinity is for men. It constitutes social expectations of how to be a girl/woman and how to be a boy/man. Femininity and masculinity are not actually singular. We have a construction of ideal femininity and ideal masculinity that society aspires to. The ideal is usually unattainable or unrealistic.

Then we have femininities and masculinities that are practiced on a day-to-day basis. The practiced femininities and masculinities are unstable, but they are flexible and performative.

Please do not confuse masculinities with masculine and femininities with feminine. Masculine and feminine are traits or characteristics that factually do not rigidly attach to any sex<sup>26</sup>.

The term feminine refers to traits/characteristics culturally associated with women, but it has another meaning, which is traits/characteristics associated with the weak. These characteristics are not attached to women, men can also have these traits. On the other hand, masculine refers to traits that are culturally associated with men. Like the word feminine, masculine also has another meaning, which is traits associated with power and dominance. Not attached to men, it can be used as a qualifier of anything that is usually more fixed<sup>27</sup>.

Gender stereotypes become a problem when they are assumed to be the truth. In fact, gender stereotypes are not necessarily true. Thus, gender stereotypes usually lead to strict gender expectations, gender social stigma and sexism. Gender stereotypes also transform into rigid and inflexible societal norms and beliefs about how individuals should behave, express themselves, and conform to specific gender roles based on their assigned sex at birth. These expectations are often constructed and, at the same time, reinforce traditional gender stereotypes, which can in turn limit individuals' freedom to explore and express their true identities and aspirations. Failure to follow the gender expectations and norms puts the individual at risk of gender social stigma.

Gender social stigma are the negative beliefs, attitudes, and prejudices that society holds towards individuals who do not conform to traditional gender norms or expectations. It involves the social disapproval, marginalization, and discrimination faced by people who deviate from the binary understanding of gender as male or female. The limitation and gender boundaries are also strengthened by sexism.

Sexism is the discrimination, prejudice, and systemic oppression based on an individual's sex or gender, typically favoring one sex (usually men) over the other (usually women). It involves the belief in and enforcement of gender-based stereotypes, roles, and expectations that perpetuate gender inequality. There are various forms of sexism, but on this occasion, we will only discuss 4 types of sexism.

First is traditional sexism. It is the systematic discrimination, prejudice, and oppression that women and girls have historically faced due to traditional societal norms and expectations. It is rooted in deeply ingrained beliefs and practices that assign different roles, rights, and responsibilities to individuals based on their gender.

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<sup>26</sup> Bem, S. L., & Lewis, S. A. (1975). Sex role adaptability: One consequence of psychological androgyny. *Journal of personality and Social Psychology*, 31(4), 634.

<sup>27</sup> Paechter, C. (2006). Masculine femininities/feminine masculinities: Power, identities and gender. *Gender and education*, 18(3), 253-263

Second is modern sexism which is the more subtle and covert form of gender discrimination and bias that persists in contemporary society. It is characterized by attitudes, beliefs, and behaviors that perpetuate gender inequalities, albeit in less overt and explicit ways compared to traditional sexism. Modern sexism often operates within the context of more progressive social norms and laws, which makes it more challenging to identify and address.

Third is hostile sexism which encompasses overt and antagonistic attitudes, beliefs, and behaviors that are explicitly hostile and derogatory towards women. It is a form of sexism that involves open expressions of prejudice, discrimination, and aggression towards women based on their gender.

Lastly, benevolent sexism, which involves the attribution of positive but patronizing attitudes towards women. It includes beliefs that women are delicate, nurturing, and in need of protection, which can limit their opportunities for leadership and professional advancement.

#### **Important notes:**

- Understanding that each individual has sex characteristics and also gender, and that women and men have different needs caused by their biological, physical, and sexual characteristics but also have different needs that come from cultural and social expectations and norms.
- Being gender sensitive means taking into account their different needs and understanding that these different needs may become barriers for them to access, participate in, and enjoy the benefit of development.

### **Understanding Intersectionality**

Gender intersectionality is a concept that recognizes how different social identities and systems of oppression, such as gender, race, class, sexuality, and ability, intersect and interact with each other, shaping an individual's experiences and social position<sup>28</sup>. It acknowledges that individuals have multiple intersecting identities that cannot be understood or addressed in isolation from one another.

Examples of gender intersectionality

1. A woman of color also faces racism and prejudice, which can manifest in various forms such as racial profiling, police brutality, employment discrimination, and limited access to education and resources. She may experience the intersectional effects of racism and sexism, known as misogynoir, which compounds the challenges she faces.
2. If she belongs to a lower socioeconomic class, she may face additional barriers such as limited economic opportunities, lack of affordable healthcare, and inadequate housing. These factors can exacerbate the discrimination and disadvantages she experiences based on her gender identity and race.

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<sup>28</sup> Bose, C. E. (2012). Intersectionality and global gender inequality. *Gender & society*, 26(1), 67-72.

3. A disabled woman may face challenges related to both her gender and disability. She may encounter barriers in accessing healthcare, employment, and education due to ableism and gender discrimination. The intersection of ableism and sexism can result in unique challenges, such as inadequate accommodations for menstrual health or limited access to reproductive healthcare options.
4. An older woman may face specific challenges related to both gender and age. She may encounter ageism, sexism, and age-based stereotypes that limit her opportunities for employment, social participation, and healthcare access. Issues like the gender pay gap and caregiving responsibilities can compound the economic disadvantages faced by older women.

## Understanding Unconscious Bias

Social norms and unconscious bias are closely interconnected. Unconscious bias refers to the automatic and unintentional prejudices and stereotypes that individuals hold towards certain groups of people, based on factors such as race, gender, age, or other characteristics<sup>29</sup>. These biases can influence our perceptions, judgments, and behaviors, often without our conscious awareness. Social norms can shape and reinforce unconscious biases. When certain biases are prevalent in a society or community, they can become ingrained in social norms, perpetuating and normalizing discriminatory attitudes and behaviors. For example, if a society has a social norm that associates certain racial or ethnic groups with negative stereotypes, it can contribute to the unconscious bias held by individuals within that society.

Conversely, unconscious biases can also contribute to the formation and reinforcement of social norms. As individuals with similar biases interact and reinforce each other's beliefs, these biases can become embedded in the social fabric, leading to the development of norms that reflect and perpetuate discrimination. It is important to recognize the influence of social norms on unconscious biases and vice versa. By understanding this relationship, we can work towards addressing and mitigating the impact of unconscious bias on social norms and promoting more inclusive and equitable attitudes and behaviors.

Efforts to combat unconscious bias and promote inclusive social norms involve raising awareness, providing education, and fostering open dialogue. By challenging and questioning biased norms, individuals and communities can develop a greater understanding of the impact of unconscious biases and work toward creating a more inclusive and equitable society. Organizations and institutions can also play a role in addressing unconscious bias by implementing policies and practices that promote diversity, inclusion, and equal opportunities. This can include unconscious bias training, diverse hiring practices, and creating inclusive work environments that value and celebrate individual differences. Overall, addressing the interplay between social norms and unconscious bias is crucial for creating a more inclusive society that values diversity and promotes equal treatment for all individuals.

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<sup>29</sup> Moule, J. (2009). Understanding unconscious bias and unintentional racism. *Phi Delta Kappan*, 90(5), 320-326.

## Understanding Discrimination

Discrimination refers to the unfair or unjust treatment of individuals or groups based on certain characteristics or attributes such as race, gender, age, religion, nationality, sexual orientation, or disability. It involves treating someone less favorably or denying them equal opportunities and rights based on these protected characteristics.

Discrimination can take various forms, including:

**Direct discrimination:** When someone is treated less favorably because of a protected characteristic. For example, refusing to hire someone solely based on their race or gender.

**Indirect discrimination:** When a seemingly neutral policy or practice puts individuals with certain protected characteristics at a disadvantage. For instance, requiring a specific language fluency level for a job position that is not essential for the job itself, which may disadvantage certain nationalities.

**Systemic discrimination:** Discrimination that is ingrained in the policies, practices, or structures of an organization or society. This can result in long-standing patterns of inequality and disadvantage for certain groups.

**Harassment:** Unwanted behavior that creates a hostile or intimidating environment based on a protected characteristic. This can include offensive comments, gestures, or actions that belittle or demean individuals.

**Retaliation:** When someone is treated negatively or subjected to adverse actions as a result of making a complaint about discrimination or participating in efforts to address discrimination.

Discrimination is not only morally wrong but also a violation of human rights. Many countries have enacted laws and regulations to prohibit discrimination and promote equal treatment and opportunities for all individuals. It is important to foster inclusive and diverse societies that respect and value the rights and dignity of every individual, regardless of their differences.

To create equity, many times positive discrimination is needed. Positive discrimination, also known as affirmative action or positive action, refers to policies or actions taken to address historical or current inequalities and promote greater representation and opportunities for individuals or groups who have been historically disadvantaged or underrepresented. It is an attempt to counterbalance the effects of past or ongoing discrimination.

The purpose of positive discrimination is to create a more equitable society by providing preferential treatment or additional advantages to individuals from marginalized or underrepresented groups. This can include such measures as:

- **Quotas:** Setting specific targets or quotas for the representation of underrepresented groups in areas such as education, employment, or politics. For example, requiring a certain percentage of women or minority candidates to be included in a selection process.
- **Preferential hiring or admissions:** Giving priority to candidates from underrepresented groups when making hiring or admission decisions. This can involve considering factors such as race, gender, or disability as positive qualities in the selection process.
- **Scholarships or financial assistance:** Providing financial support or scholarships specifically targeted at individuals from marginalized or disadvantaged backgrounds to promote access to education or other opportunities.

The rationale behind positive discrimination is that it helps to address the structural barriers and systemic disadvantages that certain groups face. By actively promoting diversity and inclusivity, positive discrimination aims to provide equal opportunities and representation for historically marginalized groups and create a more just society.

However, it is important to note that positive discrimination can be a sensitive and controversial topic. Critics argue that it may involve reverse discrimination or undermine the principles of meritocracy by prioritizing certain characteristics over qualifications<sup>30</sup>. The implementation of positive discrimination policies often requires careful consideration of legal, social, and ethical implications to strike a balance between promoting equality and avoiding potential unintended consequences.

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<sup>30</sup> Hellman, D. (2008). When is discrimination wrong?. Harvard University Press.

## Understanding Privilege

Social privilege operates within systems of power and oppression, where certain groups are granted advantages and opportunities while other groups face disadvantages and barriers<sup>31</sup>. Privilege can manifest in various forms, including:

- **Racial Privilege:** White individuals often experience racial privilege in societies where whiteness is the dominant racial identity. They may benefit from systemic advantages, such as greater access to education, employment opportunities, housing, and societal acceptance.
- **Gender Privilege:** Men, particularly cisgender men, tend to experience gender privilege in patriarchal societies. They may enjoy advantages in areas such as career advancement, pay equity, decision-making positions, and freedom from gender-based violence or harassment.
- **Heterosexual Privilege:** Heterosexual individuals often have heterosexual privilege in societies where heterosexuality is the dominant sexual orientation. They may experience societal acceptance, legal protections, and social support that are not afforded to those with non-heterosexual orientations.
- **Class Privilege:** Individuals from higher socioeconomic classes may have class privilege, which includes access to quality education, healthcare, housing, financial resources, and social networks that are not equally available to those from lower socioeconomic backgrounds.
- **Able-Bodied Privilege:** People without disabilities often have able-bodied privilege, benefiting from physical accessibility, accommodation, and societal expectations that are not afforded to individuals with disabilities.

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<sup>31</sup> Black, L. L., & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development*, 33(4), 243-255.



## Social Structure and Inequality

Social structure refers to how society is organized and how individuals and groups are positioned within it. It encompasses various dimensions such as social classes, economic systems, power dynamics, and social hierarchies. Inequality, on the other hand, refers to disparities or differences in access to resources, opportunities, and social rewards among individuals or groups within a society.

Social structure and inequality are closely interconnected. The social structure of a society often determines the distribution of power, wealth, and resources, which in turn leads to varying degrees of inequality. Here are a few key points to consider:

- **Social Classes:** Many societies have social classes, which categorize individuals based on their economic position, occupation, and wealth. Social classes can create significant income, education, and social mobility inequalities. The upper class typically has more resources and opportunities compared to the lower class, leading to a perpetuation of inequality.
- **Power Dynamics:** Social structure includes power dynamics that determine who holds decision-making authority and who has control over resources. Power can be concentrated in the hands of a few individuals or groups, leading to unequal distribution of opportunities and benefits. This can result in marginalized groups being disadvantaged and experiencing social and economic inequality.
- **Gender and Race:** Social structure shapes gender and racial inequalities. Patriarchal systems, for example, tend to privilege men over women, resulting in disparities in areas such as employment, wages, and representation in leadership positions. Similarly, racial hierarchies can lead to unequal treatment, discrimination, and limited access to resources and opportunities for marginalized racial or ethnic groups.
- **Education:** The social structure influences the availability and quality of education, which can perpetuate inequality. Unequal access to quality education can limit opportunities for upward social mobility, reinforcing existing social hierarchies and disparities.
- **Global Inequality:** Social structure and inequality are not limited to individual societies but exist globally. The global economic system and policies can contribute to disparities between countries, leading to unequal distribution of wealth, resources, and opportunities.

Addressing social structure and inequality requires efforts at multiple levels, including policy changes, social movements, and individual actions. These efforts may involve promoting equal access to education, advocating for fair labor practices, challenging discriminatory norms and practices, and implementing progressive taxation and wealth redistribution policies, among other measures.

## Culture and Inequality

Culture plays a significant role in shaping and perpetuating inequality within a society. Cultural beliefs, values, norms, and practices influence the social structure and contribute to the reproduction of inequalities. Here are some ways in which culture and inequality are interconnected:

- **Cultural Norms and Stereotypes:** Cultural norms and stereotypes can reinforce inequality by promoting certain roles and expectations for different social groups. For example, gender norms that assign women to domestic and caregiving roles while assigning men to positions of power can limit women's access to leadership positions and perpetuate gender inequality.
- **Discrimination and Prejudice:** Cultural beliefs and attitudes can contribute to discrimination and prejudice against certain groups, such as racial or ethnic minorities, religious minorities, or LGBTQ+ individuals. These biases can result in unequal treatment, limited opportunities, and social exclusion.
- **Cultural Capital:** Cultural capital refers to the knowledge, skills, and cultural assets that individuals acquire through socialization and education<sup>32</sup>. Different cultural backgrounds can confer varying levels of cultural capital, which can affect an individual's social and economic opportunities. For example, individuals from privileged cultural backgrounds may possess cultural capital that is highly valued in dominant institutions and can provide advantages in areas such as education, employment, and social networks.
- **Language and Communication:** Language and communication patterns can create barriers and perpetuate inequality<sup>33</sup>. Dominant languages may be privileged over marginalized languages, leading to limited access to education, job opportunities, and social integration for those who do not speak the dominant language fluently.
- **Cultural Reproduction:** Culture can play a role in reproducing inequality across generations<sup>34</sup>. Cultural practices, such as inheritance laws, family structures, and educational expectations, can pass on advantages or disadvantages from parents to children, creating a cycle of privilege or disadvantage.
- **Cultural Hegemony:** Culture can be a tool for maintaining and reinforcing social inequality through the concept of cultural hegemony<sup>35</sup>. Cultural hegemony refers to the dominance of a particular culture or set of ideas over others, which shapes societal norms and values. The dominant culture often reflects the interests and perspectives of the dominant social groups while marginalizing and suppressing alternative cultural expressions. This can perpetuate inequality by marginalizing and erasing the voices and experiences of marginalized groups.

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<sup>32</sup> Lareau, A., & Weininger, E. B. (2003). Cultural capital in educational research: A critical assessment. *Theory and society*, 32, 567-606.

<sup>33</sup> Bischoff, A. (2012). Do language barriers increase inequalities?. *Do interpreters. Inequalities Health Care Migrants Ethnic Minorities*, 2, 128.

<sup>34</sup> Wilson, A. S. (2023). Complicating Cultural Reproduction Theory: A Critical Multilevel Analysis of Systematic Inequality in US Schools. *Journal of Education for Students Placed at Risk (JESPAR)*, 1-31.

<sup>35</sup> Blackledge, A. (1998). The institutionalisation of inequality: the Initial Teacher Training National Curriculum for Primary English as cultural hegemony. *Educational Review*, 50(1), 55-64.

- Challenging cultural inequality requires challenging discriminatory norms and stereotypes, promoting cultural diversity and inclusivity, and fostering intercultural understanding. This can be achieved through education, awareness campaigns, promoting cultural exchange and dialogue, and creating inclusive spaces and policies that value diversity and challenge discrimination.
- Cultural Appropriation: Cultural appropriation occurs when elements of a marginalized culture are adopted, often by the dominant culture, without understanding or respecting their cultural significance<sup>36</sup>. This can reinforce inequality by commodifying and exploiting cultural practices, artefacts, or aesthetics without giving credit or benefit to the original culture. It can perpetuate stereotypes, reinforce power imbalances, and contribute to the erasure of marginalized cultures.
- Access to Cultural Resources: Inequality regarding access to cultural resources can also be observed<sup>37</sup>. Wealthier individuals or communities may have greater access to cultural institutions such as museums, theaters, and educational programs, while marginalized groups may face barriers to entry due to economic, geographical, or social factors. Limited access to cultural resources can perpetuate inequality by denying certain groups the opportunity to engage with and benefit from cultural experiences.
- Cultural Resistance: Culture can also be a powerful force for resistance and social change<sup>38</sup>. Marginalized communities often use cultural expressions, such as art, music, literature, and storytelling, to challenge and subvert dominant narratives, promote social justice, and reclaim their identities. Cultural resistance can help raise awareness, mobilize communities, and challenge systems of inequality.

Important note on intersectionality: Culture and inequality intersect with other dimensions of identity, such as race, gender, and class. Intersectionality recognizes that individuals hold multiple identities that interact and shape their experiences of privilege or oppression. For example, an individual's experience of inequality may be influenced by their race, gender, and cultural background simultaneously. Intersectionality highlights the need to understand and address how culture and inequality intersect and compound each other.

It is important to critically examine cultural practices, challenge biases and stereotypes, and promote cultural diversity and inclusivity to work towards a more equitable society. This involves recognizing the power dynamics embedded within culture, amplifying marginalized voices, and fostering dialogue and understanding among different cultural groups.

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<sup>36</sup> Lenard, P. T., & Balint, P. (2020). What is (the wrong of) cultural appropriation?. *Ethnicities*, 20(2), 331-352.

<sup>37</sup> Kruczkowska, P. (2013). Inequality of Access to Culture. In *Welfare State at Risk: Rising Inequality in Europe* (pp. 199-215). Cham: Springer International Publishing.

<sup>38</sup> Ahlquist, R. (2005). Manifestations of inequality: Overcoming resistance in a multicultural foundations course. In *Research in multicultural education* (pp. 91-106). Routledge.cultural hegemony. *Educational Review*, 50(1), 55-64.

## Understanding Social Inclusion

Social inclusion means ensuring all individuals and groups have equal opportunities to participate fully in society regardless of their background or characteristics. It involves creating an inclusive and supportive environment where everyone feels valued and respected and has access to the same rights, resources, and opportunities. Inclusion means there is no segregation. However, it is not integration when the vulnerable group is inside the majority population but there are still borders that they cannot pass.

**Definition:** Inclusion refers to the process of creating an environment where all individuals, regardless of their differences, are fully accepted, valued, and involved. It focuses on removing barriers, biases, and discrimination to ensure that everyone has equal access to resources, rights, and opportunities. Integration, on the other hand, refers to the process of bringing individuals from diverse backgrounds into a common setting or society. It emphasizes facilitating the participation and interaction of individuals from different backgrounds in a cohesive manner.

**Approach:** Inclusion emphasizes creating a sense of belonging and actively involving individuals in decision-making processes. It recognizes and values diversity and seeks to address systemic barriers and biases that may exclude certain groups. Integration, on the other hand, focuses on assimilating individuals into an existing system or society. It may involve adapting or modifying the practices or norms of the dominant group to accommodate diverse populations.

## Understanding Gender Equality and Equity

Equity and equality are related but distinct concepts regarding fairness and social justice discussions.

**Equality:** Equality refers to treating everyone equally and providing equal resources, opportunities, or treatment to all individuals regardless of their circumstances. It assumes that everyone starts from the same position and requires the same resources or opportunities to succeed. While equality aims to promote fairness, it does not consider that individuals have different needs, privileges, or barriers.

**Equity:** Conversely, equity recognizes that individuals have different starting points and circumstances. It involves considering and addressing these differences to ensure fairness and justice. Equity involves providing resources, opportunities, or treatment in a way that is tailored to meet the specific needs and challenges of different individuals or groups. It acknowledges that some individuals may require additional support or accommodations to achieve an equal outcome. Equity aims to level the playing field and address systemic disparities by allocating resources and opportunities based on understanding historical disadvantages and existing inequalities.

## Understanding Gender Interests and Needs

Gender interests refer to the tendency for individuals of different genders to have varying preferences, inclinations, or choices in certain activities, hobbies, or career paths. These interests are influenced by a combination of biological, social, and cultural factors.

It is important to note that while there may be general trends or patterns in gendered interests, they do not apply universally to all individuals. There is significant diversity within each gender, and individuals should be free to pursue their personal interests and passions regardless of societal expectations or stereotypes associated with gender.

It is also essential to recognize that gendered interests can be shaped by societal norms, stereotypes, and expectations. For example, certain activities or career paths may be traditionally associated with one gender over another, leading to the perpetuation of gender stereotypes and limiting opportunities for individuals to explore a broader range of interests.

The understanding and promotion of gender equality involve challenging and breaking down such stereotypes and allowing individuals to pursue their interests and aspirations without constraints based on their gender.

*The concept of “gender needs”* refers to the specific requirements, challenges, and priorities that individuals may have based on their gender identity or the social expectations and roles associated with their gender. Gender needs take into account the unique experiences, vulnerabilities, and strengths of individuals within different genders. Gender needs are influenced by a combination of biological, psychological, social, and cultural factors. They can vary across different contexts, cultures, and societies. Identifying and addressing gender needs is crucial for promoting gender equality, inclusivity, and well-being.

## Understanding Gender Practical Needs and Strategic Needs

*Practical Gender Needs* refer to the specific needs and requirements that individuals may have based on their gender identity or experiences. These needs can vary across contexts and are influenced by social, cultural, and institutional factors.

### Examples:

- Improvements in cooking facilities to reduce labor and health risks.
- Access to family planning services to reduce the strain of unmanageable family sizes.
- Programs for securing steady food supplies or income-generating skills to meet basic subsistence levels

While addressing practical gender needs is important for improving the immediate well-being of women, it should be recognized that solely focusing on these needs without addressing the underlying gender inequalities and norms may perpetuate the subordination of women<sup>39</sup>. To truly achieve gender equity and social justice, it is crucial to combine the fulfilment of practical gender needs with efforts to transform social interactions, challenge restrictive gender norms, and empower women to actively participate in decision-making processes and exercise their human rights.

Strategic Gender Needs refer to the broader goals and objectives necessary to achieve gender equality and address the underlying causes of gender-based discrimination and inequality. These needs focus on creating systemic change and transforming the social, cultural, economic, and political structures perpetuating gender disparities.

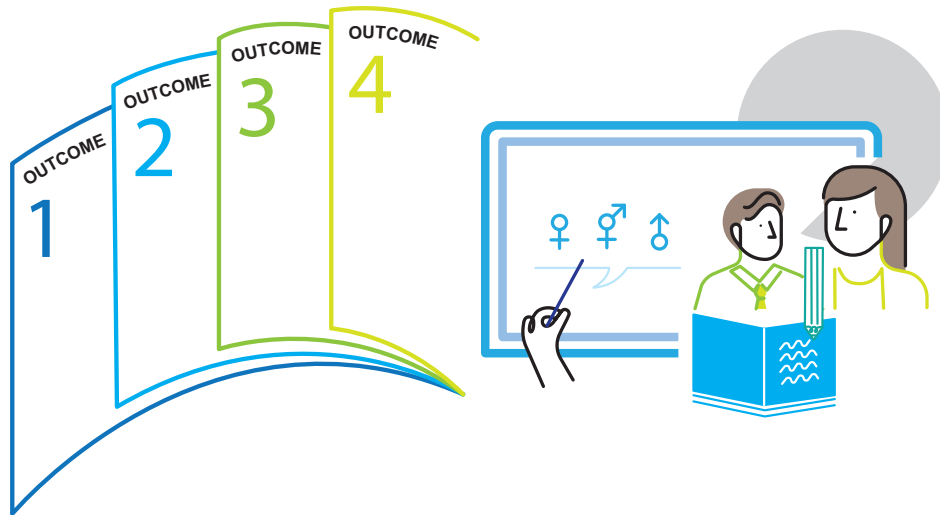
### Examples:

- Legal rights and protections, such as laws against gender-based violence, property and inheritance rights for women, and equal employment laws.
- Access to education and professional development opportunities to break through the glass ceiling in careers.
- Political empowerment through advocating for equal representation in political systems and decision-making bodies.

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<sup>39</sup> Clark, J., & Horton, R. (2019). A coming of age for gender in global health. *The Lancet*, 393(10189), 2367-2369.

## 4. TRAINING OUTLINE



The course aim is to optimize the existing curriculum, learning environment, programs, and inclusive teaching strategies in order to strengthen women's confidence and self-esteem to participate in Technical Vocational Education & Training (TVET). The course aim can be evaluated through the assessment of the following Course Learning Outcomes (CLOs) in which after the completion of the course, the learner will be able to:

1. review existing program & curriculum taking into consideration gender sensitivity.
2. distinguish various learning environments for gender equality.
3. determine the effectiveness of the various inclusive teaching strategies.
4. develop a gender-transformative strategic plan for a Just Transition in collaboration with TVET management personnel.

## Overview of Training Outline

### Course Learning Outcome 1:

#### REVIEW EXISTING PROGRAM & CURRICULUM TAKING INTO CONSIDERATION GENDER SENSITIVITY.

##### 1 **Concept of Gender**

- Definition of sex & gender
- Gender attitude: gender stereotypes, gender bias (language and representation), sexism.
- Masculinity and Femininity
- Clarify gender-sensitive factor.

##### 2 **Concept of intersectionality**

##### 3 **Concept of discrimination, bias (ableism, ageism, etc) culture, social structure, and inequity.**

- Unconscious bias
- Gender-sensitive factors
- Culture, tradition, religion
- Policy and regulations
- Disability issues, socioeconomic status, special education (inclusive education)

##### 4 **GESI analysis**

- GESI dimensions: Access, participation, decision-making (control), system, wellbeing.

##### 5 **GESI continuum**

- GESI unaware, GESI blind, GESI sensitive, GESI responsive, GESI transformative.

##### 6 **Curriculum review**

- Curriculum review process
- Relationship between course learning outcomes and learning objectives
- Guidelines to review curriculum

##### 7 **Curriculum review workshop preparation**

- The workshop setup
- Guiding questions, data collection & action plan
- Baseline studies of OSS that includes gender.
- Mapping of updated Occupational Skill



## Course Learning Outcome 2:

### DISTINGUISH VARIOUS LEARNING ENVIRONMENTS FOR GENDER EQUALITY.

#### 8 Learning Environment

- Safe and inclusive classroom/learning environment

#### 9 Promotion of Gender Equality in Learning Environment

- Factors that contribute to gender inequality in the classroom/learning environment.
- Ways to promote gender equality in classroom/ learning environment.

#### 10 Situation analysis for learning environment setup based on dominance of gender

- 25% female & 75% male learners
- 75% female & 25% male learners
- 50% female & 50% male learners

## Course Learning Outcome 3:

### DETERMINE THE EFFECTIVENESS OF THE VARIOUS INCLUSIVE TEACHING STRATEGIES.

#### 11 Teaching methodology

- The spectrum of teaching methodologies for teacher-centred and learner-centred learning.
- Active learning
- Selection of teaching methodologies
- The effectiveness of various teaching methodologies
- Effective teaching methodologies for inclusivity
- Criteria for effective teaching methodologies comparison

## Course Learning Outcome 4:

### DEVELOP GENDER-TRANSFORMATIVE STRATEGIC PLAN FOR A JUST TRANSITION.

#### 12 Gender-Transformative Strategic Plan

- Gender constraints
- Strategic plan
- Just Transformation
- Gender transformative
- Strategic plan structure and format
- Guiding questions/ guidelines to develop or prepare a strategic plan for gender transformative and responsiveness.
- Assessment
  - Likert Scale
  - Rubrics

For each of the course learning outcomes, the learning objectives will determine the depth and breadth of the course content/training outline for the learners to attain the course learning outcome.

## Course Learning Outcome 1

After the completion of course learning outcome 1, the learner will be able to review the existing program and curriculum, taking into consideration gender sensitivity which, in many instances, has been neglected. The integration of GESI analysis in the curriculum review process will ensure that the gender sensitivity areas will be investigated for equality. Therefore, prior to that, the learner needs to comprehend (learning objective 1.1-1.3), the concept of gender, concept of intersectionality, concept of discrimination, GESI analysis and GESI continuum so that during the curriculum process the learner will be able to create guiding questions on gender equality and equity and incorporate GESI analysis in the curriculum review process. The learning objectives and training outline for course learning outcome 1 are shown in Table 1.

| <b>Course Learning Outcome 1:</b>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>REVIEW EXISTING PROGRAM &amp; CURRICULUM TAKING INTO CONSIDERATION OF GENDER SENSITIVITY.</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Learning Objectives</b>                                                                                                             | <b>Training Outline/Content</b>                                                                                                                                                                                                                                                                                                                                                          |
| 1.1 Define gender, social inclusion, equity, equality, discrimination, and intersectionality.                                          | <b>1. Concept of Gender:</b> <ul style="list-style-type: none"> <li>• Definition of sex &amp; gender</li> <li>• Gender attitude: gender stereotypes, gender bias (language and representation), sexism.</li> <li>• Masculinity and Femininity</li> <li>• Clarify gender sensitive factor.</li> </ul> <b>2. Concept of intersectionality</b>                                              |
| 1.2 Explain the creation of inequality and inequity, and the impact of inequality and inequity to individual well-being and community. | <b>3. Concept of discrimination, bias (ableism, ageism, etc) culture, social structure, and inequity.</b> <ul style="list-style-type: none"> <li>• Unconscious bias</li> <li>• Gender-sensitive factors</li> <li>• Culture, tradition, religion</li> <li>• Policy and regulations</li> <li>• Disability issues, socioeconomic status, special education (inclusive education)</li> </ul> |
| 1.3 Explain the concept of Gender Equality and Social Inclusion (GESI)                                                                 | <b>4. GESI analysis:</b> <ul style="list-style-type: none"> <li>• GESI dimensions: Access, participation, decision-making (control), system, well-being.</li> </ul> <b>5. GESI continuum:</b> <ul style="list-style-type: none"> <li>• GESI unaware, GESI blind, GESI sensitive, GESI responsive, GESI transformative.</li> </ul>                                                        |
| 1.4 Explain the process of reviewing existing program and curriculum.                                                                  | <b>6. Curriculum Review</b> <ul style="list-style-type: none"> <li>• Curriculum review process</li> <li>• Relationship between course learning outcomes and learning objectives.</li> <li>• Guidelines to review curriculum</li> </ul>                                                                                                                                                   |

## Course Learning Outcome 1:

### REVIEW EXISTING PROGRAM & CURRICULUM TAKING INTO CONSIDERATION OF GENDER SENSITIVITY.

| Learning Objectives                                                                     | Training Outline/Content                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.5 Practice the process of reviewing existing program and curriculum.                  | <b>7. Curriculum Review Workshop Preparation</b> <ul style="list-style-type: none"><li>• The workshop setup</li><li>• Guiding questions, data collection &amp; action plan</li><li>• Baseline studies of OSS that include gender.</li><li>• Mapping of updated Occupational Skill</li></ul> |
| 1.6 Conclude the findings of the existing program and curriculum on gender sensitivity. |                                                                                                                                                                                                                                                                                             |

Table 1: Course learning outcome 1, learning objectives and training outline. The training contents 1-5 are pre-requisite for training content 6 & 7.

## Course Learning Outcome 2

The optimization of the learning environment for inclusivity will be the focus for course learning outcome 2 as depicted in Table 2, in which the learners will be able to distinguish various learning environments for gender equality. The learner will perform a situation analysis and recommend a safe & inclusive learning environment taking into consideration the learning environment setup, learners' performance and gender dominance based on several scenarios given.

## Course Learning Outcome 2:

### DISTINGUISH VARIOUS LEARNING ENVIRONMENTS FOR GENDER EQUALITY.

| Learning Objectives                                                                                | Training Outline/Content                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1 Explain safe and inclusive learning environments.                                              | <b>8. Learning Environment</b> <ul style="list-style-type: none"><li>• Safe and inclusive classroom/learning environment</li></ul>                                                                                                                                                |
| 2.2 Explain ways to promote gender equality in classroom/learning environment                      | <b>9. Promotion of Gender Equality in Learning Environment</b> <ul style="list-style-type: none"><li>• Factors that contribute to gender inequality in the classroom/learning environment.</li><li>• Ways to promote gender equality in classroom/learning environment.</li></ul> |
| 2.3 Recommend the classroom/learning environment setup for different types of dominance of gender. | <b>10. Situation analysis for learning environment setup based on dominance of gender:</b> <ul style="list-style-type: none"><li>• 25% female &amp; 75% male learners</li><li>• 75% female &amp; 25% male learners</li><li>• 50% female &amp; 50% male learners</li></ul>         |

Table 2: Course learning outcome 2, learning objectives and training outline/content.

## Course Learning Outcome 3

Based on the spectrum of teaching methodologies for teacher- and learner-centred learning and the pyramid of learning, the learner will explore the various teaching methodologies that promote active learning and subsequently be able to determine the effectiveness of the various inclusive teaching strategies. Table 3 shows the learning objectives and the training content associated with course learning outcome 3.

### Course Learning Outcome 3:

#### DETERMINE THE EFFECTIVENESS OF THE VARIOUS INCLUSIVE TEACHING STRATEGIES.

| Learning Objectives                                                                                 | Training Outline/Content                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.1 Explain the spectrum of teaching methodologies for teacher-centred and learner-centred learning | <b>11. Teaching methodology</b> <ul style="list-style-type: none"><li>• The spectrum of teaching methodologies for teacher-centred and learner-centred learning.</li><li>• Active learning</li></ul> |
| 3.2 Select the appropriate teaching methodology based on the lesson objectives.                     | <ul style="list-style-type: none"><li>• Selection of teaching methodologies</li><li>• The effectiveness of various teaching methodologies</li></ul>                                                  |
| 3.3 Compare the effectiveness of the various teaching methodologies for inclusivity.                | <ul style="list-style-type: none"><li>• Effective teaching methodologies for inclusivity</li><li>• Criteria for effective teaching methodologies comparison</li></ul>                                |

Table 3: Learning objectives and training content associated with course learning outcome 3.

## Course Learning Outcome 4

After the learners have undergone CLO1-CLO3, they will be collaborating with the management personnel to develop a gender-transformative strategic plan for just transition as shown in Table 4. The five areas suggested for the strategic plan are as follows:

1. Gender equality policy
2. GESI analysis
3. Curriculum review
4. Learning environment
5. Teaching methodology for active learning

### Course Learning Outcome 4:

## DEVELOP GENDER-TRANSFORMATIVE STRATEGIC PLAN FOR A JUST TRANSITION.

| Learning Objectives                                                                                                         | Training Outline/Content                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.1 Analyse the gender constraints in organization.                                                                         | <b>12. Gender-Transformative Strategic plan</b> <ul style="list-style-type: none"><li>• Gender constraints</li><li>• Strategic plan</li><li>• Just Transformation</li></ul>                                                                        |
| 4.2 Collaborate with TVET management/ TVET teaching personnel on the development of a gender-transformative strategic plan. | <ul style="list-style-type: none"><li>• Gender transformative</li><li>• Strategic plan structure and format</li><li>• Guiding Questions / Guidelines to develop or prepare a strategic plan for gender transformative and responsiveness</li></ul> |
| 4.3 Develop a strategic plan for gender-transformative for a Just Transition                                                | <ul style="list-style-type: none"><li>• Assessment<ul style="list-style-type: none"><li>• Likert Scale</li><li>• Rubrics</li></ul></li></ul>                                                                                                       |

Table 4: Course learning outcome 4 focusing on the development of gender-transformative strategic plan.

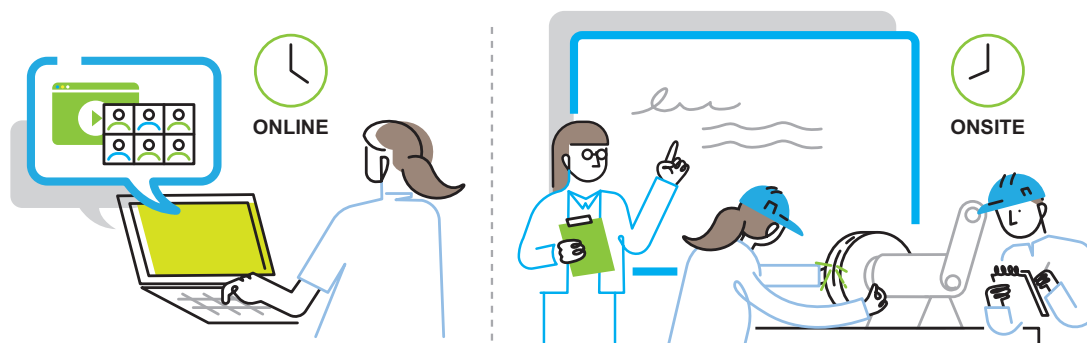
## Evaluation Criteria

Both personnel (Management & Teaching) will present their organizational strategic plan in the format given in a plenary. Their peers will be assessing the presentation based on the criteria provided (refer to Table 5).

| No.      | Components                   | Performance Assessment                                                  |
|----------|------------------------------|-------------------------------------------------------------------------|
| <b>1</b> | <b>Strategic Goals</b>       | <b>Comprehensiveness</b>                                                |
| 1.1      | Strategic aim                | • Describe strategic aim clearly and logically                          |
| 1.2      | Action Plan                  | • Provide an action plan sufficient to attain the strategic aim         |
| <b>2</b> | <b>Action Plan</b>           | <b>Explicit and Effectiveness</b>                                       |
| 2.1      | Objective                    | • Write objective explicitly and in a measurable way                    |
| 2.2      | Action/Task Statement        | • List the action/task in sequence for the attainment of the objective. |
| 2.3      | Action Plan Requirements     | • Provide complete information for the action plan requirements         |
| <b>3</b> | <b>Presentation</b>          | <b>Effectiveness and Comprehensiveness</b>                              |
| 3.1      | Presentation skills          | • Demonstrate presentation skills                                       |
| 3.2      | Reasoning/Justification      | • Comprehend questions with reasoning/justification                     |
| 3.3      | Media/Method of presentation | • Use effective presentation method and media                           |

Table 5: Evaluation criteria for organizational gender-transformative strategic plan for just transition

## 5. INSTRUCTIONAL DESIGN FOR HYBRID LEARNING & TRAINING



The suggested overall instructional design (ID) with the distribution of duration based on course learning outcome (CLO), and mode of delivering learning & training is shown in Table 6. The prerequisite stated in Table 7 will be sufficient for the learner to undergo the course. Nevertheless, it is highly recommended to scaffold a learner without curriculum development process knowledge prior to attending this course and consequently, the ID should be amended to provide an equal opportunity for the learner to acquire the pre-knowledge.

### Overview of Instructional Design

| Course Name                                                                                                                   | Gender Responsive Approach for Learning and Teaching in TVET                                                                                                                                                                                                                                                                                                         |                |                         |                         |                    |                     |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------|-------------------------|--------------------|---------------------|
| <b>Duration</b><br>• Online Training<br>• Synchronous - 15 hours<br>• Asynchronous - 25 hours<br>• Onsite Training - 40 hours | 80 hours                                                                                                                                                                                                                                                                                                                                                             | <b>CLO No.</b> | <b>Duration (hours)</b> | <b>Mode of Delivery</b> |                    |                     |
|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      |                |                         | <b>Face-to-Face</b>     | <b>Synchronous</b> | <b>Asynchronous</b> |
|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      | 1              | 30                      | 8                       | 7                  | 15                  |
|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      | 2              | 14                      | 4                       | 4                  | 6                   |
|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      | 3              | 12                      | 4                       | 4                  | 4                   |
|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      | 4              | 24                      | 0                       | 0                  |                     |
|                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                      | <b>80</b>      | <b>40</b>               | <b>15</b>               | <b>25</b>          |                     |
| <b>Course Learning Outcomes (CLO)</b>                                                                                         | 1. Review existing program & curriculum taking into consideration gender sensitivity.<br>2. Distinguish various learning environments for gender equality.<br>3. Determine the effectiveness of the various inclusive teaching strategies.<br>4. Develop gender-transformative strategic plan for a Just Transition in collaboration with TVET management personnel. |                |                         |                         |                    |                     |
| <b>Pre-requisites</b>                                                                                                         | • Minimum of three (3) years of experience in delivering TVET courses.<br>• Have undergone Pedagogy/ Teaching Methodology training.<br>• Knowledge of TVET curriculum development will be an added advantage.                                                                                                                                                        |                |                         |                         |                    |                     |

Table 6: Hybrid Learning and Training - Distribution of duration of learning & training and mode of delivery.

|                                                                                                                |                                                                                  |                                            |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------|
| <b>Course Learning Outcome 1</b><br><b>Instructional Design for Hybrid Learning &amp; Training</b>             | <b>Duration :</b><br><br><span style="font-size: 2em;">30</span><br><b>hours</b> | Online (Synchronous) :<br><b>07</b> hours  |
|                                                                                                                |                                                                                  | Online (Asynchronous) :<br><b>15</b> hours |
|                                                                                                                |                                                                                  | Onsite :<br><b>08</b> hours                |
| <b>CLO1 :</b><br><b>Review existing program &amp; curriculum taking into consideration gender sensitivity.</b> |                                                                                  |                                            |

Based on the total number of durations for CLO1, the sequence of learning and delivery method are as shown below:

| CLO No. | Learning Outcomes/Learning Objective/Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Duration (hours) | Training Materials/Resources                                                                  | Teaching Methodology                                           | Learning Activity                                               | Learning Mode (Face-to Face/Synchronous/Asynchronous) |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------|
| CLO1    | <b>Learning Objective:</b><br>1.1 Define gender, social inclusion, equity, equality, discrimination, and intersectionality.<br><br><b>Content:</b><br><b>Concept of Gender:</b> <ul style="list-style-type: none"> <li>• Definition of sex &amp; gender</li> <li>• Gender attitude: gender stereotypes, gender bias (language and representation), sexism.</li> <li>• Masculinity and Femininity</li> <li>• Clarify gender sensitive factor.</li> </ul> <b>Concept of intersectionality</b>                                                                                     | 3                | PowerPoint presentation                                                                       | Lecture                                                        | Listening & take notes                                          | Synchronous                                           |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4                | Reading pack on concept of gender and intersectionality                                       | Quiz                                                           | Reading<br>Completing a quiz                                    | Asynchronous                                          |
| CLO1    | <b>Learning Objective:</b><br>1.2 Explain the creation of inequality and inequity, and the impact of inequality and inequity on individual wellbeing and community.<br><br><b>Content:</b><br>Concept of discrimination, bias (ableism, ageism, etc.)<br>Culture, social structure, and inequity <ul style="list-style-type: none"> <li>• Unconscious bias</li> <li>• Gender-sensitive factors</li> <li>• Culture, tradition, religion</li> <li>• Policy and regulations</li> <li>• Disability issues, socioeconomic status, special education (inclusive education)</li> </ul> | 2                | Recorded presentation via PowerPoint.                                                         | Lecture with recorded presentation.                            | Listening & taking notes.                                       | Asynchronous                                          |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3                | Reading pack on inequality and inequity.                                                      | Problem-based learning (case study of inequality and inequity) | Group work analyzing case.                                      | Asynchronous                                          |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2                | Case study: cases of inequality and inequity                                                  | Presentation & discussion                                      | Group presentation of the case analysis on impact of inequality | Synchronous                                           |
| CLO1    | <b>Learning Objective:</b><br>1.3 Explain the concept of Gender Equality and Social Inclusion (GESI)<br><br><b>Content:</b><br>GESI analysis:<br>GESI dimensions: Access, participation, decision-making (control), system, well-being.<br>GESI continuum:<br>GESI unaware, GESI blind, GESI sensitive, GESI responsive, GESI transformative.                                                                                                                                                                                                                                   | 2                | Recorded presentation via PowerPoint.<br><br>Reading pack on GESI analysis and GESI continuum | Lecture with recorded presentation.<br><br>Quiz                | Listening & taking notes<br><br>Completing a quiz               | Asynchronous                                          |



| CLO No. | Learning Outcomes/Learning Objective/Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Duration (hours) | Training Materials/Resources                                              | Teaching Methodology          | Learning Activity                             | Learning Mode (Face-to Face/ Synchronous/ Asynchronous) |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------|-------------------------------|-----------------------------------------------|---------------------------------------------------------|
| CLO1    | <b>Learning Objective:</b><br>1.4 Explain the process of reviewing existing program and curriculum.<br>1.5 Practice the process of reviewing existing program and curriculum.<br>1.6 Conclude the findings of the existing program & curriculum on gender sensitivity.<br><br><b>Content:</b> <ul style="list-style-type: none"> <li>Curriculum review process.</li> <li>Relationship between course learning outcomes and learning objectives.</li> <li>Guidelines to review curriculum.</li> <li>Baseline studies of OSS that includes gender.</li> <li>Mapping of updated Occupational Skill Standards.</li> </ul> | 2                | Presentation Slides                                                       | Lecture                       | Listening and taking notes                    | Synchronous                                             |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4                | PBL1 References for Curriculum Review Practice                            | Group Work: PBL 1             | Completing PBL 1                              | Asynchronous                                            |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 8                | Group Work Presentation Slides<br><br>Workshop materials and stationeries | Workshop on Curriculum Review | Facilitating a workshop for curriculum review | Face-to-face                                            |

### Recommended Further Reading/Training Materials

- Introduction to Curriculum Review, 2018 University of Calgary
  - [https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/c9f/9d5/db5/1.\\_Introduction\\_to\\_Curriculum\\_Review\\_2018\\_02\\_09\\_University\\_of\\_Calgary.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/c9f/9d5/db5/1._Introduction_to_Curriculum_Review_2018_02_09_University_of_Calgary.pdf)
- Quality Assurance Curriculum Review Handbook – University of Calgary
  - [https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/26e/a7d/895/2.\\_Quality\\_Assurance\\_Curriculum\\_Review\\_Handbook\\_-\\_University\\_of\\_Calgary.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/26e/a7d/895/2._Quality_Assurance_Curriculum_Review_Handbook_-_University_of_Calgary.pdf)
- Guide to Curriculum Review – University of Calgary
  - [https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/1c6/63a/15f/3.\\_Guide\\_to\\_Curriculum\\_Review\\_-\\_University\\_of\\_Calgary.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/1c6/63a/15f/3._Guide_to_Curriculum_Review_-_University_of_Calgary.pdf)
- PGT-Curriculum Review in Practice – University of Reading
  - [https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/a68/1f4/cad/PGT-Curriculum\\_Review\\_in\\_Practice-University\\_of\\_Reading.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/a68/1f4/cad/PGT-Curriculum_Review_in_Practice-University_of_Reading.pdf)
- Program Learning Outcomes and Assessment Mapping Template
  - [https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/a0c/84a/9ee/University\\_of\\_Reading-Programme-Learning-Outcomes-and-Assessment-Mapping-Templates.docx](https://files.cdn.thinkific.com/file_uploads/328254/attachments/a0c/84a/9ee/University_of_Reading-Programme-Learning-Outcomes-and-Assessment-Mapping-Templates.docx)
- When to begin Curriculum Review
  - <https://sites.reading.ac.uk/curriculum-framework/when-to-begin-curriculum-review/>
- Occupational Skills Standards Example:
  - Innovative Apprenticeship Organization  
<https://innovativeapprenticeship.org/occupational-standards/>
  - Administrative Support-Illinois  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/690/fb1/047/Adminitrative\\_Support\\_-\\_Illinois\\_OSS.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/690/fb1/047/Adminitrative_Support_-_Illinois_OSS.pdf)
  - IT Design Build Cluster-Illinois  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/c2d/73c/216/IT\\_Design-Build\\_Cluster\\_-\\_Illinois\\_OSS.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/c2d/73c/216/IT_Design-Build_Cluster_-_Illinois_OSS.pdf)
  - Welding Cluster-Illinois  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/c2d/73c/216/IT\\_Design-Build\\_Cluster\\_-\\_Illinois\\_OSS.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/c2d/73c/216/IT_Design-Build_Cluster_-_Illinois_OSS.pdf)
- Curriculum Development in Vocational Technical Education and Skill Development
  - [https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/fce/187/b64/Curriculum\\_Development\\_in\\_VocationalTechnical\\_Education\\_\\_and\\_Skill\\_Development\\_by\\_Assoc.\\_Prof.\\_Dr.\\_Krismant\\_Whattananarong.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/fce/187/b64/Curriculum_Development_in_VocationalTechnical_Education__and_Skill_Development_by_Assoc._Prof._Dr._Krismant_Whattananarong.pdf)
- Manufacturing/Engineering Technology Skills Standard
  - [https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/887/64a/cd6/Manufacturing-Engineering\\_Technology\\_Skills\\_Standards\\_to\\_Curriculum-South\\_Seattle\\_Community\\_College.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/887/64a/cd6/Manufacturing-Engineering_Technology_Skills_Standards_to_Curriculum-South_Seattle_Community_College.pdf)
- Example of Problem Based Learning – “Curriculum Not Satisfying”
  - [https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/9dc/2cf/958/Problem\\_Based\\_Learning\\_-\\_Curriculum\\_Not\\_Satisfying.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/9dc/2cf/958/Problem_Based_Learning_-_Curriculum_Not_Satisfying.pdf)

|                                                                                                     |                                                                           |                                            |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------|
| <b>Course Learning Outcome 2</b><br>Instructional Design for<br>Hybrid Learning & Training          | <b>Duration :</b><br><br><span style="font-size: 2em;">14</span><br>hours | Online (Synchronous) :<br><b>04</b> hours  |
| <b>CLO2 :</b><br><b>Distinguish various learning environments<br/>         for gender equality.</b> |                                                                           | Online (Asynchronous) :<br><b>06</b> hours |
|                                                                                                     |                                                                           | Onsite :<br><b>04</b> hours                |

The total duration of 14 hours is distributed for the learning activities as shown below:

| CLO No. | Learning Outcomes/Learning Objective/Content                                                                                                                                                                                                                                                                                                                                                                                              | Duration (hours) | Training Materials/Resources                                         | Teaching Methodology | Learning Activity                                              | Learning Mode (Face-to Face/ Synchronous/ Asynchronous) |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------|----------------------|----------------------------------------------------------------|---------------------------------------------------------|
| CLO2    | <b>Learning Objective:</b><br>2.1 Explain safe and inclusive learning environments.<br>2.2 Explain ways to promote gender equality in classroom/ learning environment.<br>2.3 Recommend the classroom/ learning environment setup for different types of dominance of gender.                                                                                                                                                             | 4                | slides                                                               | Lecture              | Listening and taking notes                                     | Synchronous                                             |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                           | 6                | References on learning environment for gender equality<br>Assignment | Discussion           | Question and answer.<br><br>Completing assignment individually | Asynchronous                                            |
|         | <b>Content:</b><br>• Safe and inclusive classroom/ learning environment<br>• Factors that contribute to gender inequality in the classroom/learning environment.<br>• Ways to promote gender equality in classroom/learning environment.<br>• Situation analysis for learning environment setup based on dominance of gender:<br>• 25% female & 75% male learners<br>• 75% female & 25% male learners<br>• 50% female & 50% male learners | 4                |                                                                      |                      | Group work presentation.<br><br>Making conclusion              | Face-to-face                                            |

### Recommended Further Reading/Training Materials:

- 10 Ways to Promote Gender Equality in The Classroom  
<https://www.provide-education.co.uk/10-ways-to-promote-gender-equality-in-the-classroom/>
- 6 Ways You Can Promote Gender Equality in Your Classroom  
<https://www.teachthought.com/education/promote-gender-equality/>
- Example of Assignment for Learning Environment  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/3c2/ec6/49c/Assignment-Situation\\_Analysis.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/3c2/ec6/49c/Assignment-Situation_Analysis.pdf)

|                                                                                                    |                                                |                                            |
|----------------------------------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------|
| <b>Course Learning Outcome 3</b><br><b>Instructional Design for Hybrid Learning &amp; Training</b> | <b>Duration :</b><br><b>12</b><br><b>hours</b> | Online (Synchronous) :<br><b>04</b> hours  |
| <b>CLO3 :</b><br><b>Determine the effectiveness of the various inclusive teaching strategies.</b>  |                                                | Online (Asynchronous) :<br><b>04</b> hours |
|                                                                                                    |                                                | Onsite :<br><b>04</b> hours                |

The learners will utilize 8 hours for online learning and 4 hours for onsite learning and training in which they will be presenting the conclusion on the effectiveness of various teaching methodologies as shown in the table below:

| CLO No. | Learning Outcomes/Learning Objective/Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Duration (hours) | Training Materials/Resources                                                            | Teaching Methodology  | Learning Activity           | Learning Mode (Face-to Face/ Synchronous/ Asynchronous) |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------|-----------------------|-----------------------------|---------------------------------------------------------|
| CLO3    | <b>Learning Objective:</b><br>3.1 Explain the spectrum of teaching methodologies for teacher-centered and learner-centered learning.<br>3.2 Select the appropriate teaching methodology based on the lesson objectives.<br>3.3 Compare the effectiveness of the various teaching methodologies for inclusivity.<br><br><b>Content:</b><br><ul style="list-style-type: none"> <li>The spectrum of teaching methodologies for teacher-centered and learner-centered learning.</li> <li>Active learning</li> <li>Teaching methodologies               <ul style="list-style-type: none"> <li>Differential learning</li> </ul> </li> <li>The effectiveness of various teaching methodologies</li> <li>Effective teaching methodologies for inclusivity</li> <li>Criteria for effective teaching methodologies comparison</li> </ul> | 4                | Presentation slides                                                                     | Lecture               | Listening and taking notes  | Synchronous                                             |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4                | Reference: Chapter 7- Selecting,                                                        | Question & Answer     | Completing the assignment   | Asynchronous                                            |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4                | designing and developing active training methods, The Trainer's Handbook, Karen Lawson. | Group work.           | Participating in group work | Face-to-face                                            |
|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                  | Assignment                                                                              | Workshop facilitation | Completing task             |                                                         |
|         | Workshop stationaries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  | Group presentation                                                                      | Presenting conclusion |                             |                                                         |

### Recommended Further Reading/Training Materials:

- Chapter 7 - Selecting, designing, and developing active training methods, The Trainer's Handbook, Karen Lawson.
- Modern Teaching Methods: An Overview  
<https://spark.school/modern-teaching-methods/>
- The Nature of Learning-Innovative Learning Environment Project  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/514/e59/b0e/The\\_Nature\\_of\\_Learning-Innovative\\_Learning\\_Environments\\_Project.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/514/e59/b0e/The_Nature_of_Learning-Innovative_Learning_Environments_Project.pdf)
- Technology-rich Innovative Learning Environments  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/971/7be/e1f/technology-rich\\_innovative\\_learning\\_environments\\_by\\_jennifer\\_groff.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/971/7be/e1f/technology-rich_innovative_learning_environments_by_jennifer_groff.pdf)
- Example of Assignment  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/55b/7ee/9d4/Assignment\\_Selection\\_of\\_Effective\\_Teaching\\_Methodology.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/55b/7ee/9d4/Assignment_Selection_of_Effective_Teaching_Methodology.pdf)

|                                                                                                                                             |                                                                              |                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------|
| <b>Course Learning Outcome 4</b><br><b>Instructional Design for Hybrid Learning &amp; Training</b>                                          | <b>Duration :</b><br><span style="font-size: 2em;">24</span><br><b>hours</b> | Online (Synchronous) :<br>00 hours  |
| <b>CLO4 :</b><br><b>Develop gender-transformative strategic plan for a Just Transition in collaboration with TVET management personnel.</b> |                                                                              | Online (Asynchronous) :<br>00 hours |
|                                                                                                                                             |                                                                              | Onsite :<br>24 hours                |

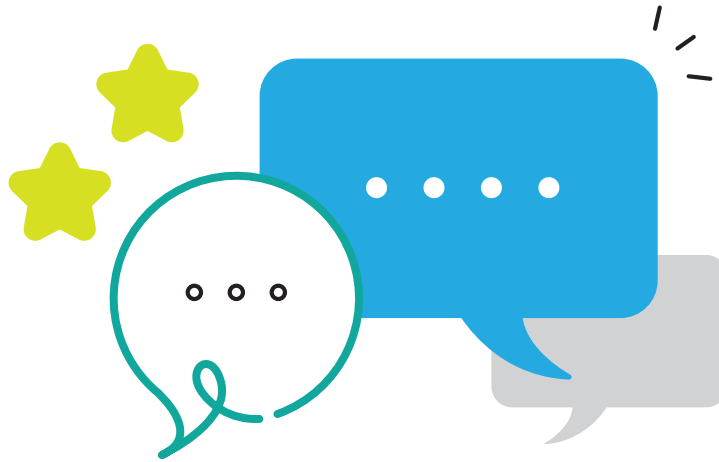
Both personnel from management and teaching will be working together finalizing their organizational gender-transformative strategic plan for just transition for 24 hours including the presentation and peer-to-peer evaluation as shown below:

| Day/ CLO No. | Learning Outcomes/Learning Objective/Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Duration (hours) | Training Materials/Resources                    | Teaching Methodology              | Learning Activity                                                                                                  | Learning Mode (Face-to Face/ Synchronous/ Asynchronous) |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| CLO 4        | <b>Learning Objective:</b><br>4.1 Analyze the gender constraints in an organization.<br>4.2 Collaborate with TVET management/TVET teaching personnel for the development of gender-transformative strategic plan.<br>4.3 Develop a strategic plan for gender-transformative for a Just Transition<br><br><b>Content:</b> <ul style="list-style-type: none"> <li>• Gender constraints</li> <li>• Strategic plan</li> <li>• Just Transformation</li> <li>• Gender transformative</li> <li>• Strategic plan structure and format</li> <li>• Guiding Questions / Guidelines to develop or prepare a strategic plan for gender-transformative and responsiveness.</li> <li>• Assessment               <ul style="list-style-type: none"> <li>• Likert Scale</li> <li>• Rubrics</li> </ul> </li> </ul> | 6                | Reading pack about GESI in TVET                 | Problem-based learning in groups. | Group work on gender constraints in organization and best practice of just transformation.                         | Face-to-face                                            |
|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2                | Strategic Plan – Goals and action plan template | Presentations and discussion      | Group presentations and discussion on gender constraints in organization and best practice of just transformation. | Face-to-face                                            |
|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 8                | Workshop plenary for group presentation         | Group presentation and assessment | Listening to and discussing the strategic plan for gender transformative                                           | Face-to-face                                            |

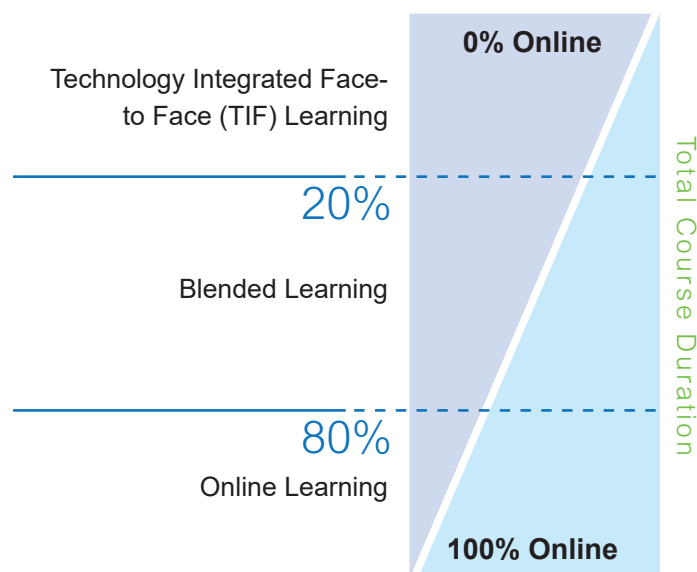
#### Recommended Further Reading/Training Materials:

1. Gender Glossary of Terms and Concepts-UNICEF 2017  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/734/a30/c10/Gender\\_Glossary\\_of\\_Terms\\_and\\_Concepts-UNICEF\\_2017.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/734/a30/c10/Gender_Glossary_of_Terms_and_Concepts-UNICEF_2017.pdf)
2. Gender Equality and Sustainable Development Goals in Asia and the Pacific - ADB  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/9ad/e7c/d04/Gender\\_Equality\\_and\\_the\\_Sustainable\\_Development\\_Goals\\_in\\_Asia\\_and\\_the\\_Pacific-ADB.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/9ad/e7c/d04/Gender_Equality_and_the_Sustainable_Development_Goals_in_Asia_and_the_Pacific-ADB.pdf)
3. A Quantum Leap for Gender Equality, 2019 ILO  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/88f/30e/725/A\\_Quantum\\_Leap\\_for\\_Gender\\_Equality\\_2019\\_ILO.pdf](https://files.cdn.thinkific.com/file_uploads/328254/attachments/88f/30e/725/A_Quantum_Leap_for_Gender_Equality_2019_ILO.pdf)
4. Example of Strategic Plan – Goals and action plan template  
[https://files.cdn.thinkific.com/file\\_uploads/328254/attachments/377/a57/e3b/Strategic\\_Plan\\_-\\_Goals\\_and\\_Action\\_Plan\\_Template.docx](https://files.cdn.thinkific.com/file_uploads/328254/attachments/377/a57/e3b/Strategic_Plan_-_Goals_and_Action_Plan_Template.docx)

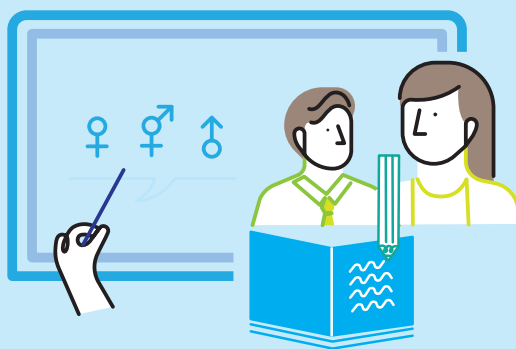
## 6. RECOMMENDATIONS



- Hybrid training allows flexibilities for the participants to learn at their own pace while also providing face-to-face mentoring, coaching, direct knowledge transfer among participants and facilitators. However, a specific mechanism is needed to ensure full participation of the participants during the online training. Specific measures are needed to engage participants during scheduled online sessions.
- The implementation of the suggested instructional design for the blended learning should be flexible and for which the recommended 40 hours for online (synchronous and asynchronous) training and 40 hours onsite training can be amended to conform to the learning environment or condition. The variation for online and onsite (face-to-face) can be made based on the figure shown below:



- The duration of onsite training can also be reduced if there is a constraint for the TVET personnel to be away from their institution for 5 days and should be replaced with online learning and training.
- The Problem-based Learning (PBL) and assignment for online training should be given ample time for the participants to complete since they are also committed to their daily task or work. These tasks will be the pre-requisite before the participants are to attend the onsite training which is mainly on the practice or the application of what they have learned online.
- Emphasis must be placed on the promotion of active learning throughout the online and onsite training so that the participants are able to gain the experience as an active learner and also how to organize and implement active learning for inclusivity.
- The progress of the final assignment should be monitored prior to the onsite training so that the collaboration between the management and teaching personnel has been established at their workplace/organization. Issues/challenges pertaining to gender equality at the organization have been identified for further deliberation during onsite training for the development of the gender-responsive strategic plan for just transition.



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Federal Ministry  
for Economic Cooperation  
and Development